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VIA: **HAND DELIVERY**

Xavier De La Torre  
County Superintendent of Schools  
Santa Clara County Office of Education  
1290 Ridder Park Drive  
San Jose, CA 95131-2304

***Re: Morgan Hill Prep School Charter Petition Appeal to the Santa Clara County Board of Education***

Dear Dr. De La Torre:

This letter is to inform you that Morgan Hill Prep School (the "Charter School") intends to appeal the denial of its charter petition by the Morgan Hill Unified 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 1.)
- (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 2, please find:
  - a. Minutes of the District Board meeting confirming that the District Board denied the charter.
  - b. District Board findings of fact for denial of the charter petition.
  - c. The Charter School's response to the District findings of fact.
- (3) A signed certification stating that petitioners will comply with all applicable law. (Attached under Binder Tab 3.)



- (4) A description of any changes to the petition necessary to reflect the County Board as the chartering entity as applicable. (A redline of the charter to reflect the County Board as the Charter School's authorizer is attached under Binder Tab 4.)
- (5) A CD containing PDF versions of all files listed above.

At its October 8<sup>th</sup>, 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.

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.

Finally, we wish to remind the County Board that the Charter School's appeal is for denial of a charter submitted to a school district. As such, the County Board must review the charter based upon the requirements of Education Code Section 47605, not Education Code Section 47605.6, the countywide benefit statute. The latter allows the County Board to deny a countywide benefit charter for any basis it finds justifiable. The former, which controls here, states that the County Board must approve the charter unless it makes written factual findings in one or more of five categories.

\* \* \*

We look forward to working with the County Board and the Santa Clara County Office of Education during consideration of the charter petition appeal. Please feel free to contact me if you have any questions.

Sincerely,

James Dent  
Executive Director



**Charter Petition of MHPS**

**A California Public Charter School**

**Founders:**

**Sharon Waller**

**Karen Humber**

**James Dent**

**Paul Nadeau**

**James Gargiulo**

**Primary Contact Information:**

**James Dent**

**831-235-6650**

**[jdent@navigatorschools.org](mailto:jdent@navigatorschools.org)**

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## **CHARTER BRIEFING PAGE**

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**Name of Organization Applying for Charter:** Navigator Schools Charter Management Organization

**Grades Served:** Kindergarten through Eighth Grades (opening with the K – 2)

**Number of Students:** 180 students in Year 1 / Up to 540 students at full capacity

**Proposed Location:** Morgan Hill

**Proposed District:** Morgan Hill Unified School District

**Target neighborhood:** West Morgan Hill

**Board of Directors-**

*Sharon Waller, Founder*

*BJ Sheid, Network Technician*

*Paul Nadeau, IT Support, Founder*

*James Gargiulo, Accountant, Founder*

*Art Barron, Community Member*

*Dyane Alcantar, Business Woman*

*Ray Blanchard, Small Business Owner*

*Brett Mosher, Business Consultant*

*Other members to be recruited who have experience in school finance, community outreach, governance or educational law.*



## **Affirmations and Assurances**

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As the authorized lead petitioner, I, James Dent, hereby certify that the information submitted in this petition for a California public charter school to be named Morgan Hill Prep School (MHPS) and to be located within the boundaries of the Morgan Hill Unified School District (“MHUSD” or the “District”) is true to the best of my knowledge and belief; I also certify that this petition 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 Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

MHPS 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©(1)]

MHPS shall be deemed the exclusive public school employer of the employees of MHPS for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]

MHPS shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]

MHPS shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]

MHPS shall not determine admission according to the place of residence of the pupil, or of his or her or guardian, within this state, except that any existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school. [Ref. Education Code Section 47605(d)(2)]

MHPS shall admit all students who wish to attend MHPS. However, if the number of pupils who wish to attend the charter school exceeds the school’s capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the district except as provided for in Section 47614.5. Other preferences must be permitted by the chartering authority and consistent with the law. [Ref. Education Code Section 47605(d)(2)(A)-(C)] In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and, in no event, shall take any action to impede the charter school from expanding enrollment to meet pupil demand.

MHPS shall not discriminate on the basis of race, ethnicity, national origin, religion, gender, sexual orientation, perceived sexual orientation, home language, or disability or other characteristic that is contained in the definition of hate crimes set forth in Section 422.5 of the Penal Code. [Ref. Education Code Section 4760

MHPS shall adhere to Section 504 of the Rehabilitation Act of 1974 (“Section 504”), Title II of the Americans with Disabilities Act of 1990 (“ADA”), and the Individuals with Disabilities in Education Improvement Act of 2004 (“IDEA”).

MHPS 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)©]

MHPS shall ensure that MHPS teachers hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]

MHPS shall at all times maintain all necessary and appropriate insurance coverage as specified in this petition under Element 6.

MHPS 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 MHPS without graduating or completing the school year for any reason, MHPS shall notify the superintendent 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. [Ref. California Education Code Section 47605(d)(3)] This paragraph applies only to pupils subject to compulsory full-time education pursuant to Education Code §48200.

MHPS shall follow any and all other federal, state, and local laws and regulations that apply to California charter schools, including but not limited to:

MHPS will not require any child to attend or any employee to work at the charter school.

MHPS will maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.

MHPS will on a regular basis consult with its parents and teachers regarding its education programs. MHPS will comply with any jurisdictional limitations to locations of its facilities. MHPS will comply with all laws establishing the minimum and maximum age for public school enrollment.

MHPS will comply with all applicable portions of the No Child Left Behind Act.

MHPS will comply with the Brown Act.

MHPS will comply with the Public Records Act.

MHPS will comply with the Family Educational Rights and Privacy Act.

MHPS will meet or exceed the legally required minimum of school days.

MHPS agrees to abide by all laws applicable to charter schools and these laws may supersede any agreement in this charter petition as the charter school laws may change from time to time.

MHPS agrees, at its own expense, to indemnify, defend and hold harmless the MHUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and

volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever, arising out of, or relating to this charter agreement.

## I. INTRODUCTION/FOUNDING GROUP

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The organizers of MHPS are pleased to submit this charter school petition to replicate the successful Gilroy Prep School. Gilroy Prep School currently operates MHPS's sister school GPS in Gilroy, California. In the process of developing this charter petition, the petitioners held meetings with local families and community leaders in Morgan Hill, studied the need for a charter school program like MHPS, and collected signatures from parents "meaningfully interested" in enrolling their children in the proposed school.

In attempt to avoid confusion, we will define terms now to help describe the different entities involved:

**Navigator Schools** – The 501(c) (3) corporation that currently oversees the operations of Gilroy Prep School and will oversee the operations of MHPS, and any other charter schools that are opened by Navigator Schools.

**GPS** – The acronym name that will represent the charter school in Gilroy.

**MHPS** – The acronym name that will represent the charter school in Morgan Hill.

### **Background**

After teaching for many years as an LSH/RSP teacher, Sharon Waller and James Dent, who taught various grades and worked as an administrator, became increasingly frustrated by their inability to effectively change the way in which students best learn and with how special education services were delivered (too many students were labeled as being special education when in actuality the issue was a failure of being taught to read, write and perform math using effective teaching methodologies). They were also frustrated with how long reform measures took in the large system, and most importantly, the large numbers of students who were graduating from high school with extremely poor reading, math and writing skills who were Latino or Black.

In 2004, Waller, Dent and a few other interested people began a dedicated study of high performing charter schools in the state of California and beyond. They were inspired by the successes achieved by the KIPP schools with typically under-performing children and felt strongly that they could have the same results with children in their local schools. Throughout the next several years the team visited numerous charter schools including KIPP Heartwood Academy in San Jose, Sixth Street Prep in Victorville, Morningside Academy in Seattle, Washington, Rocketship Schools in San Jose and Pacific Collegiate in Santa Cruz. They read books that described how successful schools operated, went to trainings to learn the most effective instructional practices, met with other school leaders and attended charter school conferences.

By 2010, an optimistic team of students, teachers and community members formed a start-up committee with the intention of creating a replicable, high performing, and fiscally sound school in Gilroy, California. Following the guidelines set forth in California Charter Law, they wrote a petition and garnered support in the community of Gilroy by meeting with community leaders,

Gilroy Unified School District (GUSD) staff and board members, parent groups, preschools, parishes and community organizations. The petition was presented to the GUSD Board of Trustees in September of 2010. With foresight, the GUSD Board of Trustees realized the benefits of having a model school in their district and proved their commitment to student success by voting unanimously to approve the Gilroy Prep School petition in October of 2010. Gilroy Prep School opened with grades K-2 in August of 2011. After the first year of operation GPS had:

- Achieved an API of 978.
- Implemented and systematized teaching strategies that drew visitors from dozens of other schools and districts
- Retained 90% of the staff
- Given bonuses to all staff
- Offered an extended school year
- Received accolades from parents, the GUSD Board of Trustees, Rotary Club, staff from other districts, the local newspapers, the Editorial Board of the Gilroy Dispatch, and other charter school leaders from surrounding counties.

The greatest accomplishment of GPS has been the elimination of the achievement gap.

Gilroy Prep School's own Board of Directors has successfully launched and guided the development of Navigator Schools, a Charter Management Organization, with the mission of effecting positive change in the overall public school system by opening several more schools in the next eight years. The Board is intending to expand charter schools that are training sites for teachers and school leaders within surrounding districts. The board is committed to having Navigator Schools be the highest performing school in the district with no achievement gap. The board has also pledged to develop an excellent leadership training program for all Navigator Schools' staff. The Board has incorporated additional time at every regular board meeting to engage in strategic planning to ensure the continued excellence of Navigator Schools.

Navigator Schools would like to thank all of the visionaries and pathfinders who came before us to inspire us. We would have never begun this journey without your example. We would also like to express our profound appreciation to those who have come beside us to guide us, offer instruction, wisdom, redirection or even correction when needed. Finally we would like to most gratefully and humbly acknowledge those people who have become our biggest supporters and champions. These people realize that for our nation to be great in the world, our children must receive a superior education. Our children are our future and are worth every effort we put forth to teach them at the highest level.

The Navigator Schools model is fundamentally different from other elementary schools in six important ways:

## ***MHPS Guiding Principles***

At MHPS we are committed to the vision of providing the following to the community that we serve:

### ***1. Focus on state common core standards using innovative materials and strategies***

We believe that every child deserves a demanding, standards-based education. A focus in the early years on literacy and math is a central commonality of high performing schools. At MHPS, research-proven, scaffolded, comprehensive math and literacy programs that systematically build basic skills will be utilized to prepare students for more complex learning in successive grades. A relentless focus on mastery of skills beginning with pre-reading skills in kindergarten, i.e. phonemic awareness, letter-sound mastery, decoding, blending, vocabulary building, and foundations of print will continue to build until students are competent readers and writers by 3<sup>rd</sup> grade. The Whole Brain Teaching Strategies described in Section C are an innovative way to engage students during instruction of state standards. In a Whole Brain Teaching classroom students are at 100% attention during teacher-directed lessons. They are expected to respond on cue, much of it chorally. The use of student white boards to demonstrate how a problem is solved is seen throughout all subject areas of a Whole Brain Teaching classroom. The “Prove and Disprove” method of defending a response significantly increases the students’ ability to think critically. Analysis of why an answer is incorrect is as powerful a learning process as the understanding of why an answer is correct. The use of student responders provides teachers with immediate data on which students understand the concept being taught and which students need more practice. The additional tutorial time at the end of the day will be used to re-teach skills until mastery is achieved.

There will be a “no excuses” approach that has been adopted by many of the nation’s top performing charter schools because we want our students to strive academically to be their best. At the higher grades students will be required to do extensive independent practice on the target areas of reading, writing and math. Students will be consistently monitored in the area of independent reading through the use of Accelerated Reader software. In grades K-5, students’ nightly homework will generally consist of independent reading and summarizing. Skill practice will be done at school, under the direction of a teacher or a paraprofessional to ensure correct practice through frequent feedback by the adult. Educational software in math and literacy specifically designed to adapt to students’ individual skill levels will be accessed daily by our students.

### ***2. Teacher accountability and merit pay based on student performance***

We believe that merit pay, as the budget permits, is an excellent way of rewarding teachers for their students’ academic success. MHPS requires its teachers to have a level of commitment and a pursuit of excellence that demands reward.

### ***3. Extended school day for all students based on assessment of individual needs for the purpose of remediation or enrichment***

Compared to MHUSD, MHPS students will receive additional instruction (see Appendix G ). This will ensure mastery of standards and that all students can receive enrichment opportunities that may include access to additional educational software, PE activities, music, art, and drama. Programs will be developed through collaboration with parents and community organizations. The

school prioritizes academic success above the enrichment offerings at the end of the day. However, students flex in and out of groups and they are very aware of their goals and why this is happening. Parents are informed and understand as well.

***4. Daily access by students to state of the art of technology, to support both teaching and learning in the classroom***

The technology component of MHPS, as described in the technology section of the charter petition, is multi-faceted and serves a variety of purposes. A significant portion of the start-up budget is dedicated to this area because the Founders of MHPS believe that technology, used well, can dramatically improve student achievement. The educational software chosen has the potential of improving students' overall academic achievement as measured on standardized tests. Another benefit to excellent educational software is that it can serve to provide multiple practice opportunities for students in a high ratio setting with a staff member. This would free up additional staff to work with small groups.

***5. Adjustment of teaching content and methods based on frequent assessments***

MHPS will assess student mastery of state standards daily and formally on a monthly basis. Students failing to meet proficiency will be re-taught in flexible groups each day in both language arts and mathematic. For students that are significantly behind in basic skills, additional literacy and math blocks will be formed to help students achieve grade level skills.

***6. A school environment that fosters and demands exemplary student behavior***

The founders of MHPS believe that all students can learn to be well-behaved, active learners. For many students, this must be explicitly taught beginning in the lowest grades. Classroom norms and behavior expectations will be consistent throughout the school and a visitor to MHPS will instantly notice the excellent student behavior. The school culture will provide an environment where all students feel safe and respected. We imagine a future for the hundreds of children served by each Navigator School in which they enter high school and can take advantage of advanced classes and go on to attain a four-year college education. We hope to see hundreds of qualified applicants prepared to enter excellent four-year universities by 2026 when our first class of Kindergarteners graduate from high school.

**Term and Renewal of the Charter**

In accordance with California Education Code §47607(a)(1), this charter petition will be effective as of the date of approval and will last for a period of one (1) to five (5) fiscal years starting with the first fiscal year in which the school opens and ending in 2019 (in the case of 5 year approval).

MHPS understands and accepts the grounds under which a charter may be revoked in accordance with California Education Code 47607.

MHPS may request from the Board of MHUSD that an amendment be made to the charter at any time prior to expiration.

MHPS will submit its renewal petition to MHUSD no earlier than September of the year before the charter is due to expire.

## **Founding Members / Advisors**

**Sharon Waller** holds a Masters Degree in Special Education from San Jose State University and Bachelors degree in Speech Pathology and Audiology from San Jose State. She holds a Clinical Rehabilitation Credential and a Resource Specialist Certificate. Sharon has over 25 years experience working in the field of education. She has held a wide range of teaching and coordinating positions including Speech Pathologist, Special Day class teacher, Resource Specialist, coordinator of after school programs and co-coordinator of Summer School. She has been employed as a Speech Pathologist in GUSD, as well as one of the Teacher Liasons in Power School, an after school program GUSD offered, for two years. Prior to coming to GPS, Sharon taught in Aromas/San Juan Unified School District (ASJUSD) in the preschool, K-8<sup>th</sup> grade schools and the high school for 15 years as a Resource Specialist and Speech Pathologist. During her years as a Special Education teacher in ASJUSD, Sharon was involved in various committees, co-coordinated a summer school program and an after school program. She was involved in the creation of team teaching models and the implementation of full-inclusion for special needs students at the new high school in the district, Anzar High School.

Sharon has received extensive training in special education law, implementation of effective programs and strategies for all students and has investigated and implemented effective curriculum and standards-based materials for students.

Sharon has given workshops for staff, students, parents, and community members in areas including support, strategies for helping students at home and on the use of Response to Intervention to increase student success and reduce referrals to special education. Sharon has volunteered in various community-based programs over the past 22 years, while her 3 children were growing up.

Sharon has studied the charter movement for the past 10 years and has visited several schools in California including Pacific Collegiate, KIPP academy in San Jose, Sixth Street Prep in Victorville and Morningside Academy in Seattle. She has attended Charter School conferences and understands the benefits, complexities and politics that charter schools bring to districts.

**Karen Humber** holds a Masters degree in Special Education and a Bachelors degree in Liberal Studies from the University of the Pacific. She possesses multiple certifications that enable her to serve students in both the general and special education population. Namely, Karen has her Multiple Subject and Learning Handicapped credentials, along with a Resource Specialist certificate. Karen has 30 years of teaching experience. For the past 25 years, she has taught special day class and worked as a resource specialist in Gilroy at the elementary, middle, and high school level. Prior to her experiences in Gilroy, she taught in Hollister, San Jose, and Portland, Oregon.

Karen's background provides her specialized training to address specific learning needs of all children. She has been instructed in and currently utilizes Lindamood Bell techniques that



improve basic reading and reading comprehension skills. She also participated in the All Kinds Of Minds /Schools Attuned Program based on the teachings of Mel Levine, M.D.

Currently, Karen works as the resource specialist at an elementary school. In addition to directly serving students, her duties include conducting and coordinating school wide progress monitoring assessments, facilitating Student Study Team meetings to address student's academic and behavior needs, training and consulting with general education team members on differentiated instruction strategies, and implementing Response to Intervention processes and procedures.

Outside of the classroom she has served as Gilroy's Area Coordinator for the local chapter of Operation Interdependence by facilitating the community's support of our U.S. Troops overseas.

### **Educational Services**

**Kristyn Corley** holds a Masters degree in School Psychology from Texas State University and a Bachelors degree in Psychology from University of Texas in Austin. During her undergraduate work, she conducted research investigating children's beliefs about discipline and the effects of anxiety disorders in the college age population. As a graduate student, she co-authored, "The al Experience of Raising a Child with Asperger's Disorder," published in *Educational Psychology in Practice*. This work was also presented at the 11<sup>th</sup> Annual American Psychological Association conference held in New Orleans. In addition, she worked with a task force to produce a National Association of School Psychologist training module on effective preschool interventions.

Kristyn is a Nationally Certified School Psychologist and currently holds a credential in Pupil Personnel Services in School Psychology. She has been working in the field of education for 5 years. During the first 6 months of her career, she worked at the juvenile probation department providing mental health assessment and group therapy. Three of those years were spent working as a school psychologist at a variety of levels at elementary, middle, and high schools in Austin, Texas.

Kristyn is currently employed as a school psychologist in the Salinas City School District. She has provided both site and district level trainings in a variety of areas, such as implementation of Response to Intervention, effective behavior management techniques, and the role of assessment in special education. Her current duties include oversight of special education operations at two elementary schools and monitoring of students with significant needs attending non-public schools. In addition, she assists with the implementation of the McKinney Vento grant, which aims to ensure educational rights and protections for children experiencing homelessness

**James Dent** has his MA in Administration from San Jose State University and a Bachelor's degree in Education from University of Santa Barbara. James is the current Principal of GPS and was the principal of Eliot Elementary in GUSD for the prior four years. He is bilingual. He has been involved in educational reform and innovation since he started teaching in 1993. James began his career as a high school teacher and coach, then began work at Aromas Elementary where he taught 4<sup>th</sup> and 6<sup>th</sup> grade and then became the Title 1 coordinator. James was instrumental in designing and fundraising for a new computer lab and instituting Reading Counts and Saxon Math at the school. He created a successful after school program and became the Summer School Principal for two years.

James was a Vice Principal in a Watsonville school and gained a great deal of administrative knowledge.

James has a wide range of experience with leadership, educational policy and budgets. James has additionally taken on tasks to help other GUSD leaders with their schools' technology plans.

James has instituted many of Sixth Street Prep's strategies into his school, as well as some of the fundamental KIPP components. At Eliot, he saw a significant gain in overall achievement of the students during his four years.

James is the father of six beautiful children and enjoys sports and outdoor activities.

## **Finance**

**James Gargiulo** is an accomplished Accounting Manager with thirteen years of experience related to Accounting, Payroll, Accounts Payable, and Accounts Receivable. After earning his Bachelor of Science degree in Business Administration (Finance) from Oklahoma State University, James spent four years in the U.S. Army working in military payroll. From that point, he spent the next six years working for Fortune 500 companies AT&T and Anheuser-Busch. After moving to the area, James worked for a local Ag company.

Currently James has been employed at Chartwell School in Seaside for the past several months. In this position, he is the Accounting Manager reporting directly to the Chief Business Officer. His responsibilities include preparing the annual budget, preparing the monthly financials, and reviewing all transactions posted in the accounting system.

Throughout his Accounting career, James has consistently moved into positions of increasing responsibility. He maintains the core values he learned in the Army and believes that leadership and effective communication are the keys to a successful operation.

James has been a resident of Gilroy for three years with his wife and two boys.

## ***Resources & Website***

**Paul Nadeau** is the Technical Services Administrator and Facilities Manager for Pivot Interiors. As the Technical Services Administrator, Paul manages the daily technical needs of this 4- location company, supporting over 125 end users and 4 data centers. As the Facilities Manager, he maintains 3 showrooms and an operational facility for Pivot Interiors. Paul holds a BS degree from the University of San Francisco in the Management of Information Systems. He also has 20 years experience with FedEx Corporation as an Operations Manager. Paul has experience in deploying VOIP solutions, mobile communication servers (RIM Blackberry), network management servers, as well as providing desktop support solutions and hardware lifecycle management. His experience in planning and deploying IT infrastructures makes him a valuable resource in today's IT marketplace. From managing the operational budget of a 230 person operation at FedEx to overseeing the tenant improvements and facility requirements at Pivot Interiors, Paul has the ability to create and maintain sophisticated work environments. Paul Nadeau is a husband and the father of two boys in Gilroy, California. He is actively engaged in his community and participates in his

children's school. Paul also enjoys cycling, taking pictures and is currently having fun teaching his son to ride a bike and use a computer.

### ***Advisor/Educational Research***

**Linda Mikels** has been an educator for nearly 30 years. She has taught most grades K through college and has served in three school districts as School Administrator, Principal and as Director of Curriculum. Linda received her BA degree in Spanish from Wheaton College, her MA in Curriculum and Instruction from Chapman University, and her Administrative Services Credential from Redlands University.

As Principal of Sixth Street Prep School, Linda led the school to 5 Title I Academic Achievement Awards, 3 California Business for Academic Excellence Star School Awards, the California Distinguished Schools Award and the prestigious National Blue Ribbon Award. In 2005 Sixth Street Prep was highlighted in the book *Free to Learn* by Lance Itzumi.

Sixth Street Prep hosts hundreds of visitors from all over the country and as a demonstration school provides staff development for teachers and administrators all over California.

Linda and her diverse, high poverty school have also been featured in many local and national publications for their unprecedented achievement.

She was named the Daily Press Person of the Year for 2009 and received the 2010 Distinguished Service Award from her community. Currently, Linda is expanding her influence on classroom pedagogy as an Educational Consultant for Turning Technologies.

### ***Advisor/Health and Safety***

**Stephanie Wong**, R.N., B.S.N. graduated from San Jose State University 1975. She also completed the Clinical Adolescent Nurse Specialist Training program from the University of Texas, Southwestern Medical School 1980, and earned a Health Service Credential 1990.

Her nursing career began as a Peace Corps Volunteer in Nicaragua , Central America and proceeded to Carbondale , Illinois as a Migrant Nurse , Espanola, New Mexico as a Community Health Nurse, and San Francisco , California as a Hospice Nurse. She has worked for the Gilroy Unified School District from 1987 to 1997, and returned to the District three years ago to work at Gilroy High School, the State Preschools, Antonio Del Buono, and Christopher High School.

**Debbie Moore** - retired as a Police Captain from Gilroy Police Department in December 2008; having served twenty-nine years in law enforcement career. Command positions included: Patrol, Investigations, Anti-Crime Team (Gang Investigations), Neighborhood Resource Unit (includes School Resource Officers/D.A.R.E. Program), and Communications Unit. Command Staff oversight of Field Training Officers' program; and mentoring of staff. Completed and successfully graduated from San Jose State University's Teaching Credential program in June

2010, and obtained Preliminary Multiple Subject Teaching Credential (with CLAD). I am interested and supportive of the new charter school MHPS!

### ***Advisor/Community Outreach***

**Mary Kaye Gerski** is the Executive Director at Rebekah Children's Services. Rebekah Children's Services offers nationally accredited programs certified through the National Council of Accreditation which includes a large array of Services and Programs for children of all ages whom have been abused, neglected or who suffer from mental illness. Services include Foster Care Placement/follow up, no-cost Adoption, "Links to Permanency" program to help children develop enduring relationships, 24-hour Residential Care, Prevention/Education Services in 14 Gilroy Unified School District schools, Outpatient Therapy, a Non Public school for severely emotionally disturbed children, Therapeutic Behavior Services, and Wraparound Services for families in their homes and communities.

Wraparound is the philosophical basis for Programs offered by Rebekah Children's Services. Wraparound concepts include strength and community based, individualized, family centered, culturally sensitive and needs oriented services. Rather than focusing on deficit problems, there is collaboration between referral agencies, Social Workers, family, staff and Community Resources in the form of a Family Team. The goal is to help families meet their own needs and become self sufficient. Eighty-five percent of the children and families that have "graduated" from Wraparound have not returned to the Social Services System; a remarkable statistic and achievement.

Ms. Gerski was the Administrative Director of Phoenix House California in Lake View Terrace, California, where she was responsible for a \$9 million budget and direction for 125 employees. Responsibilities included clinical services, workforce development, employee relations, data management, admissions, human resource systems, contract audits, and contract management. Phoenix House is a long term residential treatment facility with a 140 bed capacity focused on serving adolescents struggling with substance abuse and mental health issues.

As Manager of the Department of Psychiatry and Mental Health Services at Cedars-Sinai Medical Center in Los Angeles, California, Ms. Gerski directed 60 staff including nurses, psychologists, social workers, counselors, and administrative staff who processed 2,700 patient visits monthly. Department services included partial hospitalization, addiction medicine, outpatient mental health services, and early childhood and learning disability services.

Mary Kay Gerski earned a BA from Chico State University and a Masters in Human Resources Management from Keller Graduate School of Management in Woodland Hills, California.

The Mission of Rebekah Children's Services is to promote the social, emotional, and physical well being of children and families.

### ***Advisor/Educational Policy***

**Lisa Diamond** has her multiple subject teaching credential from California State Monterey Bay. She is currently a coordinator of the after school program in Pajaro Valley Unified School District and is currently working on her Administrative Credential from San Jose State University.

Lisa has worked as a substitute teacher for the past 10 years at the elementary and high school levels in Santa Cruz and San Benito County. Lisa has been a Summer School Principal for Pajaro Valley School District for the past two years and has extensive background in organizing programs, working with budgets, data management, data collection and use of data to inform instruction. Lisa was instrumental in organizing intervention programs for her elementary school and in providing training for teachers in the use of direct instruction materials.

Lisa has an interest in education policy as it relates to student achievement and has studied the charter movement for several years. Lisa has visited several charter schools and is current on educational policies as they relate to budget and finance.

Lisa has had a variety of careers including that of a radiologist and an organizer of fundraisers.

### *Advisor/Document Review*

**California Charter Schools Association** is a non-profit organization designed to train groups and individuals in the Charter law, charter school design and to offer council to those interested in starting charter schools in California.

### *Advisor/Legal*

**Jeff Hancock** is an attorney practicing in Watsonville. He is also an Aromas/San Juan School Board member for the past 6 years and has extensive knowledge and experience in school policy, budget development and law.

### **Additional Project Advisors**

- **Paige Cisewski**, Principal of Charter School Morgan Hill
- **Shara Hegde**, Principal of Cornerstone Academy Charter School
- **Steve Kinsella**, president of Gavilan College
- **Steve Staloch**, publisher of Gilroy Dispatch and Hollister Freelance
- **Jack Foley**, grant writer for Rebekah's Children's Center
- **Heather Parsons**, teacher from Eliot Elementary in GUSD
- **Sondra Cole**, director of Anchor Point Christian School
- **Chino Pisces**, advertising web designer for Gilroy Dispatch
- **Gary Walton**, property developer in Gilroy and Morgan Hill
- **Holly Manson**, retired teacher, GUSD
- **Mark Foley**, former student GUSD Board Representative, College student
- **Kathleen Smith**, educational grant writer and Master's candidate in public relations
- **MACSA staff**, community outreach

***Consultants***

GPS and MHPS receive legal services from Young, Minney & Corr, LLP (“MYM”). MYM has thirteen attorneys who dedicate their practice exclusively to charter school law. The firm’s attorneys provide legal counsel to over half of California’s charter schools as well as to businesses and organizations providing support services to charter schools within the state. MHPS’s lead counsel, Lisa Corr, has been involved in the charter school development process since 2003.

GPS and MHPS work with Vincenti, Lloyd and Stutzman LLP for audit and financial services. Since 1953, Vincenti, Lloyd & Stutzman has been a respected authority and proven partner with hundreds of California education agencies – K-12 school districts, county offices of education, private and public colleges and universities, and other nonprofit schools. For more than 15 years, since charter schools were first authorized in California, the VLS Charter School Audit Team has maintained successful, long-term relationships with clients in the California charter school industry. Its dedicated team of CPAs and accounting professionals is knowledgeable, capable, and consistently meets and exceeds client expectations.

***Current Navigator Schools***

Navigator Schools first school (GPS) opened in 2011 near downtown Gilroy. Hollister Prep School is scheduled to open in August of 2013. Navigator Schools intends to expand to eight school sites by 2018. Academic performance at GPS has been exceptional, especially in comparison to overall school district performance, and to neighboring and regional schools. In its first full year of operation (2011-12) GPS:

- Scored 978 on the API
- Eliminated the achievement gap
- Had > 70% of the students score advanced on ELA and mathematics with overall proficiencies at 90% in both subjects
- Ended the year with an operating income of \$500,000

## **ELEMENT 1 – EDUCATIONAL PHILOSOPHY AND PROGRAM**

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*A description of the educational program of the school, designed, among other things, to identify those whom the School is attempting to educate, what it means to be an “educated person” in the 21<sup>st</sup> century and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, lifelong learners.*

California Education Code Section 47605 (b) (5) (A)

### **Mission of MHPS**

The Mission of MHPS is to develop students who are proficient or advanced on the California common core standards test and to prepare them to excel in college and the work place by giving them the skills to become self sufficient, independent, life-long learners.

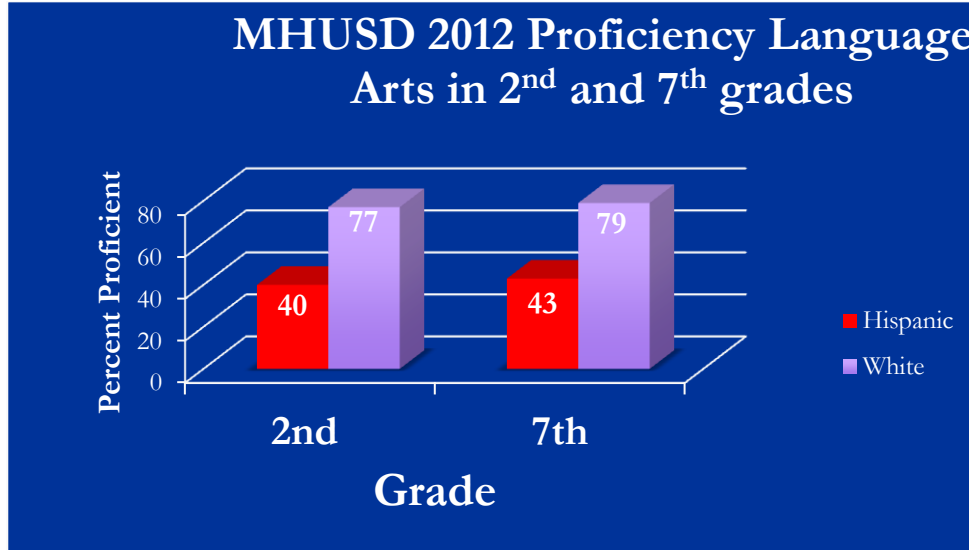
### **Vision of MHPS**

We believe that every child deserves a high quality education. MHPS will be a school that uses consistent, research-based instructional methods, frequent assessments and a high quality staff to ensure the success of each of our students. MHPS will be a school that the community can rely on to build individuals who are contributing members of society and who are highly competent learners.

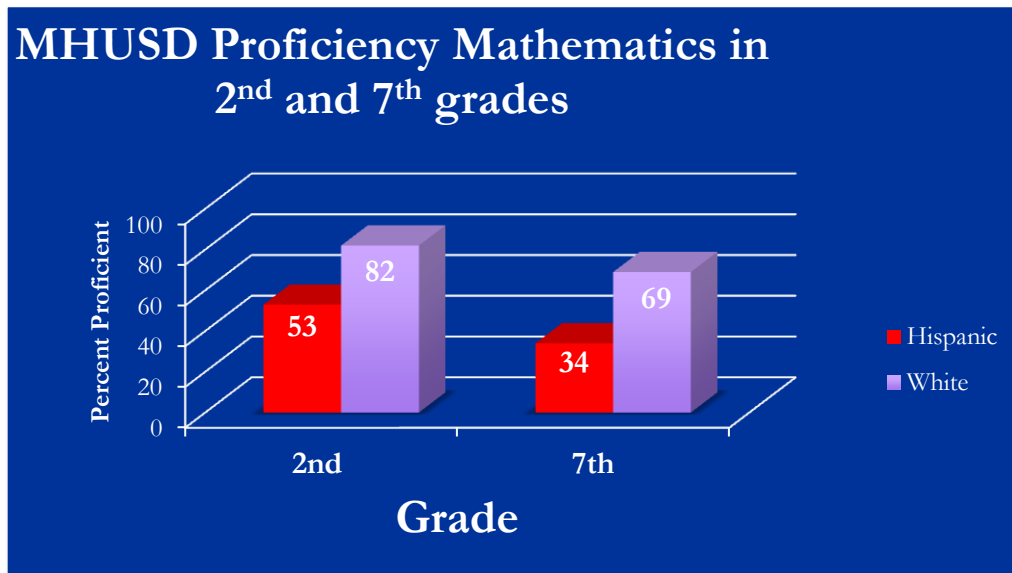
### **Students to be served by MHPS**

The city of Morgan Hill had a population of over 38,477 as of 2011. Morgan Hill Unified School District had 4,568 2<sup>nd</sup>-8<sup>th</sup> graders that took the CST’s in 2012 according to the California Department of Education website. In these grades, the district had approximately 47% Hispanic or Latino students, 32% White students, and 21% of students of other ethnicities. Socioeconomically disadvantaged students accounted for over 40% of the district’s students, and approximately 25% of MHUSD students are considered English Learners.

Out of the ten schools in the district (not counting CSOMH), four met all areas of the API for 2012. Both of the middle schools met growth target areas of the API in 2012. Four of the eight elementary schools are in year 4 or 5 of Program Improvement, which means that for at least six years they have been unable to achieve all requirements of NCLB and AYP. Some of the district schools have modestly increased overall academic gains over the past several years, which is a positive sign when compared to some other districts in California. In Morgan Hill schools, as in many of California’s urban community schools, there remains a disparity between the academic performance of its Latino and White populations. When the data is disaggregated into sub-groups for MHUSD between Latino and White, the results show significant disparities. While 79% of White students are proficient or advanced in ELA in 7th grade, only 43% of Latino students are proficient or advanced. As the grades advance, the proficiencies for Latino students continue to fall. Graduation rates at the MHUSD’s high schools, understandably, also follow this trend.



The problem is more severe in mathematics. White students continue to achieve at significantly higher percentages than do Latino students. In addition, when the California Standards Test data in mathematics is analyzed at the higher grades, the percentages of White students passing algebra, geometry and advanced algebra with proficient or advanced scores significantly surpasses the percentages of Latino students gaining scores of proficient and advanced. Because algebra is one of the primary indicators of college completion and income predictors, it has been referred to in educational journals and articles as a gate-keeper subject. It is the first in a series of higher-level math classes necessary for college. Unfortunately, there is a greater concern. In 2011-12, a huge performance issue occurred in seventh grade, which is the year that students take pre-algebra. In the graph below, you will see that the achievement gap that existed between white and Hispanic students was 35%. Heading into algebra in 8<sup>th</sup> grade, hundreds of students were unprepared.





The president of the local community college noted that many of the students entering Gavilan were unprepared to succeed in college level courses.

***MHPS Enrollment***

Students enrolling in MHPS shall meet the state guidelines for minimum age. To enter Kindergarten during the 2014-2015 school year, a child must be 5 years of age by September 1<sup>st</sup>. (California Education Code Section 48000).

MHPS intends to serve a student population that is reflective of the Morgan Hill community, most specifically on the Westside of Morgan Hill. This area of Morgan Hill Unified School District has a student population consisting of a much higher percentage of socioeconomically disadvantaged students and a significantly higher proportion of English learners. MHPS intends to provide services to K-8<sup>th</sup> graders, beginning with two classes of 30 students each per class in grades kindergarten through 2<sup>nd</sup> grade in 2014. MHPS will expand a grade-level per year adding sixty students annually for the following six years. The final school population would be approximately 540 students in 2020. MHPS will continuously enroll vacated spaces (due to attrition) based on the grade level wait lists to maintain the enrollment numbers below.

<b>Grade Level</b>	<b>Expected Year 1 Students</b>	<b>Expected Year 2 Students</b>	<b>Expected Year 3 Students</b>	<b>Expected Year 4 Students</b>	<b>Expected Year 5 Students</b>	<b>Expected Year 6 Students</b>	<b>Expected Year 7 Students</b>
K	60	60	60	60	60	60	60
1	60	60	60	60	60	60	60
2	60	60	60	60	60	60	60
3		60	60	60	60	60	60
4			60	60	60	60	60
5				60	60	60	60
6					60	60	60
7						60	60
8							60
<b>Totals</b>	180	240	300	360	420	480	540

	Year 1	Year 2	Year 3	Year 4	Year 5
Admin	<b>1.0 FTE</b>	<b>1.0 FTE</b>	<b>1.0 FTE</b>	<b>1.0 FTE</b>	<b>1.0 FTE</b>
Certificated	<b>6.0 FTE</b>	<b>8.0 FTE</b>	<b>10.0 FTE</b>	<b>12.0 FTE</b>	<b>14.0 FTE</b>
Certificated SPED	<b>0.5 FTE</b>	<b>0.5 FTE</b>	<b>0.5 FTE</b>	<b>0.75 FTE</b>	<b>1.0 FTE</b>
Academic Coach	<b>0.5 FTE</b>	<b>0.5 FTE</b>	<b>1.0 FTE</b>	<b>1.0 FTE</b>	<b>1.0 FTE</b>
Paraprofessionals (Includes yard duty)	<b>2.5 FTE</b>	<b>3.5 FTE</b>	<b>3.5 FTE</b>	<b>4.0 FTE</b>	<b>4.5 FTE</b>
Office Manager	<b>1.0 FTE</b>	<b>1.0 FTE</b>	<b>1.0 FTE</b>	<b>1.0 FTE</b>	<b>1.0 FTE</b>
Attendance Clerk	<b>0.5 FTE</b>	<b>0.5 FTE</b>	<b>0.75 FTE</b>	<b>1.0 FTE</b>	<b>1.0 FTE</b>
Custodial / Maintenance	<b>0.5 FTE</b>	<b>0.6 FTE</b>	<b>0.75 FTE</b>	<b>1.0 FTE</b>	<b>1.0 FTE</b>

### **Educational Philosophy of MHPS**

The founders of MHPS have studied a variety of new and traditional educational models and reform movements. It is from these very best ideas that we formed the basis of MHPS's school design. We intend to open our school to visiting educators that are interested in innovation and new strategies for student success.

#### ***MHPS Core Beliefs***

- There is no excuse for student failure
- All students, given ample time and practice, can succeed in school
- Higher education should be the goal for all students
- An excellent education provides students with the skills to be successful in the workplace
- Leadership and staff constantly strive to improve
- Student learning increases when student behavior is exemplary
- All staff are united around a common vision

From the work of Jim Collins, the author of Good to Great, the definition of the Hedgehog Concept has been a guiding principle. The Hedgehog Concept states three primary tenets: excellent companies or social organizations follow their passions, adhere to what they do best and finally, have the resources to support the business or organization to successfully fulfill its mission and vision. At MHPS, in following this principle, we are deeply committed to providing the highest level of education in the nation. It is our intent to work closely with the other schools in Morgan Hill and become a demonstration school for innovative use of strategies and resources. Finally, we understand that the community of business leaders, social service agencies and families will support our school because they recognize the value of a school like ours as an asset to the community.

MHPS will be an institution that provides a rigorous, standards-based educational system that prepares students for the needs of our 21<sup>st</sup> century world. MHPS students will become self-motivated learners who, by experiencing success with increasingly challenging tasks, will

recognize that hard work and perseverance pays off. The staff will support the students until they succeed. As the students progress through the grades they will be expected to demonstrate more independence and ownership of their academic growth, social skills development and pursuit of knowledge. Students will be consistently reinforced by staff to build personal responsibility and lifelong learning habits that may include building a “love” of reading, an appreciation for the arts, a curiosity for science, history or mathematics. MHPS students will become competent in all areas of academics and social skills due to the highly structured school setting that reinforces high standards for behavior, communication skills, student work and leadership.

## **21<sup>st</sup> Century Learning**

The goal of MHPS is to provide an environment in which children will develop into confident, self-motivated, competent, and productive lifelong learners. Vested with these skills, our children will become responsible young adults. Students will possess the habits, skills, and confidence necessary to succeed in school and beyond, as contributing citizens of the 21st Century.

Specifically, MHPS believes that an educated person in the 21<sup>st</sup> Century should possess the academic and life skills listed below. Each Navigator Schools charter school seeks to impart these skills by the time that a student has completed the Navigator Schools program:

### ***Academic Skills***

- Students will read at grade level.
- Students will develop both calculation abilities and a conceptual understanding of math.
- Students will be inspired to be 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 comprehend and 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.

### ***Life Skills***

- Students accept responsibility for personal decisions and actions.
- Students develop self-confidence and a willingness to take risks in a safe learning environment.
- Students learn concentration, perseverance, and independent working skills by setting personal goals and by self-assessment.
- Students develop an appreciation for the richness of shared knowledge that flows from the culturally diverse environment of California.
- Students are inspired to have empathy and courtesy for others.

- Students work both cooperatively and independently.

One of MHPS's primary goals is to prepare students for admission to and success in high performing high schools and graduation from a four-year college. Preparation for college has become more and more important in the complex global community in which we live. Middle school is a crucial transitional point in which students learn basic ideas, theories, vocabulary, and facts of the disciplines that comprise the arts, humanities, social sciences, and natural sciences. The 21<sup>st</sup> Century belongs to those who have a deep and thorough understanding of all academic disciplines and are armed with the skills and capabilities to lead and change the world.

Another goal is to provide our students the skills to succeed in the work place. In order for students to become self-motivated, life-long learners, students will be a part of the MHPS community for nine valuable and impressionable years out of their lifetime of learning. It is imperative that students continually practice and generalize behaviors and skills that characterize educated people: to think logically, read critically, write and speak clearly, solve problems creatively, organize time, space, and materials effectively, and make choices to improve the course of their lives. MHPS will help students develop and internalize these habits in order to allow for a life time of learning and an ability to adapt and exist comfortably in any work place environment. MHPS will solicit and welcome opportunities for partnerships between our school, local businesses and other non-profits. These partnerships not only enhance student learning by learning from experts, but will provide opportunities for students to engage in service learning or mentorships as they get into middle school and beyond. MHPS will seek to build mutually beneficial relationships in the community.

## **How Learning Best Occurs**

Every child possesses a wide range of learning skills. MHPS 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, and most importantly when students are taught to love reading and become proficient readers.

### ***Learning Best Occurs When There is a School-wide Expectation of High Achievement***

At MHPS, every teacher will be striving for Significant Gains with each of their students. Significant gains is defined as 1.5 years of academic progress for every year in school. We believe that many of our at-risk and EL students will come to school 1.5 years behind due to of a lack of English or literacy habits at home. Our goal is that by making 1.5 years of progress each year as measured by internal measures and state exams, we can bring our students to grade level by second grade and graduate students at or above grade level. Significant gains will be a fundamental component of the way that teachers at MHPS will be evaluated and compensated. High expectations are an important part of a school culture and lead to higher student achievement.

### ***Learning Best Occurs When Teachers Are Highly Motivated***

MHPS is constructed to combat the enormous turnover among new teachers that plagues our public schools. It is estimated that 50% of new teachers leave the profession within five years. We believe that teachers need a career path that rewards their success both with more responsibility and significantly greater compensation. MHPS has created a career ladder for teachers, which recognizes student performance as a primary factor in advancement. A career ladder like MHPS's has several advantages including employee retention, succession planning, and better career development. Teachers can ascend first to the position of Academic Coach and eventually to site Principal. The Academic Coach is a highly trained expert in his or her field with both outstanding classroom results and leadership abilities. They earn a superior salary to standard teachers based both on their own classroom performance and coaching skills. We believe this career ladder will motivate young teachers to make the investment in their teaching and advance to the position of Academic Coach. The Academic Coach will then be considered to run a future school campus.

### ***Learning Best Occurs In a Culture of Caring***

We believe that specialization will lead to better teachers who will increase the academic progress of our students. We also believe that our implementation of specialization will allow us to care for our students more effectively than a traditional elementary school. Every class will have a homeroom teacher, typically the first classroom teacher of the day. The advantage of this structure is the ability for grade-level and homeroom teachers to collaborate about their students. This collaboration will allow them to detect both academic and emotional problems earlier and divide the work of home visits and other time-intensive interventions with the students that need their help most.

### ***Learning Best Occurs When the Curriculum is Individualized***

MHPS believes that individualization should be a core component of all twenty-first century schools. The MHPS school model is a full Response to Intervention model providing

three tiers of intervention for students in need of additional assistance. Daily informal assessments as well as monthly formal assessment results are analyzed to identify students who are failing to make adequate progress on standards mastery. For each student in this category, a flexible tiered-intervention plan begins. The first tier of intervention occurs in the classroom and is typical classroom instruction. The second tier is characterized by small group instruction and begins when teachers determine certain students are not achieving proficiency on specific skills or standards. During independent practice time in class, teachers will pull small groups of students to deliver individualized reteaching. Students not making significant gains will also receive individualized instruction during the Computer Center of Independent Learning Lab. If classroom modifications and Independent Learning Lab interventions fail to help a student make adequate progress, the student enters third-tier intervention, the MHPS Student Services Team Process and if necessary, the Special Education IEP process. Providing these three levels of intervention will allow MHPS to serve the most struggling students more effectively than traditional K-8 schools. Detailed information on these three tiers of individualization may be found in Appendix I.

***Learning Best Occurs When Students Have Extra Time to Practice***

MHPS will offer all students the opportunity to participate in our Independent Learning Lab for up two hours each day. The purpose of the Independent Learning Lab is to provide students with additional practice in Literacy and Math at exactly their current level of instruction. The Independent Learning Lab is a combination of a computer lab, iPad lab and tutoring center. The Independent Learning Lab has a full-set of leveled books where students can read independently at their “just right” level (the top of their independent reading level) as well as at computers running various adaptive software programs that allow students to access instruction at exactly their current level of understanding.

***Learning Best Occurs When a Variety of Academic Strategies Are Used***

MHPS believes that learning best occurs in a highly structured, safe, success-oriented environment, where students are expected to work hard and demonstrate exemplary behavior. Some of these best academic strategies to be implemented include:

- Direct instruction
- Use of adaptive software
- Ability grouping
- Systematic phonics instruction
- Emphasis on reading including independent, choral and teacher read-alouds
- Prove / disprove strategy
- Chris Biffle “Whole Brain Teaching Strategies”
- Daily spiral review of state content standards
- Reading and mathematical fluency instruction and practice

- Tutorials to re-teach standards not mastered.

Our belief is directly influenced by the success of similar academic charters including KIPP schools, Rocketship Schools, Sixth Street Prep and GPS where their programs have proven successful in meeting the needs of target populations similar to the one the Morgan Hill Prep intends to serve.

Learning takes place in many different ways in schools. It should not just be limited to the students. By studying great schools, good schools can improve their teaching skills, learn new programs and increase their students' performance. As the 21<sup>st</sup> century unfolds, there will be many changes in the schooling system. By creating excellent models and learning from each other, our entire nation will benefit. MHPS strives to become a model school that inspires other educators to come and learn the latest and greatest strategies and programs available. Sixth Street Prep's growth over the past ten years shows how a school can constantly improve. Navigator Schools hopes to provide a model of excellence and to help education in all schools.

At GPS, Sixth Street Prep, Rocketship Schools, and KIPP Heartwood Academy, there are several common characteristics that have created superior academic achievement results:

- 1). Direct instruction of the State standards using innovative teaching strategies and materials.**
- 2). Classroom structures that lead to maximum student engagement during instructional time**
- 3). Teachers who are dedicated to the vision and mission of the school**
- 4). School culture that emphasizes strong character, discipline and scholarly behavior**
- 5). Frequent assessment and use of data that is used to adjust instruction and provide intervention as needed**
- 6). Students who are provided an extended school day to ensure mastery of state standards**

### **Calendar and Attendance**

MHPS's academic calendar will generally follow the academic calendar for MHUSD. The school year will consist of at least 180 instructional days (See Appendix G).

MHPS parents/guardians will be responsible for sending their children to school and providing an explanation for absences. MHPS will have attendance policies to encourage regular attendance and to report trancies to appropriate local authorities (see Appendix J).

### **Instructional Minutes and Bell Schedule**

MHPS school days will run from 8 a.m. to 4 p.m. Kindergarten will run from 8 a.m. – 3:15 p.m. The number of instructional minutes offered for all grades will meet or exceed the

State's requirements in Education Code Section 47612.5(a)(1). A sample bell schedule is found below.

MHPS students will have an extremely active day with much moving around the campus. Most students will have up to six different adults working with them in the computer lab, small group reading and ELD, ELA and math classes and in P.E. This schedule helps break up the day for the students and they have many "mini-breaks" while moving about the school.



*MHPS Sample Schedule***Sample Schedule Year 1**

<b>Kindergarten</b>	<b>1st Grade</b>	<b>2nd Grade</b>
<b>Boot Up</b>	<b>Boot Up</b>	<b>Boot Up</b>
Teacher A / B ELA-ELD 8:20-9:55	Teacher C / D ELA-ELD 8:20-9:55	Teacher E / F Learning Lab/PE or ELA/Social Studies 8:20-9:55
<b>Recess 9:55 -10:10</b>		
Teacher A / B Math / Science 10:10 - 11:45	Teacher C / D Math / Science 10:10 - 11:45	Teacher E / F Learning Lab/PE or ELA/Social Studies 10:10 - 11:45
<b>Lunch 11:45 - 12:30</b>		
Teacher A / B Learning Lab/PE or ELA/Social Studies 12:30-1:50	Teacher C / D Learning Lab/PE or ELA/Social Studies 12:30-1:50	Teacher E / F ELA / ELD 12:30 - 1:50
<b>Recess 1:50 -2:05</b>		
Teacher A / B Learning Lab/PE or ELA/Social Studies 2:05 - 3:25	Teacher C / D Learning Lab/PE or ELA/Social Studies 2:05 - 3:25	Teacher C / D Math / Science 2:05 - 3:25
	Enrichment 3:25 - 4:10	Enrichment 3:25 - 4:10

## **Implementation of the Instructional Program/Curriculum at MHPS**

The MHPS curriculum will follow California Common Core Standards in 2014-15 for the subject areas of English language development (“ELD”), English/Language Arts and mathematics. We place most of our emphasis on the subjects of literacy and mathematics for our students. Our primary educational goal is to ensure grade-level proficiency in Literacy and Math by second grade and achievement above grade level by the time students leave MHPS in eighth grade. Students will also take science, social studies, and art at all grade levels to broaden their understanding of the world and to create avenues to exercise different facets of their intelligence. The curriculum at MHPS will be aligned with common core standards, such that students will not only achieve the objectives specified in the charter but will also master the academic content standards in core curriculum areas as adopted by the State Board of Education pursuant to Education Code Section 60605.

Please note: The common core implementation is just beginning to ramp up statewide. The state has not provided updated frameworks or instructional materials adoptions. As such, MHPS will work closely with existing authorizers to develop a systematic instructional / assessment plan over the next several years.

## **Teaching Methodologies**

Unlike most public schools, MHPS will not be tied to specific textbooks exclusively for the instruction of state standards. Much of the content provided to students is delivered through PowerPoint presentations. MHPS will gladly provide all of the content to MHUSD upon request. Teachers will blend the use of the following methodologies to ensure the mastery of concepts:

- Direct instruction
- Instructional Technology
- Daily formative assessments/monthly benchmark assessments
- Use of adaptive software
- Ability grouping
- Cooperative Learning
- Systematic phonics instruction
- Systematic vocabulary instruction
- Emphasis on reading including independent, choral and teacher read alouds
- Prove / Disprove
- Chris Biffle “Whole Brain Teaching Strategies”
- Daily spiral review of state content standards
- Reading and mathematical fluency instruction and practice
- Response to Intervention
- Tutorials to re-teach standards not mastered

- Cross-age tutoring
- Charts/monitoring systems accessible to students and s
- Math manipulatives
- Oral Language Stems
- Graphic Organizers
- Chants/Rhymes

**Direct instruction-** This method of explicit teaching of concepts through scripted teaching, demonstrations and lectures will be used throughout all of the classrooms and small groups. Specific DI programs will be adopted such as: Reading Mastery, Horizons, Corrective Reading and the Language For Learning Series.

**Instructional Technology-** MHPS will use a variety of technologies to meet the needs of all of the students and teachers. Included in an MHPS classroom are computers for students and teachers, chromebooks, student response systems, Interwrite MOBI tablets, a projector, and a document camera. The school will also provide computer labs and mobile iPad labs.

**Daily formative assessments/monthly benchmark assessments-** MHPS will have a comprehensive standards-based assessment plan based on the success of GPS's plan. Besides daily teacher assessment of skills, each month all students will be assessed in the following areas: reading fluency, reading comprehension, common core standards based on year-long instructional map, math facts fluency, and several computer based assessments including SuccessMaker, ST Math and STAR Reading and Math. At the end of each month, staff will evaluate results and adjust classroom instruction and intervention groupings. Based on the results from the monthly standards-based test, teachers will increase the spiral review of areas of weakness. In the case that students show weakness in skill areas such as reading fluency or comprehension, flexible intervention groups will adjust on a monthly basis. Parents will receive a monthly progress report that will include all achievement data for the month (Appendix M).

**Use of adaptive software-** Students at MHPS will be provided with the most effective adaptive software available today. Adaptive software adjusts the sequence of instruction based on student ability, serves to support classroom learning by providing students of all abilities with opportunities to practice at their level in areas of math and language arts. Students will have daily access to the following adaptive software: SuccessMaker, Fast Math, ST Math, Lexia, Achieve 3000 and Accelerated Reader.

**Ability grouping-** Data will determine a student's need for additional instruction. Teachers at MHPS will be able to immediately intervene with appropriate instruction during the class period by closely observing the data. Teachers will provide groups of students with more practice problems and direct instruction to ensure mastery of skills before moving on with a new concept. Small groups will be given extra instruction during other strategic times in the day when extra staff is available or class is engaged in independent work such as computer lab time or enrichment. The monthly standards-based assessment will be used to determine intervention groups that may meet for more sessions. Phonemic awareness, decoding, reading fluency, reading comprehension,

writing, mathematics and math facts fluency will be some of the areas assessed and targeted for ability grouping.

**Cooperative Learning-** MHPS students will participate in some form of cooperative learning during classroom instruction. Teachers will use think-pair-share, jigsaw, and round robin to increase the students' ability to increase positive interdependence, social skills and mastery of concepts. Within the Whole Brain Teaching (WBT) classroom (see below) students are often paired with a partner to discuss answers to questions. Students will partner read, analyze text and ask questions. In addition, in mathematics students create visual representations of the math problem and then they discuss their rationale for how they solve the math problem with a partner.

**Systematic phonics instruction-** Every kindergarten through 2<sup>nd</sup> grade student will receive systematic phonics instruction using specifically designed programs. Frequent data cycles will inform the teachers as to the need for additional instruction in smaller groups. Students in the older grades will receive phonics instruction as needed. Reading Mastery, Horizons and Corrective Reading are programs that will be used.

**Systematic vocabulary instruction-** In language arts, students have weekly academic vocabulary words that are explicitly taught. The teacher begins by telling the class a story in which the academic vocabulary word is used a number of times and provides context clues that hint at the word's meaning. The students must use the context clues to guess the "secret word," as well as the word's meaning. Next, the class works together to generate synonyms and antonyms for the word when appropriate. The teacher then uses the "I Do, We Do, You Do" model to practice leveled oral language sentence frames. Students generate their own sentences using the academic vocabulary words and write them in their vocabulary journals. This model is also used daily to provide students practice with irregular verbs and tenses.

**Emphasis on reading including independent, choral and teacher read alouds -** Each student participates in 30 minutes of nightly reading, 30 minutes of daily independent reading (see Appendix S and U), daily fluency practice, daily read-to experiences, choral reading during morning openers and during Language Arts instruction.

**Prove / disprove-** Daily multiple choice questions are given to the class and students are expected to solve each one using their "Proving and Disproving" skills. Teachers make sure that there is a clear strategy to solve the problem and a well thought out explanation of why the other three answers would not be possible.

**Chris Biffle's "Whole Brain Teaching Strategies"-** Whole Brain Teaching instructional techniques ([www.wholebrainteaching.com](http://www.wholebrainteaching.com)) will be a vital component of MHPS. All of WBT instructional strategies are validated by contemporary brain research. Following are some of key components of WBT:

**Class-Yes:** A primary attention-getter activates the prefrontal cortex, often called the CEO of the brain. The prefrontal cortex controls, among other functions, decision making, planning and focus of attention. Little if any learning can take place if the prefrontal cortex is not engaged. This will be primary technique to engage MHPS students on a daily basis.

**The Scoreboard:** The limbic system, deep inside the brain, is the source of our emotions. When an instructor marks a Smiley or a Frowny on the Scoreboard, students feel a small, positive or negative, emotional jolt. By enlivening the marking routine with a “mighty oh yeah” or a “mighty groan” the reward circuitry in the limbic system is activated.

**Teach-Okay:** Brain and learning research indicates that students learn the most when they are engaged in teaching each other. By emphasizing energetic, instructional gesturing, students engage, during teach-okay sessions, five of students’ most powerful brain areas: visual cortex (seeing gestures), motor cortex (making gestures), Broca’s area (verbalizing a lesson), Wernicke’s area (hearing a lesson), and the limbic system, (giving emotional content to a lesson.)

**Hands and Eyes:** When MHPS teachers are making an important point, we want students to focus intensely on what we are saying. In the hands of a practiced WBT instructor, Hands and Eyes creates instant silence, eliminating all learning distractions; the prefrontal cortex takes control of brain activity focusing the visual cortex and the auditory cortex on the lesson at hand.

**Switch:** Some students talk easily, often too easily! Other students fall into the role of passive listeners. In terms of brain structure, classes are often divided between those who are Brocaians (speakers) and Wernikites (listeners). By using Switch, an instructor can easily teach listening skills to the speakers and speaking skills to the listeners.

**Mirror:** Many brain scientists believe that students learn by mirroring the gestures and activities of others. They have identified mirror neurons scattered throughout the brain that are activated by mimicking the behavior we observe. MHPS teachers believe that when a class mirrors a teacher’s gestures and repeats their words, a powerful learning bond is created between students and teachers.

**Daily spiral review of state content standards-** Instruction will begin with a series of spiral review slides covering material they have already been directly taught. A fast-paced, high energy review of the standards on a daily basis is pivotal to the retention and mastery of the standards.

**Reading and mathematical fluency instruction and practice-** Students will engage in daily reading fluency practice during the language arts block or in small groups. They will use the Navigator Schools leveled fluency passages that are organized in a systematic manner. As students achieve mastery at a certain level, they will be introduced to more complex passages. All students participate in math fluency practice daily as well, both in the classroom and in the computer lab. See Appendix W for the monthly goals.

**Response to Intervention (RtI)-** This model is intended to systematically coordinate regular and special education assessment and services to below grade level students. The purpose of the model is to provide a 3-tiered assessment, intervention and services to below-grade level students. See Appendix I for details.

**Tutorials to re-teach standards not mastered-** The use of data from the student response systems, student white board work and informal assessments will be used to form flexible tutorial groups. These groupings will occur daily during independent practice time, lab time or during the extended day session.

**Cross-age tutoring-** Middle school students currently volunteer at GPS and provide additional opportunities for at-risk readers to practice reading fluency and comprehension. The benefits for both the tutor and the tutee are immeasurable. The one-to-one attention from a trained older student provides social and academic benefits for both participants. A similar program will be planned for at MHPS.

**Charts/monitoring systems accessible to students and parents-** All MHPS classrooms and labs will display data charts that document student progress towards meeting various academic goals. Student and parent accessible charts will show progress in Accelerated Reader, ST Math, Successmaker, reading fluency and math facts fluency. See Appendix U for an example.

**Math Manipulatives-** Effective mathematics instruction at MHPS will include the use of various manipulatives. Unifix cubes, tiles, dice, attribute groups, clocks, base ten blocks, math mats, etc...will be available to MHPS students.

**Oral Language Sentence Frames and Stems:** Oral language frames are embedded in all academic standards-based teaching slides and are utilized throughout the instructional day. (See Appendix P for examples.) The frames are based on ELD acquisition levels: Beginning, Intermediate, and Advanced. When a standard is being instructed, the teacher first models the sentence frames and the students respond chorally. Then students pair-share and use the sentence frames to practice the targeted skill. Afterwards, the teacher calls on students to use the frames in front of the whole class. Classmates have the opportunity to agree, disagree and add on to the student's comment.

**Graphic Organizers-** A variety of graphic organizers will be used in the daily English Language Arts instruction. The graphic organizers provide scaffolding for students who need additional support and they provide visual representations to increase concept comprehension. See Appendix R for examples.

**Chants/Rhymes-** Choral response in the form of chants/rhymes for times tables, algorithms, grammar mechanics rules and desired personal character qualities will be utilized to increase mastery. The successful charter schools that MHPS is modeled after including GPS, KIPP, Rocketship and Sixth Street Prep have incorporated many of these strategies into their classrooms and have proven to be very beneficial to student learning and retention. See Appendix Q for examples.

To allow for flexibility within the schedule of MHPS, the instructional day will extend beyond state-mandated minutes to reflect the needs of the students and the teachers. High achieving students will have opportunities to participate in extracurricular activities that provide rigor and greater challenge that may include the following: access to advanced software programs, opportunities to work on projects with mentors that are designed for high achieving students and access to courses of study designed to interest and engage students with advanced skills.

MHPS will provide an enrichment program that includes art, music, physical education and foreign language. In addition to the basic standards, students will participate in a wide range of enrichment courses. Each enrichment course is presented for 6 weeks, giving the students the chance to experience a wide variety of curriculum. The enrichment courses offered are as follows:

**Art** -Students learn to use the principles of design as well as the elements of art to create unique pieces of art. A wide range of different types of media and techniques are explored, including drawing, painting, and sketching using colored pencils, watercolors, crayons and ink.

**Computer Skills**- Students learn the touch method of keyboarding, basic digital literacy and computer knowledge, as well as word processing skills. There is an introduction to Microsoft Word, Excel, and PowerPoint.

**Dance**- Students develop skills and creativity through modern dance. This course introduces creative movement, improvisation, expression and choreography.

**Drama**- Introduction to various dramatic techniques including dialogue, speech, role play, and improvisation. Students will read and perform several skits and plays.

**Games**- Students are taught various strategic board games such as Stratego, connect four, checkers, chess, and Blokus. These games encourage critical thinking and planning, as well as teamwork and sportsmanship.

**Intramural Sports**- Students are taught various sports games and athletic skills while promoting the values of a healthy lifestyle, sportsmanship, teamwork and camaraderie.

**Journalism**- Students learn different types of journalistic writing, including feature stories, news stories, sports copy, and editorials. Assignments will include creating, writing, proofreading, and using artwork and photographs to create news articles and assemble newsletters and newspapers.

**Music/Choir**- This course introduces students to the elements of music through singing, playing instruments, and movement. Students read and perform a variety of musical styles from classical to contemporary that span a number of cultures and time periods.

**Piano**- Students learn the basic techniques of playing the piano as well as reading music through various computer programs.

**Academies**- Based upon student performance, those students who do not score proficient on their weekly assignments will be placed in a flexible intervention academy for two weeks. In academies, students have the opportunity for additional time and practice, as well as small group help to ensure proficiency is met. Students are reevaluated at two week intervals, and placed back into their regular enrichment class if proficiency is reached.

Business mentorships will be solicited and valued as an additional enrichment opportunity for MHPS students. All of the curriculum materials will be reviewed by a committee composed of staff, parents and board members and will be available for public review. The Principal and staff will make a final approval for any materials.

### **Scope and Sequence of Skills/Standards to be Taught**

Through a carefully designed instructional sequence mapped from the beginning of the year, students will be provided ample time to learn and review the state common core standards. MHPS

teachers will be provided professional development and planning for two weeks prior to the beginning of school to build the instructional sequence. Instructors from GPS will provide training and coaching in Whole Brain Teaching strategies and curriculum development. Each week of the school year teachers will be provided with two hours of planning time to continue to develop the instructional sequence, align the curriculum to the standards and create lessons. Frequent assessments will be used to determine which standards need additional instruction and practice as well as to determine which students will attend after school academies. An example of the scope and sequence of skills for MHPS's kindergarten through 5<sup>th</sup> grade can be found in Appendix F. GPS is currently developing the middle school scope sequence and will provide MHPS with the final product.

### **How the Curriculum Addresses the California Content Standards**

The mission of MHPS is to prepare students for educational success in high performing high schools and colleges using a rigorous standards-based curriculum. The most important component of this mission is academic preparation. Regardless of their level of proficiency upon entrance, students must complete the eighth grade ready to successfully enter ninth grade programs. Exit outcomes will demonstrate this preparation. In English, students will be able to read and comprehend classical texts and effectively compose various types of five paragraph essays. In math, students will have completed a comprehensive Algebra I course grounded in a deep understanding of foundational skills and problem solving built in the prior grades. In science, students will have a foundational grasp of earth, life, and physical science that will prepare them for the demands of high school biology. In history, students will build a broad understanding of United States and world history, which will be influenced by literature in the earlier grades allowing students to contextualize various historical events.

Academic achievement in core academic subjects as directed by the California common core standards is the primary vehicle by which we accomplish the mission of MHPS. The school will be fully prepared to transition to the California common core standards in 2014. The school's schedule and entire program structure are designed to promote maximum success in mastering these standards. All students will take reading, writing, and math every day. In the younger grades students will begin to discover history, science and social studies. In the fifth and sixth grades and when necessary, students may take double periods of math focused on computational skills and problem solving and double periods of English focused on reading and writing.

### ***Monthly standards-based lesson plan***

Grade level teams will complete month-long standards-based lesson plans one month in advance to ensure that they are prepared and organized prior to teaching their lessons. (For example, lesson plans for the month of November will be completed October 1.) Two hours of early release time on Wednesdays will provide the time needed for teachers to create the plans. Each monthly plan/Power Point presentation (see Appendix O) will contain the state standards targeted, key concepts and/or vocabulary and the Prove/Disprove activities. Under the supervision and support of the Academic



Coach, all teachers will have well designed plans and strategic pacing charts (see Appendix M) within larger unit plans and ultimately within the yearly curriculum and its exit standards. Each weeklong plan will then be broken down into more detailed daily lesson plans to guide instruction.

Monthly power point lessons in all grade level subjects will begin with a list of the standards for the month. A study guide with the standards, sample test questions, and strategies will follow. Study guides are sent home with students at the beginning of each month in order to inform students and parents of the standards-based skills and concepts students are expected to master by the end of that month. Following the study guide slides are the Spiral Review slides, which allow for students to review skills and concepts taught in previous months. Teachers spend approximately 10-15 minutes daily reviewing these slides. Thus, a standard taught in October will not be forgotten by May. After Spiral Review come the Direct Instruction slides. Teachers use the Direct Instruction slides to introduce and teach the standards for that particular month. There may be multiple slides per standard, depending on the skill that is being taught and practiced. After the Direct Instruction slide sequence is the Prove/Disprove slides. These slides are in multiple choice or open ended format and are modeled after the CST/Common Core end of the year test. The Prove/Disprove slides are a mixture of practice test questions based on standards taught in previous months, as well as the standards that are being currently taught. Teachers therefore have the opportunity to daily assess students' mastery of the current standards as well as those previously covered. ELA has additional slide sequences. Following the Prove/Disprove are the Academic Vocabulary slides. These slides introduce new vocabulary and allow students oral and written practice of new academic words. Following the vocabulary slides are the Reading Comprehension and Writing slides. These slide sequences have at least one slide per standard which state the standards-based skill or concept and provide graphic organizers that support that particular concept or skill. For example, a reading comprehension slide on the skill of compare and contrast may have an open-ended Venn diagram paired with ELD leveled oral language frames. Students will use this slide for multiple stories to practice comparing and contrasting characters, plots, settings, etc.

### ***Daily Formative Assessment***

Students are assessed daily in math, science, and ELA during their Prove/Disprove time. When a student responds using the student response device, the teacher is immediately informed which students have the correct or incorrect answer. Because students are required to articulate their logic for each answer in written form, the teacher is able to refer to the student's Prove/Disprove to better understand the particular learning needs for the given standard. The teacher is then able to identify which students are struggling with a particular skill. During computer lab time and small group class time, the teacher will pull those identified students who are struggling, reteach the standard to the small group, and afterwards reassess. The student response devices also inform the teacher of the total percentage of students who got the correct or incorrect answer. For example, if an ELA class of 30 students got 85% on a standards-based Prove/Disprove question about identifying synonyms, then the teacher would pull the 15% that got the incorrect answer during small group/computer lab time. However, if the class received 60% on the question, then the teacher would modify her or his plan and re-teach the skill to the whole class.

In addition to student responders, students use small whiteboards to practice standards-based concepts and skills. For example, 2nd grade students may be practicing CA Standard 1.4: “Use commas to separate items in a series.” The teacher will then provide the students with a sentence in which they need to separate items in a series or ask students to create their own sentence. After students write their sentences on their whiteboards, the teacher will call out, “Show me!” The students will hold up their whiteboards and the teacher will then identify the students who do not yet have mastery of that standard. The teacher will provide immediate feedback to the students and also make a list of those students who are struggling with the standard. The teacher will pull the students who need extra practice and re-teaching during computer lab/small group time.

### ***Monthly Formal Assessments***

Teachers will give monthly assessments in ELA, math, and science which will be based on the standards targeted for the month (see Appendix N). Students that do not score a level of proficiency will be pulled into small group for re-teaching during computer lab time or during independent practice time in class. The students will be given an opportunity to be re-taught and re-assessed on the standards not mastered. Prior to planning monthly lessons, the teacher will create the formal assessment based off of the California common core standards planned for that month. Looking at the standards, the teacher will make a list of skills, concepts, and knowledge the students will need to ensure mastery for each standard. Next, the teacher will create questions that allow the students to demonstrate mastery of each standard. Test questions will be created to emulate the style of the end of the year common core assessment. Teachers will then use the test to backwards map the month’s lessons. Starting with the assessment will ensure the content taught remains focused and organized. Test results will be analyzed to determine which standards the students have mastered and which standards the students are still struggling with. If the majority of the class is still struggling with a standard, that standard will be re-taught and spiraled the next month. Daily spiral will include partner talk, chants, and additional problems in previously assessed standards. This will provide students still struggling with the standard a chance to catch up, while also keeping concepts fresh in the minds of the students who have already mastered the standard. For standards a few students are struggling with, individual or small group re-teaching will occur during computer lab time or during independent practice, adding additional scaffolding until the standard is mastered.

### **How the Instructional Program Addresses the Needs of the Targeted Population**

Schools in which economically disadvantaged students achieve mastery in the core subject and experience academic success are those that:

- Maintain an unyielding focus on ensuring students’ literacy and numeracy skills in the earliest grades
- Systematic phonics instruction
- Mastery of math facts
- Adaptive software

- Direct instruction
- Frequent formative assessment
- Spiral review
- Leveled reading interventions
- Adaptive software use
- Expect high expectations both behaviorally and academically
- Utilize frequent assessments and data driven professional development
- Have a strict code of conduct and character building opportunities
- Recruit masterful and specialized teachers
- Intensive interview process
- Provide ongoing professional development
- Provide merit pay for student achievement gains
- Teaching staff that understands the needs of diverse student populations
- Involve parents and the community in the life of their children and the school
- Treat each child as an individual, assessing them at their baseline, setting high standards, and ensuring that they meet their goals through structured supports based on their needs, as determined by frequent assessments and data analysis of their performance.

We believe that all students at MHPS including our targeted population will benefit from our highly structured instructional program that maintains a sense of urgency in educating our students to the highest degree, to ensure success in high school, college, and beyond.

### **Evidence of Success with a Similar Student Population**

The educational data from schools with similar demographics to MHPS such as GPS and Sixth Street Prep show that success with a population of high English Language Learners and similarly low socioeconomic backgrounds is possible. GPS scored 978 on the API in its first year. Sixth Street Prep had an API of 945 in 2011 after beginning with an API of 598 in 2001. The KIPP Heartwood Academy, a 5<sup>th</sup>-8<sup>th</sup> grade charter school in San Jose, has consistently had similar results (900 API in 2011). In GUSD, Eliot School made significant gains in the four years when it began modeling its school structures on these schools, moving from an API of 668 in 2007 to an API of 830 in 2011.

## **The Textbooks or Other Instructional Resources to be Used**

MHPS will use a wide range of materials to support the mastery of common core content standards in ELA, math, science, ELD and history/socials studies. The strength of the Navigator Schools program is that it is not bound to follow any one curriculum with fidelity. Below is a list of some of the proposed programs to be used at MHPS:

### *English Language Arts*

**SRA Reading Mastery** - a research-based direct instruction program that builds phonemic awareness skills, letter-sound fluency and decoding skills in early readers

**SRA Horizons** - a collection of research-based direct instruction reading programs designed to teach specific decoding and comprehension skills to early readers

**SRA Corrective Reading** - a program designed to increase reading fluency, an area of particular relevance related to reading development

**SRA Skills Programs** - these programs including Specific Skills, Multiple Skills and Specific Skills for Language Arts cover all ELA standards with controlled phonics levels

**Teacher created curriculum** - Power Point slides and other types of curriculum will be created to address ELA standards and adapted from Sixth Street Prep School 5-a-day strategies and WBT techniques.

**State adopted Language Arts materials** - to support the need for a variety of reading/writing and listening opportunities for students to be successful in these areas. Treasures, by McMillan-McGraw Hill is the current curriculum in MHUSD and components of this program will be utilized so that students receive a balanced literacy program. In the older grades, Literature and Language Arts, Mastering the CA Standards - curriculum published by Holt, Rinehart and Winston may be utilized.

**Step Up To Writing** - by Cambium Learning/SoprisWest and Kate Kinsella (kateek@sfsu.edu) writing resources will be used to teach written language, in addition to the other comprehensive language arts curriculum that MHPS will be using.

### *English Language Development*

**Language for Learning Series** - a direct instruction program designed for English Language Learners and students who are demonstrating weakness in overall language development. The program teaches students in a leveled progression listening, speaking and writing skills to prepare them for the higher demands of an English-only language arts program.

### *Mathematics*

**Envision Math / Saxon Math** – these research-based math program that are widely used and adopted in many districts throughout the nation. The programs provide students with many opportunities to practice new and recently taught math concepts and have frequent assessments and corrective lessons to promote mastery.

**Teacher created curriculum** - to address math standards in a similar manner of presentation to the ELA, using Power Point slides and WBT techniques (see Appendix O).

### *Science*

**Harcourt Science Series** - published by Harcourt and for 6<sup>th</sup>-8<sup>th</sup> grades, the science series published by Holt, Rinehart and Winston, i.e. Earth Science, Science and Technology and Life Science

**Teacher created curriculum** - to address California content standards in science.

### *History/Social Studies*

**History Alive Series** - published by TCI

**Teacher created curriculum** - to address history and social studies California standards.

### *P.E. / Arts*

Teacher created curriculum - to address physical fitness and the arts following the scope and sequence of skills outlined in the charter

### *Technology*

The use of technology at MHPS will have three purposes:

1. MHPS will provide top of the line presentation capabilities to support the teaching techniques of Whole Brain Teaching and GPS strategies originally pioneered at Sixth Street Prep. The hardware

may include laptops, projectors, and interactive teaching devices including document cameras, interactive writing tablets, and student response systems. Through the use of this technology, teachers will be able to present state content standards using a variety of sources displayed through highly engaging multimedia. This type of technology is efficient, easy to access and well-designed for the high quality instruction that MHPS will be providing. It offers MHPS teachers opportunities to access media, data and support materials quickly and efficiently. In addition, this technology will be utilized to monitor student progress and to create curriculum as needed.

2. MHPS will provide students with the most educationally valuable, adaptive software available today. Adaptive software, which adjusts the sequence of instruction based on student ability, serves to support classroom learning by providing students of all abilities with opportunities to practice at their level in areas of math and language arts. Classrooms will be provided with several student computers so that students can utilize various software programs that may include:

- SuccessMaker Language Arts and Math
- Fast Math
- ST Math
- Accelerated Reader
- Lexia
- Achieve 3000

3. MHPS will provide the use of specific software to publish and present learned skills. Beginning in third grade, students will begin keyboarding and word processing. In sixth grade, students will be introduced to presentation software such as Microsoft PowerPoint in order to make classroom presentations based on projects conducted in different subject areas.

## **How the School will Provide Ongoing Professional Development**

### ***Continuous instructional improvement***

To ensure constant, consistent, systematic improvement in its teaching staff, MHPS will employ “live coaching” in which the site principal or academic coach, accompanied by another released teacher, use a walkie-talkie to communicate to the observed teacher who has an earpiece in his/her own ear. This process allows the observers to give immediate feedback to the teacher who can then make the necessary adjustments. A running record of observations is simultaneously typed up and emailed to the observed teacher for further review. In addition, teachers in the role of a coach will demonstrate lessons, release teachers to observe other classrooms, assist in curriculum development and lesson planning. All staff will participate weekly in “live coaching”.

**Common Planning and Teacher Support** - During the school year teachers will have time daily for planning, discussing individual student needs, and sharing best practices. Once a week, MHPS will have an early release day to go deeper into staff development and planning. Professional development will be concentrated on the creation and maintenance of a school culture, classroom environment and academic curriculum that are the foundations for learning, as well as using data to strategically improve instructional methods and target individual student needs.

**Professional Environment** - Teachers at MHPS will be provided with their own working space, computer, phone line, and administrative support in making key instructional decisions that will drive student achievement in their classrooms. The Principal of MHPS will provide a means for all staff members to participate in decision making and problem solving.

**Practices** - Teacher creativity and efficacy thrive within a structured and orderly environment. Staff will be trained and supported in effective classroom instruction and management that will be consistent throughout the school environment. While teacher instruction will vary in degree due to personality and style, we believe that it is crucial for students to have consistent routines, student white board configurations, grading practices, and behavioral expectations so that they know exactly what to expect throughout the entirety of the school and so that teachers have the structures in place to facilitate learning.

**Teacher evaluation** - All teachers will be evaluated by the Principal. The evaluations will be based on classroom observations as well as data from student performance on a variety of assessments. Teachers will be provided with consistent, regular feedback by the Principal with the goal of improving teaching, learning and leadership skills. Teachers who are not able to perform adequately in this very structured organization or who are unable to learn the structures, teaching techniques or no longer ascribe to the vision and mission of MHPS will not be retained. This may occur mid-year. We are committed to recruiting and retaining excellent teachers.

MHPS will use a teacher evaluation plan based on one that is used at GPS. Teacher effectiveness, based on student achievement and growth, is significantly weighted during the evaluation process (55% of the total teacher evaluation score):

**Student Growth (30%):** Student growth is calculated in a variety of ways at MHPS in both mathematics and ELA. Teachers are expected to see their students gain 1.25 years of progress in all measurable areas, including Successmaker Math and Reading , STAR Reading and Math. Three times a year teachers will meet with administrative staff to reflect on effective teaching strategies, review student data and review progress toward this goal. In the spring meeting, a year-end summary of growth for each teacher will be included in his or her evaluation.

**Student Achievement (25%):** The common core standards assessment will be used in grades 3-8 to evaluate teacher effectiveness at MHPS. MHPS will use value-added analysis to compare a student's current performance with his or her own prior performance. Each fall, teachers will meet with the site administrator to evaluate each teacher's effectiveness at raising student performance on the annual assessment.

**Observation of Practice (35%):** In a process Navigator Schools calls "live coaching", the site principal or academic coach, accompanied by another released teacher, use a walkie-talkie to communicate to the observed teacher who has an earpiece in his/her own ear. A running record of observations is simultaneously typed up and emailed to the observed teacher for further review. These records will be accumulated throughout the year and attached to the year-end review. Each teacher at MHPS will participate in live coaching once per week as either the observer or as the observed.

**Stakeholder Perceptions (10%):** MHPS will survey students and teachers using the TRIPOD student questionnaires to gather insights about their classroom experiences. Questions focus on specific observable teaching practices to limit the impact of any subjective student opinions. Tripod researchers can provide “value-added” analyses to demonstrate how student responses predict year-to-year learning gains as measured by standardized test scores.

### *Teacher Training Content*

- Specific teacher in-service and training modules scheduled for the one-week training period prior to MHPS’s opening will include:
- The Direct Instruction components of Chris Biffle’s Whole Brain Teaching techniques
- The “Prove and Disprove method” of defending answers used extensively at Sixth Street Prep and GPS, within all subject matter. This method expects students to orally explain their understanding of why a particular multiple choice answer is either incorrect or correct. They are required to produce a written reason to defend their understanding, as well. The students are engaged in critical thinking to solve problems and eliminate wrong answers in a manner that is engaging and challenging. The amount of academic language was observed to be significantly higher when students were using the “Prove and Disprove method” as opposed to only solving problems using paper and pencil or stating that an answer was correct. While taking the California Standards Test at the schools where this strategy was implemented, students laboriously wrote their reasons for why they chose an answer and why the other distracters were incorrect. These schools achieved well above average results.
- Use of tiered intervention to reduce referrals to Special Education and to address all students’ needs.
- The effective use of multimedia to engage students and create curriculum, i.e. Power Point slides, that supports the teaching, portable white board tablet for teachers, document cameras, classroom sets of student responders and video projectors
- Strategies implemented by Sixth Street Prep and GPS that have proven successful for student engagement and success such as the use of student responders to provide teachers with instantaneous feedback, multisensory cues in the presentation of concepts, and frequent check-ins to provide immediate reinforcement and corrections

Behavior management strategies designed to increase positive school climate and reduce behavioral referrals that may include daily affirmation chants, uniforms that are exclusive to MHPS, whole school behavioral expectations and school-wide acknowledgment of success, both academic and behavioral, during monthly assemblies.

Morgan Hill Prep School teachers will be provided professional development and planning for one week prior to school beginning to build the instructional sequence. Instructors from GPS will provide training and coaching in Whole Brain Teaching strategies and curriculum development to the staff. Each week of the school year teachers will be provided with two hours of planning time to continue to develop the instructional sequence, align the curriculum to the standards and create



lessons. Frequent assessments will be used to determine which standards need additional instruction and practice as well as to determine which students will attend after school tutorials. Teachers will use a common lesson plan format that is organized and aligned to standards in order to maintain consistency. The Principal and teachers will be able to verify the effectiveness of the lesson through the frequent feedback that includes the following: daily data from student responders, data from monthly standards assessments, data from educational software, administration walkthroughs to observe student performance and teacher reporting. All MHPS teachers will use data to determine the appropriate instruction for their students. If the students are not performing proficiently on the standard, planning time will be used to collaborate and seek out new strategies for teacher effectiveness.

MHPS employees will be trained to use the various technology-based tools by either the staff or the vendor. The technology-based tools used at MHPS will be the following: Interwrite MOBI's, student response systems, laptops, iPads, document cameras, projectors, educational software, walkie-talkies and Digi Coach. The academic coach and/or administrator will determine the ongoing staff development needs in the effective use of the tools to manage continuous instructional improvement.

MHPS will use Interwrite MOBI's and Pulse 360 student response system to receive instantaneous data from students during instruction. Teachers will have, in real time, the names of the students who have not answered questions correctly. Using built in remediation time, teachers will be able to pull different groups of students daily for small group instruction.

MHPS will use "live coaching" in which two observers provide instant feedback via walkie talkie to the observee. This practice has led to incredible improvement in teacher effectiveness at GPS, MHPS's sister school.

MHPS staff will be videotaped once per month and given the opportunity to review their own teaching under the guidance of the academic coach and or site administrator. With the use of simple video editing software, the academic coach will easily annotate the video for future viewing by the teacher. These videos will then be used to share with other staff to point out great teaching strategies and common mistakes to avoid.

MHPS will implement the use of Navigator Schools Peer Coaching Checklist (Appendix

### **How the Instructional Program Meets the Needs of Different Learners**

MHPS anticipates that there will be a significant percentage of newly enrolled students who are socio-economically disadvantaged, not performing at grade level, special education students, English language learners, gifted, or a combination of any subcategory. In response to this diverse population that represents Morgan Hill Unified School District, we provide a variety of supports that will ensure that each type of learner is able to make excellent academic gains. We believe that all students benefit from MHPS's design that keeps a focus on the student data that reveals performance skills of its students. The longer school day, grouping by ability levels, the adaptive educational software and the primary focus on use of engaging teaching techniques will provide all students with the instruction they need.

## **English Language Learners**

One of Navigator Schools' core beliefs is that reading is the gateway to excellent language and vocabulary development. In schools across California, reading is the area that students tend to score lowest on the CELDT. That is why all students receive leveled, small group reading daily in grades K-3. From our experience, a focus on reading and oral language development is critical to ELD progress. Each student participates in an additional 30 minutes of scaffolded writing and listening activities as well throughout the day.

MHPS will follow all applicable laws in serving its EL students as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. EL students at MHPS will be served by full inclusion in the classroom with small group leveled ELD instruction and individual customization in the classroom and the Independent Learning Lab. Based on the enrollment patterns of the other elementary schools in the downtown area of Morgan Hill as well as specific recruitment efforts, MHPS estimates that 40-60% of its student population will be English Language learners. Achieving high levels of success in this demographic of the student population will be instrumental to ensuring the adherence to the school mission. See Appendix K for a complete description of the MHPS EL Program.

### ***Home Language Survey***

MHPS will administer the home language survey upon a student's initial enrollment (on MHPS 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 1 and October 31st until re-designated as fluent English proficient. The thirty-day requirement applies to students who are entering a public school in California for the first time or 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. MHPS will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

### ***Formative Testing***

MHPS will implement an interim, summative assessment, ADEPT, which will be used to measure a student's growth in regards to his or her language proficiency. This assessment will be delivered to students in September, January and at the end of the school year to measure language development. Through the use of this assessment, teachers will gain input on the language development of their students and the assessment will also provide the staff with information regarding specific language skills that they need to address and practice. Additional assessments will be administered to determine the specific language learning needs of the student (i.e., phonemic awareness, phonics, fluency, vocabulary) in order to create a plan to best meet the student's needs during both core classes and additional instructional times.

### ***Reclassification Procedures***

When an EL student demonstrates adequate oral and academic English skills, a recommendation for reclassification can be made (see Appendix K for a complete description of Reclassification criteria). Each former ELL student who has been reclassified to FEP has demonstrated English-language proficiency comparable to that of the average native speakers and can participate equally with average native speakers in the school's regular instructional program. (Education Code Section 52164.6.) The participation of the classroom teacher, (s) and site administrator/designee is required in the reclassification process.

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California English Language Development Test or CELDT.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

### ***Strategies for English Learner Instruction***

***ELD Direct instruction***

Using the Language for Learning Series, an explicit instructional approach entailing scripted lessons, signaled responses, immediate error correction, cumulative review, and mastery learning will ensure mastery of state ELD standards. The Language for Learning Series is an ELD program and will be used on a rotational / center basis daily during the school day for students in kinder and first grades. Students will be assessed formatively every ten days using the in-program assessments.

Based on assessment data, the Principal and teachers may create a more intensive instructional plan for each student identified as an English language learner if it is determined that additional instructional time is needed. The Language For Learning curriculum will be adopted to meet the needs of ELL students who need more specific intervention until they gain the skills necessary to make academic gains and be reclassified as FEP (see appendix K), as determined by the frequent data collected on their performance in listening, speaking, reading and writing.

ELL students will be re-evaluated with the CELDT test each fall until re-designated as English Language proficient. The students CELDT score will be used to determine which Language for Learning small group they will be pulled out for. Students scoring a one or two will work on language for learning. Students scoring a three will work on language for thinking. Students scoring a four or five will work on language for writing. Small groups will be held every day for at least thirty minutes. Each group will be ten students or less with one teacher.

<b>CELDT Score</b>	<b>Language for Learning Program</b>
1 or 2	Language for Learning.
3	Language for Thinking.
3 or 4	Language for Writing.

***In-Class Support***

In addition to systematic ELD time, ELL students will receive instruction in mainstream classes as all MHPS teachers will have the specific training in the use of effective teaching strategies for this population. Teachers will be trained in Specially Designed Academic Instruction in English (SDAIE), as well as other effective strategies including but not limited to graphic organizers, sentence frames, partner talks and explicit and specific vocabulary development. Interventions and strategies appropriate for English Learners will be implemented throughout the day by instructional teachers. Students will remain in class for core academics and will receive

additional English Language instruction as necessary during the regular instructional day. In line with the California State Board of Education, the standards are not altered for English Learners because doing so would deny them the opportunity to achieve them. Instead, support is given to them so that they may meet the standards. Such in-class supports include but are not limited to:

#### *Leveled Sentence Frames for all instructional content*

Instructional slides in the core subject matter include leveled sentence frames targeted towards Beginning, Intermediate, and Advanced level English Learners. When discussing a skill or concept, students pair share using the leveled sentence frames. (See Appendix P for leveled sentence frame examples.) These frames allow for the introduction of new language and syntax that is paired with their daily instruction. Additionally, they provide all ELL students with constant oral language practice throughout the day.

#### *Scaffolding During Direct Instruction: “I Do, We Do, You Do”*

English language learners require additional modeling to gain understanding. At MHPS, teachers use the gradual release of responsibility model during small group and direct instruction. The teacher begins by introducing a concept and modeling a sample. For example, the teacher will ask her second grade students, “What is a verb?” Then she will have the class mirror her and repeat and copy her gesture as she gives the definition: “A verb is an action word. For example, run is a verb because it is an action word; you can do it. I can run.” After modeling and providing an example for the class, the teacher will guide the students in using leveled sentence frames to generate further examples (“We Do.”) Finally, students will work independently and in partners to provide their own examples orally and in writing (“You Do.”)

#### *Explicit and Specific Academic Vocabulary Development*

In language arts, ELL students have weekly academic vocabulary words that are explicitly taught. The teacher begins by telling the class a story in which he uses the academic vocabulary word a number of times and provides context clues that hint at the word’s meaning. The students must use the context clues to guess the “secret word,” as well as the word’s meaning. After that, the class works together to generate synonyms and antonyms for the word when appropriate. The teacher then uses the “I Do, We Do, You Do” model to practice leveled oral language sentence frames. Students generate their own sentences using the academic vocabulary words and write them in their vocabulary journals. This model is also used daily to provide students practice with irregular verbs and tenses.

#### *Spiral review / preview of content*

Opportunities for repeated exposure to academic vocabulary are critical for acquiring language for ELL student success. Brain research has proven that children need between ten and twenty experiences with a concept, problem or vocabulary to internalize and convert learning to long-term memory. Spiral

review provides these opportunities while previewing content and front-loading vocabulary, thereby increasing comprehension and learning.

*Prove / Disprove*

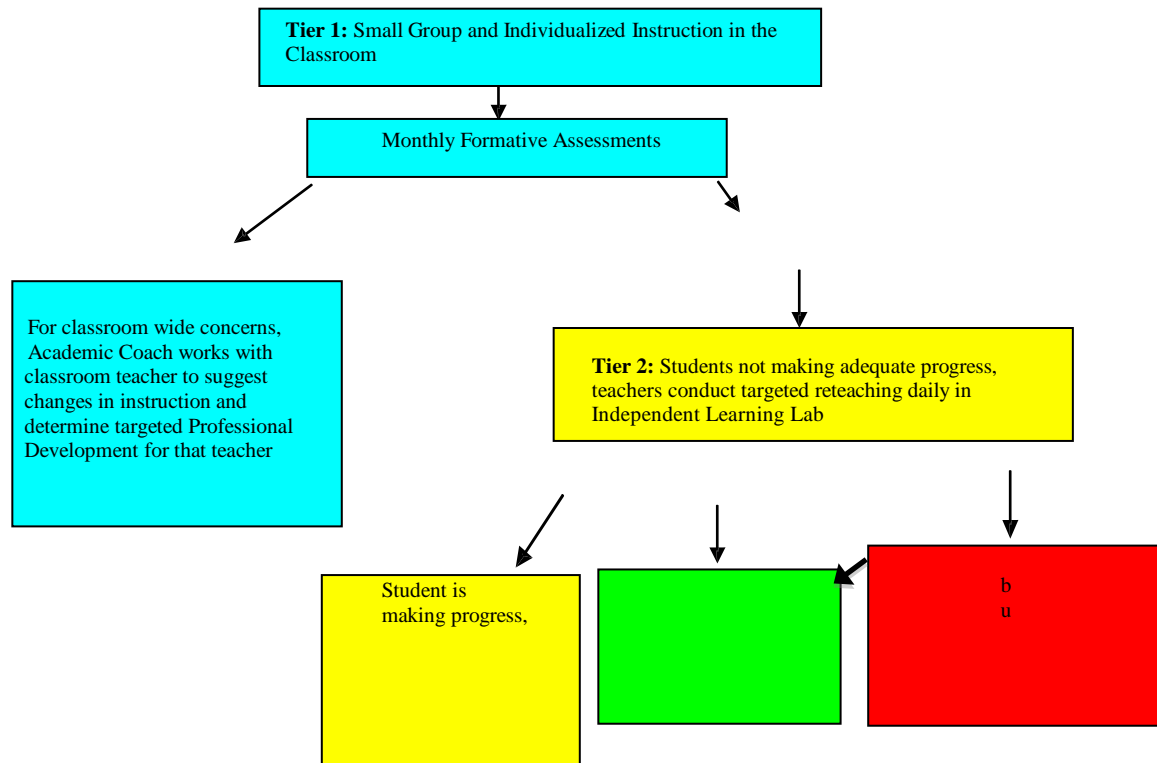
This instructional strategy, pioneered at Sixth Street Prep, provides ELL students abundant oral language development opportunities. Students are required to verbally rationalize correct and incorrect answers using specific front-loaded vocabulary. This strategy has been exceptionally effective in bringing students oral language proficiencies up according to data from Sixth Street Prep, Eliot Elementary School and GPS.

*Leveled reading groups*

ELL students at MHPS will receive daily small-group reading instruction. In the early grades, instruction will focus on phonemic awareness, phonics, and fluency. In the upper grades, the leveled reading groups will focus on vocabulary, comprehension and analysis.

### Low-Achieving Students

MHPS has a well-defined RTI plan to address the needs of low-achieving students (See Appendix I).



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will not catch up in one cycle, so student is re-assigned to Tier 2.

Student catches up to peers in identified areas and exits Intervention

**Tier 3:** Student not demonstrating adequate response to Independent learning lab intervention. SPED staff begins intensive intervention



Student does not make adequate progress, SST process begins

During the first weeks of school all students will be evaluated using norm-referenced assessments such as the DIBELS, BPST, STAR Reading, normed reading fluency passages, standards-based informal skill inventories, daily observations of in-class performances and for older students an analysis of the common core assessment results from the previous year. This information will be to gather a baseline to determine student needs.

The entire instructional design of MHPS will ensure that all students have their individual learning needs met. At MHPS, students will be afforded interventions in two areas:

### ***Skill based interventions***

Skills based interventions will be developed for students needing support in general areas such as reading fluency, math fact mastery and reading comprehension. These skills are the foundation for success in all standards-based subject areas and MHPS teachers and support staff will pay close attention to the data collected from assessments.

### ***Standards-based interventions***

Standards based interventions will be provided to students that are not succeeding on the grade level standards. MHPS is committed to gathering standards based data daily with the use of student response systems to ensure that staff is prepared to deal with the students that struggle with ELA, math, social studies and science Standards. The use of student response systems on a daily basis will allow teachers the ability to pull small groups during the computer lab time. Computers in labs will ring the room and intervention tables will be provided to ensure the teacher can provide reteaching.

To help struggling readers and writers, MHPS will implement leveled instruction groups to address critical skills, such as phonemic awareness, decoding, comprehension, basic math skills and writing.

### ***Systematic phonics instruction***

Using Horizons and Corrective Reading, two direct instruction programs by SRA, will ensure student success in the area of decoding and fluency. Additional time using Specific Skills curriculum to develop reading comprehension will help ensure that students at MHPS will become competent readers and thinkers

### ***Adaptive software***

Struggling students will spend up to one hour daily in the school's computers lab(s). Students will be offered a variety of adaptive software programs that will adjust to their individual learning needs. All students can benefit from adaptive software as advanced students are challenged while struggling students are re-exposed to previously taught material. Adding time using adaptive software to struggling students' schedules has proven to help close learning gaps.



***Ability grouping***

The Zone of Proximal Development describes the concept that students need to be instructed close to their ability level. Instruction that is too advanced will lead to frustration while concepts that are too simple will lead to boredom. All students at MHPS will spend some portion of their day in leveled reading instruction to ensure that confidence building and learning take place. Differentiation will also occur during direct instruction by providing advanced students with challenge questions.

Below is a brief description of interventions by grade and subject area. Note that SPED staff will be utilized to provide general ed support services in addition to special educations services.

	<b>Decoding Interventions</b>	<b>Reading Comprehension</b>	<b>Math Interventions</b>	<b>Writing Interventions</b>	<b>Materials</b>
<b>Kindergarten</b>	<p><b>Tier 1 – Reading Mastery</b></p> <p><b>Tier 2 Afterschool tutoring</b></p> <p><b>Tier 3 – Reteaching Reading Mastery in low ratio</b></p>	<p><b>Tier 1 – Whole Class read alouds</b></p> <p><b>Tier 2 – Small group read alouds after school</b></p> <p><b>Tier 3 – Language for Learning in low ratios</b></p>	<p><b>Tier 1 – Whole class instruction</b></p> <p><b>Tier 2 – Reteaching during lab time</b></p> <p><b>Tier 3 – Increased time for adaptive software, small group after school reteaching</b></p>	<p><b>Tier 1 – Small group practice in centers</b></p> <p><b>Tier 2 – Push in / small group support from SPED teacher</b></p> <p><b>Tier 3 – Individual support from SPED teacher</b></p>	<p><b>Audio Books</b></p> <p><b>Reading Mastery</b></p> <p><b>MHPS Leveled Readers</b></p> <p><b>Accelerated Reader</b></p> <p><b>Language for Learning</b></p>
<b>1<sup>st</sup> - 2<sup>nd</sup> Grade</b>	<p><b>Tier 1 – Horizons</b></p> <p><b>Tier 2 -Small group Leveled Readers</b></p> <p><b>Tier 3 – Corrective Reading</b></p>	<p><b>Tier 1 – Classroom instruction</b></p> <p><b>Tier 2 - Audio books, small group read alouds</b></p> <p><b>Tier 3 – 1:1 tutoring using Specific Skills, Language for Thinking</b></p>	<p><b>Tier 1 – Whole class instruction</b></p> <p><b>Tier 2 – Reteaching during lab time</b></p> <p><b>Tier 3 – Increased time for adaptive software, small group after school reteaching</b></p>	<p><b>Tier 1 – Small group practice in centers</b></p> <p><b>Tier 2 – Push in / small group support from SPED teacher</b></p> <p><b>Tier 3 – Individual support from SPED teacher</b></p>	<p><b>SRA Specific Skills</b></p> <p><b>Horizons</b></p> <p><b>SuccessMaker</b></p> <p><b>Audio Books</b></p> <p><b>Corrective Reading</b></p> <p><b>Language for Thinking</b></p>
<b>3<sup>rd</sup>-8<sup>th</sup> Grade</b>	<p><b>Tier 1 – Leveled reading class</b></p> <p><b>Tier 2 -Small group corrective reading</b></p> <p><b>Tier 3 – Low ratio leveled readers</b></p>	<p><b>Tier 1 – Classroom instruction</b></p> <p><b>Tier 2 - Audio books, small group read alouds</b></p> <p><b>Tier 3 – 1:1 tutoring using Specific Skills, Language for Thinking</b></p>	<p><b>Tier 1 – Whole class instruction</b></p> <p><b>Tier 2 – Reteaching during lab time</b></p> <p><b>Tier 3 – Increased time for adaptive software, small group after school reteaching</b></p>	<p><b>Tier 1 – Small group practice in centers</b></p> <p><b>Tier 2 – Push in / small group support from SPED teacher</b></p> <p><b>Tier 3 – Individual support from SPED teacher</b></p>	<p><b>SRA Specific Skills</b></p> <p><b>Horizons</b></p> <p><b>SuccessMaker</b></p> <p><b>Audio Books</b></p> <p><b>Corrective Reading</b></p> <p><b>Language for Thinking</b></p>

Parents of students who are not achieving at expected levels will be informed through teacher conferences, monthly progress reports (see Appendix L for a sample) and through the Student Study Team process. If students are not making progress using the existing strategies, tiered instruction following the RtI (Response to Intervention) model will be implemented. A specific plan will be written for each student, new strategies will be outlined and more frequent progress monitoring will be done to check progress. Progress of students will be measured through daily monitoring data from student responders, weekly benchmark assessments, trimester assessment, teacher observation and informal skill-based inventories. An SST meeting may be convened which may or may not progress to a special education referral. This plan for low achieving students fits into MHPS's schedule during the regular school and may take place during the enrichment period.

### **High-Achieving Students**

The very basis of instruction in MHPS classrooms will support the high achieving student population. All students will be assessed using a variety of methods to determine their academic levels, as indicated in the above section regarding Low Achieving Students. While students at MHPS will not be GATE tested, the daily and monthly assessments, as well as teacher observation and feedback, will be used to identify high-achieving students. Teachers will use this data to develop individualized plans and programs that meet these gifted students' academic and social needs. In all academic subject areas, teachers use flexible grouping. In math, for example, many second grade students may already have mastered three-digit regrouping. The teacher will pull those students and begin teaching third grade math skills, such as multiplication and division. Additionally, students are given "challenge problems" throughout the day that require multiple steps and higher-level thinking skills. They are required to articulate how they solved their problem with a written explanation. In writing, third grade students who have mastered a single body paragraph are challenged to develop multi-paragraph essays on topics of their choice.

Students will be leveled for reading instruction at MHPS. This will allow high-achieving students to engage higher-level literature through the use of audio books, literature circles and guided reading opportunities.

The prove/disprove strategy that is used daily will allow our most advanced students the opportunity to flourish. Students not only explain why the correct answer is the right choice, but extend by disproving the incorrect answer, writing detailed sentences and supporting their evidence with pictures and student-generated diagrams when appropriate.

High-achieving students will be offered enrichment courses after school hours. Along with piano, drama, strategy-based board games, and dance, there will be a journalism class geared towards high-achieving students. In journalism, students have the opportunity to research topics that are of interest to them and report on current events. Students will use word processor programs and Power Point to generate their presentations. Their writing will be published in a monthly newsletter to be shared with parents and peers. The journalism class will add other forms of media as students advance to older grades. Beginning in fifth grade, students will begin to produce audio reports such as a school Internet radio station and

productions will be posted for listening on the school's website. Finally, students will take video editing and produce short news clips that report on school fieldtrips, new personnel and current events around the school.

MHPS, just like its sister school in Gilroy, will participate in Project Astro. This program allows students to learn about astronomy by utilizing local astronomers who visit the school throughout the year. This program is highly engaging and offers an excellent introduction to the science of the stars.

An important goal of MHPS is to develop capacity for democracy and leadership. Beginning in third grade, students will have the opportunity to run for student council. Each class will elect a student representative. These representatives will meet weekly and discuss and develop plans to raise money for school-wide activities, including social events, community projects, and school reform. Student council allows students gifted in leadership the opportunity to learn skills that are an extension of their formal education.

A hallmark of MHPS will be the daily use of adaptive software which allows our high achievers to learn and be challenged on a daily basis. The adaptive software programs place students at their individual academic levels in math and language arts. For example, a math software program may place a second grade student at a third grade math level. At the end of the year, the student may have advanced through fourth grade content. Adaptive software allows advanced students to progress as quickly as they can, unlike traditional classroom instruction that typically focuses on grade level content.

## **Special Education**

### **A. Overview**

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEA"). This includes covering transportation costs and extended school year when an IEP calls for it.

The Charter School intends to be its own local educational agency ("LEA") and will apply directly for membership in a Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a). The Charter School will provide notice of such membership to the District at least 30 days prior to the commencement of the initial school year. In the event the Charter School does not obtain membership as an LEA in a SELPA, the Charter School shall be categorized as a public school of the District in accordance with Education Code Section 47641(b).

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

#### **B. Section 504 of the Rehabilitation Act**

The Charter School 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 the Charter School. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

A 504 team will be assembled by the Principal and shall include the parent/guardian, the student (where appropriate) 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 IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which 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 including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the 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 IDEA, a referral for assessment under the IDEA will be made by the 504 team.

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 a 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 Charter School’s professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, s, guardians, teachers and any other participants in the student’s education, including substitutes and tutors, must have a copy of each student’s 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review 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.

**C. Charter School as Local Educational Agency for Special Education Purposes in Accordance with Education Code Section 47641(a)**

The following section will apply only if the charter school is its own LEA and a member of a SELPA in accordance with Education Code Section 47641(a). **Section D, below, is written in the alternative, should the Charter School not obtain membership in a SELPA as an LEA for special education purposes.**

The Charter School intends to be its own local educational agency (“LEA”) and will apply directly for membership in a Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). The Charter School will provide notice of such membership to the District at least 30 days prior to the commencement of the initial school year.

A memorandum of understanding (“MOU”) will be developed with the District to confirm, contractually, that as an LEA for special education purposes, it shall be solely responsible to provide special education instruction and related services to Charter School students in compliance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA including but not limited to the following:

- seeking out, identifying, and evaluating students who may qualify for special education programs and related services;
- for developing and implementing individualized education programs (“IEP”) as required by law through the use of an IEP team composed of all members required by law;
- reevaluation of special education students as required by law;
- discipline of special education students only as allowed by law;
- responding to record requests and complaints; and

- maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all District and/or SELPA inquiries, to comply with reasonable and lawful District and/or SELPA directives, and to allow the District and/or the SELPA access to Charter School students, staff, facilities, equipment and records as required to fulfill all obligations imposed by law.

### ***Staffing***

All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by California's Education Code and the IDEA. Charter School staff shall participate in annual training relating to special education. The Charter School has budgeted for consultants to conduct this training.

The Charter School will be responsible for the hiring, training, and employment of school-site and itinerant staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, resource specialists, speech therapists, occupational therapists, behavioral intervention specialists, and school psychologists; or for contracting for the same through a non-public agency. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as all applicable legal requirements.

### ***Child Find – Student Identification and Referral***

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will implement SELPA policies and procedures to ensure timely identification and referral of students for assessment who have, or may have, such exceptional needs to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

The Charter School shall comply fully with 20 U.S.C. Section 1412(a)(3) and Education Code Sections 56300, 56301, and 56040, in our efforts to search for, assess, identify, and serve any pupils with disabilities who are eligible for special education instruction and related services. In our efforts to systematically identify students, the following procedures are implemented:

- *Screening/Identification:* All registration documents for the Charter School will contain a section for parents to indicate if their child has ever had a referral for Student Study Team (SST); any previous assessments for the purposes of identifying their student for special education; an IEP; or a 504 Accommodation Plan; or any other concerns that the child may have

a disability. The Charter School will review registration documents to ensure all responses are immediately addressed. When registration documents are received indicating anything related to one of the above items, the will be contacted by the Charter School to procure additional information, and copies of all available related documents. When a student with an active IEP enrolls, a copy of his/her IEP is requested from the former school, along with the entire student record, to enable services to begin immediately upon his/her enrollment as required by law (Interim Placement), and a 30-day review IEP meeting is scheduled.

The Charter School will annually notify parents via school newsletter about its Child Find policies, and will provide contact information for parents to utilize if the or parents believe their child is entitled to receive special education services; are interested in having their child assessed to determine their eligibility to receive special education services; or are entitled to receive accommodations under Section 504 of the Rehabilitation Act.

- *Referral Process:* The Charter School will maintain a dual level student study team (“SST”) approach to respond to, and provide interventions for students attending the charter. The first level provides a venue for s, teachers, key school personnel, or other interested persons to systematically review and make suggestions about student performance. During this first level SST meeting, the team may address concerns centered on a student’s:
  - Academic progress, or initial testing (completed for all students)
  - Social/Emotional development,
  - Physical limitations,
  - Medical issues, or,
  - Behavioral history

Objective and complete data are collected during an initial SST referral to insure appropriate recommendations for each student are made (i.e.: work samples, cumulative record review, STAR test scores and health history).

At all SST meetings, members are assigned responsibilities for monitoring the success of the strategies offered. A follow-up date is scheduled to review the progress of all proposed strategies. If progress is not noted, the initial SST team may refer the student to a second-tier SST coordinated by the special education department.

At this second tier, the SST convenes and reviews the data provided during the initial SST process. Students are referred to this level SST only when it appears that the general education interventions provided by the SST are failing to allow the student to make appropriate progress. If sufficient strategies and interventions were implemented following the initial SST process, and improvement not noted, if the SST is concerned of a suspected disability, the child shall be offered an assessment plan for evaluation of the student for eligibility under the IDEA in all areas of suspected disability. If a child qualifies under Section 504 of the Rehabilitation Act as a student with or regarded as having a disability which impacts one or more major life activities, a Section 504 Plan shall be put into plan as described above under Section B while evaluations under the IDEA is conducted.



A formal written request from a parent to assess a child for special education supersedes both the SST levels, and an Assessment Plan shall be generated within fifteen (15) calendar days following the receipt of the written request in accordance with Education Code Section 56321.

### *Assessments*

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School will determine what assessments, if any, are necessary to assess in all areas of suspected disability and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent prior to assessment.

### *Initial and Triennial Assessments*

When students require an initial evaluation to determine if they meet eligibility requirements to receive special education and related services, the Charter School shall:

1. Generate a referral for special education;
2. Monitor all legal timelines;
3. Develop a written assessment plan in accordance with Education Code Section 56321;
4. Coordinate qualified personnel to provide the required testing [20 U.S.C. Section 1414(b), Education Code Section 56320, 56322];
5. Assess, upon written consent to assessment plan, in all areas of suspected disability [20 U.S.C. Section 1414(b), Education Code Section 56320];
6. Hold an IEP meeting within sixty (60) days of consent to the assessment plan to consider assessment results in accordance with Education Code Section 56344 [20 U.S.C. Section 1414(a), Education Code Section 56344];
7. Distribute written assessment reports to the upon completion [20 U.S.C. Section 1414(b)(4)(B), Education Code Section 56327];
8. Generate IEP meeting notices [Education Code Section 56341.5];
9. Develop and facilitate the IEP team meeting to consider eligibility and if eligible develop an IEP that offers FAPE. The contents of the IEP shall be in accordance with the requirements of Education code Section 56345 [20 U.S.C. Section 1414(d)(3), Education Code Section 56344, 56345];
10. Distribute copies of the IEP to appropriate personnel for implementation [Education Code Section 56347].

As requested, the SELPA will be provided duplicate copies of all IEPs for purposes of conducting state required Coordinated Compliance Reviews (“CCR”). The Charter School agrees to adhere to all the SELPA policies and procedures with regards to collecting and submitting CASEMIS data.

At least once every three years, a student is reassessed to determine their continued eligibility to receive special education services [20 U.S.C. Section 1414(c), Education Code Section 56381].

Following any initial or triennial assessment, if a student has or is regarded as having a disability, but does not meet any applicable eligibility requirements for special education services under the IDEIA or the Education Code, a 504 Team will be convened to consider whether the child qualifies for accommodations and/or services under Section 504 of the Rehabilitation Act. A database will be maintained and updated weekly to insure all initial, annual, and triennial reviews are held within mandated timelines.

### ***IEP Meetings***

The Charter School shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for ensuring the appropriate team members are in attendance as required by applicable law.

[20 U.S.C. Section 1414(d)(1)(B), 34 CFR 300.321(a), Education Code Section 56341]:

1. The parents of the child.
2. Not less than one general education teacher of the child (if the child is or may be participating in the general education environment).
3. Not less than one special education teacher of the child, or, where appropriate, not less than one special education provider of the child.
4. An LEA representative who: i) is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities; ii) is knowledgeable about the general education curriculum; and iii) is knowledgeable about the availability of LEA resources.
5. An individual who can interpret the instructional implications of evaluation results.
6. At the discretion of the or the LEA, other individuals who have knowledge or special expertise regarding the child, included related services personnel as appropriate.
7. Whenever appropriate, the child.

### ***Attendance at IEP Team Meetings***

The Charter School believes that al input is critical to IEP development. Parents are considered important members of the IEP team. If neither can attend an IEP team meeting, the Charter School must use other methods to ensure participation, including individual or conference telephone calls, consistent with 34 CFR 300.328 (related to alternative means of meeting participation). [34 CFR 300.322(c), Education Code Section 56341.5(g)].

The Charter School may conduct an IEP meeting without a only if it is unable to convince the parents that they should attend [34 CFR 300.322 (d), Education Code Section 56341.5(h)]. In such cases, the Charter School must keep a record of its attempts to arrange a mutually agreed on time and place, such as:

1. Detailed records of telephone calls made or attempted and the results of those calls;
2. Copies of correspondence sent to the parents and any responses received; and

3. Detailed records of visits made to the 's home or place of employment and the results of those visits.

### ***Procedural Safeguard Notice Requirement***

The Charter School must provide the parents of a child with a disability with notice of the procedural safeguards that the IDEA establishes. [20 U.S.C. 1415(d)(1)(A), 34 CFR 300.504(a), Education Code Section 56301(d)(2).] This procedural safeguard notice must be provided to the parents only once every school year, except that a copy must also be provided to the s:

1. Upon initial referral or al request for evaluation.
2. Upon receipt of the first state complaint in the school year.
3. Upon receipt of the first due process complaint in the school year.
4. In accordance with disciplinary procedures.
5. Upon al request. [34 CFR 300.504(a).]

The procedural safeguards notice must include a full explanation of IDEA procedural safeguards and cover the following issues:

1. Independent educational evaluations.
2. Prior written notice.
3. al consent.
4. Access to educational records.
5. Opportunity to present complaints to initiate due process hearings.
6. Child's placement during pendency of due process proceedings.
7. Procedures for students who are subject to placement in an interim alternative educational setting.
8. Requirements for unilateral placement by parents of children in private schools at public expense.
9. Mediation.
10. Resolution meetings.
11. Due process hearings, including requirements for disclosure of evaluation results and recommendations.
12. State-level appeals (if applicable in the state).
13. Civil actions.
14. Attorney's fees. [20 U.S.C. Section 1415(d)(2), 34 CFR 300.504(c), Education Code Section 56301(d)(4).]

### ***Prior Written Notice Requirements***

The Charter School shall provide prior written notice to parents when the Charter School refuses to or acts to initiate or change the identification, evaluation, or educational placement of a child or the provision of FAPE to the child. [34 CFR 300.503(a).]

Prior written notice must include:

1. A description of the action proposed or refused by the LEA.
2. An explanation of why the LEA proposes or refuses to take the action.
3. A description of each evaluation procedure, assessment, record, or report the LEA used as a basis for the proposed or refused action.
4. A statement that the parents have protection under Part B's procedural safeguards, and, if the notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained.
5. Sources for parents to contact to obtain assistance in understanding the provisions of the IDEA.
6. A description of other options that the IEP team considered and the reasons why those options were rejected.
7. A description of other factors relevant to the LEA's proposal or refusal. [34 CFR 300.503(b)(1)-(b)(7).

The prior written notice will be provided in writing, in a language that is understandable to the general public and also in the native language of the unless it is clearly not feasible to do so. [34 CFR 300.503(c)(1)-(c)(2).]

### ***IEP Development***

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

### ***Legally Required Content of an IEP***

The IDEA does not require that an IEP document conform to any specific length or format as long as the IEP meets the content requirements of 34 CFR 300.320. At a minimum the IEP team shall develop an IEP which includes the following minimum legal provisions [20 U.S.C. Section 1414(d), 34 CFR 300.320 (a)-(c), Education Code Section 56345]:

1. A statement of the child's present levels of academic achievement and functional performance as required by Education Code Section 56345(a)(1).
2. A statement of measurable annual goals, including academic and functional goals as required by Education Code Section 56345(a)(2).
3. A description of how the child's progress toward meeting the annual goals will be measured and when periodic reports on the progress the pupil is making toward meeting the annual goals, such through the use of quarterly or other periodic reports, concurrent with the issuance of report cards, will be provided.
4. A statement of the special education and related services and supplementary aids and services to be provided to the child, based on peer-reviewed research to the extent

- practicable, and a statement of the program modifications or supports for school personnel that will be provided in accordance with Education Code Section 56345(a)(4).
5. An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in the extracurricular or other nonacademic activities.
  6. A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on state- and districtwide assessments consistent with 20 USC 1412(a)(16)(A) in accordance with Education Code Section 56345(a)(6).
  7. The projected date for the beginning of the services and modifications along with the anticipated frequency, location, and duration of those services and modifications.
  8. Beginning not later than the first IEP to be in effect when the pupil is 16 years of age, or younger if determined appropriate by the IEP team, and updated annually thereafter; appropriate, measurable postsecondary goals based upon age-appropriate transition assessments related to trainings, education, employment, and where appropriate, independent living skills and the services needed to reach those goals.
  9. Additional information as appropriate in accordance with Education Code Section 56345(b)-(d), if applicable.
  10. Beginning not later than one year before the child reaches the age of 18 years, a statement that the child has been informed of the child's rights under the IDEA and applicable state law that will transfer to the pupil upon reaching the age of 18 years pursuant to Education Code Section 56041.5.

### ***IEP Implementation***

The Charter School shall be responsible for complete implementation of the IEP. As part of this responsibility, the Charter School shall provide 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 the Charter School's non-special education students, whichever is more.

### ***Interim and Initial Placements of New Charter School Students***

In the case of an individual with exceptional needs who has an individualized education program and transfers into the Charter School from a charter school or school district not operating programs under the same local plan in which he or she was last enrolled in a special education program within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved individualized education program, in consultation with the s, for a period not to exceed 30 days, by which time the charter school shall adopt the previously approved individualized education program or shall develop, adopt, and implement a new individualized education program that is consistent with federal and state law.

In the case of an individual with exceptional needs who has an individualized education program and transfers into the charter school from a charter school or district operating programs under the same special education local plan area of the charter school in which he or she was last

enrolled in a special education program within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved individualized education program, unless the and the local educational agency agree to develop, adopt, and implement a new individualized education program that is consistent with federal and state law.

As required by subclause (II) of clause (i) of subparagraph (C) of paragraph (2) of subsection (d) of Section 1414 of Title 20 of the United States Code, the following shall apply to special education programs for individuals with exceptional needs who transfer from an educational agency located outside the State of California to the Charter School. In the case of an individual with exceptional needs who transfers to the Charter School from out of state within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved individualized education program, in consultation with the s, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the local educational agency, and develops a new individualized education program, if appropriate, that is consistent with federal and state law.

The Charter School shall comply with Education Code Section 56325 to facilitate the transition of all new pupils with exceptional needs into the Charter School.

### ***Eligibility Categories***

Students may qualify for eligibility under the IDEA under the 13 disability categories, which are further defined in the IDEA regulations [34 CFR 300.8(c)(1)-(c)(13)] and applicable state law as:

1. Autism
2. Deaf-Blindness
3. Deafness
4. Emotional disturbance
5. Hearing impairment
6. Intellectual disability
7. Multiple disabilities
8. Orthopedic impairment
9. Other health impairment
10. Specific learning disability
11. Speech or language impairment
12. Traumatic brain injury
13. Visual impairment, including blindness

### ***Determination of Eligibility***

Upon completion of the administration of assessments and other evaluation measures, the following shall occur:

1. The IEP team determines whether the child is a child with a disability, as defined in 34 CFR 300.8, in accordance with 34 CFR 300.306(c) and the educational needs of the child; and
2. The Charter School provides a copy of the evaluation report and the documentation of determination of eligibility at no cost to the . [34 CFR 300.306(a), Education Code Sections 56329(a)(1) and 56329(a)(3) and Education Code Section 56327.]

A child must not be determined to be a child with a disability:

1. If the determinant factor for that determination is:
  - a. Lack of appropriate instruction in reading, including the essential components of reading instruction (as defined in Section 1208(3) of the Elementary and Secondary Education Act);
  - b. Lack of appropriate instruction in math; or
  - c. Limited English proficiency; and
2. If the child does not otherwise meet the eligibility criteria under 34 CFR 300.8(a). [34 CFR 300.306(b), Education Code Section 56329(a)(2).]

### ***Least Restrictive Environment***

The Charter School shall ensure that:

1. To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and
2. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. [20 U.S.C. Section 1412(a)(5)(A), 34 CFR 300.114 (a)(2), Education Code Section 56001(g).]

### ***Request for an Independent Educational Evaluation***

s always have the right to obtain an independent educational evaluation (“IEE”) of their child at their own expense. [34 CFR 300.502(a)(1), 34 CFR 300.502(b)(3), Education Code Section 56329(b).] parents have the right to an IEE at public expense if they disagree with an evaluation obtained by the LEA, unless:

1. The LEA demonstrates in a due process hearing that its own evaluation of the child was appropriate; or
2. The LEA demonstrates in a due process hearing that the evaluation obtained by the parents did not meet LEA criteria. [34 CFR 300.502(b)(1)-(2).]

If a requests an IEE at public expense, the Charter School shall, without unnecessary delay:

1. Request a due process hearing to show that its evaluation of the child was appropriate; or
2. Ensure the IEE is provided at public expense [34 CFR 300.502(b)(2), Education Code Section 56329(b).]

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

The Charter School shall be solely responsible for selecting, contracting with, funding, and overseeing all non-public schools and non-public agencies used to serve special education students.

### ***Non-discrimination***

It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School 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.

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

The Charter School shall adopt policies for responding to all concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

### ***Due Process Hearings***

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

### ***Extended School Year***

The Charter School must provide Extended School Year ("ESY") services when a child's IEP team determines, on an individual basis, that the services are necessary for the provision of FAPE to the child. [34 CFR 300.106(a)(2), Education Code Section 56345(b)(3), California Code of Regulations, Title 5 Section 3043]

The term "extended school year services" means special education and related services that:

1. Are provided to a child with a disability:
  - a. Beyond the normal school year of the public agency;



- b. In accordance with the child's IEP; and
  - c. At no cost to the parents of the child; and
2. Meet the standards of the SEA. [34 CFR 300.106(b).]

### ***SELPA Representation***

The Charter School shall represent itself at all SELPA meetings to the extent appropriate pursuant to the applicable local plan.

### ***Funding***

The Charter School shall receive state and federal special education funding in accordance with the approved allocation plan of the applicable SELPA. Any special education costs above and beyond state and federal special education funding (“encroachment”) shall be solely the responsibility of the Charter School.

### **D. Charter School as Public School of the District in Accordance with Education Code Section 47641(b)**

In the event the Charter School does not obtain membership as an LEA in a SELPA as described above, the Charter School shall be categorized as a public school of the District in accordance with Education Code Section 47641(b) unless and until the Charter School obtains membership as an LEA in a SELPA.

### ***Services for Students under the “IDEA”***

*The following description regarding how special education and related services will be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding (“MOU”), delineating the respective responsibilities of the Charter School and the District. The following provisions are meant to summarize the Charter School Petitioner’s understanding of the manner in which special education instruction and related services shall be provided by the Charter School and the District. The following language aligns with the typical “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 the Charter School as agreed upon in a MOU:***

The Charter School intends to provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area (“SELPA”). The Charter School shall be categorized as a public school of the District for purposes of Special Education pursuant to Education Code Section 47641(b). However, the Charter School reserves the right to make written verifiable assurances that the Charter School shall become an independent LEA and join a SELPA pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium. As long as the Charter School functions as a public school of the District solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), the Charter School anticipates that a Memorandum of Understanding (“MOU”) would be developed between the District and the Charter School which spells out in detail the responsibilities for provision of special education services and the manner in which special education funding will flow to the students of the Charter School.

As a public school of the District, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, the Charter School shall seek services from the District for special education students enrolled in the Charter School in the same manner as is provided to students in other District schools. The Charter School will follow the District and SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and complaints, and maintaining the confidentiality of pupil records. The Charter School 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. An annual meeting between the Charter School and the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, will ensure that the Charter School and the District have an ongoing mutual understanding of District protocol and will facilitate ongoing compliance.

The Charter School acknowledges the importance of cooperating with the District so that the District can provide special education services to Charter School students. The Charter School agrees to promptly respond to all District inquiries, to comply with reasonable District directives, and to allow the District access to Charter School students, staff, facilities, equipment and records as required to fulfill all District obligations under this Agreement or imposed by law. The Charter School 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 as described below:

### ***Staffing***

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

It is the Charter School'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, and resource specialists unless the District directs the Charter School that current District practice is for the individual school sites to hire site special education staff or the District and the Charter School agree that the Charter School must hire on-site special education staff. In that instance, the Charter School shall ensure that all special education staff hired by the Charter School is qualified pursuant to District and SEPLA policies, as well as meet all legal requirements. The District may review the qualifications of all special education staff hired by the Charter School (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 Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

### ***Notification and Coordination***

The Charter School shall follow District policies as they apply to all District schools for responding to implementation of special education services. The Charter School will adopt and implement District policies relating to notification of the District for all special education issues and referrals.

The Charter School 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. The Charter School shall assist in the coordination of any communications and immediately act according to District administrative policies relating to disciplining special education students.

### ***Identification and Referral***

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to

receive special education services. The Charter School 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 for special education only after the resources of the regular education program have been considered, and where appropriate, utilized in accordance with District and SELPA policies.

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

In the event that the Charter School receives a written request for assessment, it will work collaboratively with the District and the parent to address the request. Unless otherwise appropriate pursuant to applicable State and Federal law, the Charter School and the District will provide the with a written assessment plan within fifteen days of receipt of the written request and shall hold an IEP within sixty days of 's consent to the assessment plan to consider the results of any assessment.

### ***Assessments***

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, 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 and procedure and applicable law. The Charter School shall work in collaboration with the District to obtain parent/guardian consent to assess Charter School students. The Charter School shall not conduct special education assessments unless directed by the District. The Charter School shall refer any al request for independent educational evaluations ("IEE") to the District for response.

### ***IEP Meetings***

It is the Charter School's understanding that the District shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law as described above under Section C. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings or as otherwise agreed upon by the District and Charter School: the Principal and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the

student. It is the Charter School'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 IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide of notice of al rights.

### ***IEP Development***

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

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

### ***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 implementation of the IEP. The Charter School shall assist the District in implementing IEPs, pursuant to District and SELPA polices 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, the Charter School 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 the Charter School's non-special education students, whichever is more. The Charter School shall also provide all home-school coordination and information exchange unless directed otherwise by the District. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology in accordance with the applicable IEP unless directed otherwise by the District. The Charter School shall comply with any directive of the District as relates to the coordination of the Charter School and District for IEP implementation including but not limited to adequate notification of student progress and immediate notification of any considered discipline of special education students in such matters, the petitioners would notify the District of relevant circumstances and communications immediately and act according to District administrative authority.

### ***Interim and Initial Placements of New Charter School Students***

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with

Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the District and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parents, for a period not to exceed thirty (30) days, by which time the District and Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law. In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operating programs under the same special education local plan area of the District within the same academic year, the District and the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the and the District agree to develop, adopt, and implement a new IEP that is consistent with federal and state law. For students transferring to the Charter School with an IEP from outside of California during the same academic year, the District and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the s, until the District conducts and assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the District, and develops a new IEP, if appropriate that is consistent with federal and state law.

### ***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. The Charter School 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. The Charter School shall immediately notify the District of all al requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

### ***Non-discrimination***

It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School 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.

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

The Charter School shall follow District policies as they apply to all District schools for responding to al concerns or complaints related to special education services. The Charter School shall instruct parents/guardians to raise concerns regarding special education services, related services and rights to the District unless otherwise directed by the District. The Charter School shall immediately notify the District of any concerns raised by s. In addition, the Charter School and the District shall immediately bring to the other's attention any concern or complaint

by a parent/guardian that is in writing and/or which involves a potential violation of state or federal law.

The District's designated representative, in consultation with the Charter School's designated representative, shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. The Charter School shall allow the District access to all facilities, equipment, students, personnel, and records to conduct such an investigation.

The Charter School 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 concerns or complaints, and the Charter School shall comply with the District's decision.

The Charter School 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, or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

### ***Due Process Hearings***

The District may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if the District determines such action is legally necessary or advisable. The Charter School 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 the Charter School shall work together to defend the case. In the event that the District determines that legal representation is needed, the Charter School agrees that it shall be jointly represented by District legal counsel.

The Charter School 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 Charter School student necessary to protect its rights.

### ***SELPA Representation***

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

### ***Funding***

The Charter School 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 the Charter School. The Charter School anticipates, based upon State and Federal law that the fiscal relationship could be summarized as follows

*Retention of Special Education Funds by the District*

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

*Retention of ADA Funds by the District for Non-Public Placements*

The Parties acknowledge that the District may be required to pay for or provide Charter School students with placements at locations other than at the Charter School'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 or services are provided at District expense, the District shall be entitled to receive from the Charter School 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 the Charter School site.

*Contribution to Encroachment*

The Charter School shall contribute its fair share to offset special education's encroachment upon the District's general fund. Accordingly, the Charter School 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 the Charter School for the Charter School'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 Charter School) divided by the total number of District ADA (including Charter School students), and multiplied by the total number of Charter School ADA. The Charter School ADA shall include all Charter School students, regardless of home district.

*Final Note*

The Petitioners would like to note that it is the intention and plan that MHPS will participate in the El Dorado County Office of Education's Charter SELPA (see APPENDIX T for letter of support). MHPS is in the process of applying for membership but will not know until early 2014 if it has been accepted. GPS belongs to the El Dorado County Office of Education's Charter SELPA and priority is given to schools under the same CMO so it is our anticipation that MHPS will be accepted into the El Dorado County Office of Education's Charter SELPA. Considering that GPS was accepted without the priority given to a second school, it is extremely likely the MHPS will join GPS and HPS at the El Dorado County CHELPA.



**ELEMENT 2 - MEASURABLE STUDENT OUTCOMES**

*The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purpose 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. California Education Code Section 47605 (b) (5) (B)*

MHPS will have measurable student outcomes for all students including high and low achievers, special education and English learners. MHPS will initially model itself after several highly successful charter schools, the KIPP Heartwood Academy in San Jose, Sixth Street Prep in Victorville, Rocketship Schools in San Jose and GPS, in Gilroy, and will expect to achieve similar outcomes for the students of MHPS.

Student outcome goals:

Student goals	Benchmark
MHPS students, including English Learners, Socio-economically disadvantaged subgroups, and special education students, will demonstrate proficiency on the common core annual assessment in all tested subject areas	<p>MHPS students will exceed the average performance levels of students in schools with similar demographics in the areas of English language arts, mathematics, science and history.</p> <p>After establishing its baseline API rating, MHPS will meet all of its annual growth and performance targets for API.</p> <p>MHPS will meet all AYP categories annually.</p> <p>Annually, MHPS will have a narrower achievement gap between members of the different subgroups than is evident in the other schools of MHUSD.</p>
MHPS students will demonstrate proficiency as writers of all types of writing with specific emphasis on academic writing rooted in high-level critical thought	MHPS students will exceed the average performance levels of students in schools with similar demographics on the MHUSD writing assessment.
MHPS students will demonstrate proficiency as critical readers of varying texts.	MHPS students will exceed the average on norm-referenced tests such as STAR Reading and normed reading fluency tests.
Students exiting MHPS will be prepared to excel in high school geometry in 9 <sup>th</sup> grade	90% of students will score proficient or advanced on the 8 <sup>th</sup> grade algebra CST
Character goals	Benchmark
Students will exhibit	100% of 6 <sup>th</sup> -8 <sup>th</sup> grade students at MHPS will participate in service

<p>exemplary social skills and scholarly behavior as members of the community</p>	<p>learning on a volunteer basis.</p> <p>Behavior referrals / suspensions will be less than 50% of the average of other MHUSD schools</p> <p>Parents will express significant satisfaction with their students' academic and behavior performance as measured by annual surveys</p>
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Students of MHPS will demonstrate the following skills upon graduation:

- Students will be self-motivated to succeed in high school, college and work due to the success they have experienced at MHPS as measured by longitudinal studies, graduation and college entrance statistics
- Students will exhibit concise and effective communication through listening, speaking, reading and writing throughout all subject matters and using a variety of media
- Student will utilize the scientific method to understand and apply scientific knowledge of the broad areas of this subject, which includes the ability to hypothesize, evaluate data, observe, analyze, test and report the findings of research
- Students will be able to produce products related to self-expression and required core curriculum projects, such as graphs, charts, data-bases, and students will utilize technology effectively to enhance their learning of state standards
- Students will have a general knowledge of civics, history and geography as measured by teacher-made benchmark assessments, observations and standardized measures
- Students will demonstrate appropriate physical fitness abilities to enable them to participate in extra-curricular sports and to build healthy life style habits for the future as measured by comprehensive district adopted physical fitness tests

**ELEMENT 3 - METHODS TO ASSESS PUPIL PROGRESS TOWARDS MEETING OUTCOMES**

*The method by which pupil progress in meeting those pupil outcomes is to be measured.*

California Education Code Section 47605 (b) (5) (C)

***Administration of State and National Tests***

Student assessment will be the cornerstone of MHPS’s ability to reach proficiency and advanced levels for our students. The most important indicator of MHPS’s success will be its Academic Performance Index (API) or whatever the new assessment index is named. The API is part of California’s Public School Accountability Act and is measured using the California Standards Test (CST) currently, a criterion-referenced assessment. The statewide performance target for all schools is 800.

MHPS shall administer all components of state and national tests for grades K-8 including the new common core assessment, CELDT (when applicable) and California’s Physical Fitness Test.

***Additional assessments***

MHPS will develop standards-based assessments as well as administering norm-referenced tests. The assessments will be broken into three levels: daily formative assessment on the standards taught, end of month assessments on standards taught, trimester benchmarks to cover standards taught to date and trimester reading assessments. The daily formative assessments will be used to provide teachers with the information needed to intervene in class and to form groups for daily re-teaching. The monthly assessments and trimester standards-based benchmarks will provide teachers with the standards requiring more frequent review. The trimester reading assessments will highlight students that need to be pulled for intervention reading groups. MHPS will utilize common core assessments in addition to the teacher made formative assessments to assist the school to make informed decisions about the instructional needs and program efficacy for further improvement.

The following formal assessment tools will be used to measure outcomes for the students at MHPS:

	<b>DIBELS</b>	<b>STAR Reading / SRI Lexile</b>	<b>Daily data from student responders</b>	<b>Monthly standards assessment</b>	<b>Trimester Benchmarks</b>	<b>Annual state/federal assessments</b>
<b>Kindergarten</b>	X			X	X	X
<b>1<sup>st</sup> Grade</b>	X	X		X	X	X
<b>2<sup>nd</sup> – 5<sup>th</sup> Grade</b>	X	X	X	X	X	X
<b>6<sup>th</sup> – 8<sup>th</sup> Grade</b>		X	X	X	X	X

**Reading inventories** – These tests including DIBELS and STAR Reading / SRI Lexile will be used to assess reading fluency, comprehension and pre-reading skills. These reading inventories will be administered to students as a means to gather baseline data, inform teachers about students' overall instructional level, independent reading level and as a means to monitor progress. Information from these tests provides percentile scores and can be used to identify ability groups.

**Daily classroom response systems** – This information will instantaneously provide teachers with information about students' level of mastery of a concept just taught. Teachers will be able to correct immediately, provide timely reinforcements and determine next steps for instruction.

**Monthly formative assessments**- Monthly tests, along with daily review questions and checks for understanding will allow teachers to provide feedback to the school and the students' families on a weekly progress reports and inform ongoing instruction and student supports. Each week, students will be assessed on two standards in each subject area.

**Trimester benchmark assessments** - Using common core aligned questions and other resources, students will be assessed on all standards taught during the trimester. School leaders will develop a scope and sequence derived from the analysis of skills and content tested on state assessments and correlated to key standards to provide teachers with a framework for teaching.

**Annual state and federal assessments**- These assessments will be used in the fall to analyze areas of needed improvement on state and / or nationally required tests and to guide MHPS curriculum development.

### ***Use and Reporting of Data***

MHPS will use a student information system (such as PowerSchool) in conjunction with ExamView to warehouse and report student performance on the various assessments.

### ***Daily assessments***

With the daily use of student response systems, the data is automatically captured immediately after the student responds. This data will be used to guide instruction in subsequent lessons and class periods. MHPS staff will re-teach students daily that fail to meet minimum levels during small group in class or in the independent learning lab.

### ***Monthly assessments***

Two types of assessments will be given at each month:

1. Standards-based, criterion referenced test will be used to reassess all standards taught during the month. Teachers will use class averages on each standard to build spiral review questions for the following months to reinforce areas of weakness.
2. As needed, skills-based assessments such as DIBELS / STAR Reading / Running Records will be used to regroup students by ability levels. These assessments will also be used to evaluate student improvement and overall performance of the school.

Reports from daily and monthly assessments will be made available to students, parents, and the Navigator School Board as requested. This information, along with the results from state and/or federal assessments will be included in the School Accountability Report Card (SARC).

Once a week, MHPS staff will meet during an early release time period to review weekly assessment information and when applicable, trimester assessment data. It is at these meetings that curriculum and instruction adjustments will be made by each grade level team

**ELEMENT 4 - GOVERNANCE STRUCTURE OF SCHOOL**

*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) (D)

The governance of Navigator Schools and MHPS is designed to meet the needs and interests of the Morgan Hill Unified School District as well as students, their families, and the city of Morgan Hill (see Appendix D for the proposed Navigator Schools Bylaws).

The charter applicant for the school is Navigator Schools, a California nonprofit public benefit corporation that also currently operates Gilroy Prep, a charter school authorized by the Gilroy Unified School District. It is the responsibility of Navigator Schools to be accountable to the State of California and Morgan Hill Unified School District for the creation and implementation of MHPS.

Navigator Schools, a duly constituted California Nonprofit Public Benefit Corporation, is governed in accordance with applicable California Corporations Code sections, and will be wholly accountable to the Morgan Hill Unified School District's Board of Education. Please refer to Appendices for copies of Articles of Incorporation and the Navigator Schools Bylaws.

The governance structure of Navigator Schools has been proven to achieve two primary objectives:

- To promote the success of GPS, HPS, and MHPS and its students through community-based support, grass-roots involvement, and local responsibility; and
- To ensure adherence to the mission, vision and educational philosophy that has been described in this charter petition.

The Board of Directors of Navigator Schools will be responsible for the oversight and management of all aspects of Morgan Hill Prep School, Hollister Prep and Gilroy Prep School. Parents from each school will be encouraged to run for the school board and/or attend Navigator Schools board meetings which will be held in a convenient location for both schools. The MHPS's Principal will report to the Navigator Schools Board of Directors.

**Board of Directors**

The Navigator Schools Board of Directors will be the governing body of the school, and consists of at least five (5) and no more than eleven (11) board members. Governance, policy-making authority, and fiduciary responsibility for MHPS will rest with the Navigator Schools Board of Directors. The Board of Directors will work closely with the Principal to implement the mission and vision of the school.

MHPS may also form an Advisory Council to involve parents and members of the community in the operation of the school. These Councils may assist the Principal with recruitment, interviews, community outreach, resource development, extracurricular programs, community service projects, and day-to-day operations if needed.

### ***Composition of Navigator Schools Board of Directors***

Navigator Schools Board of Directors is representative of the community and holds public meetings in accordance with the Brown Act. Board members will support the mission of the school and serve voluntarily because they believe in its goals. Navigator Schools will seek to ensure that the members will represent a broad area of expertise and a broad cross-section of the school communities and community-at-large, including financial expertise, community and educational leadership. The Board will adopt a set of by-laws that address future board appointments and turnover. Navigator Schools will also look for people with backgrounds in real estate, law, educational pedagogy, public accountancy, business, and philanthropy to play a role in governance.

The Navigator Schools Board of Directors currently includes the following members:

- Art Barron, community leader
- Paul Nadeau, parent, internet technician, supervisor of employees
- James Garguilo, accountant/bookkeeper
- Sharon Waller, staff, founding member
- Dyane Alcantar, parent
- Brett Mosher, business consultant
- BJ Scheid, Network Engineer
- Ray Blanchard, Small Business Entrepreneur
- A representative from GUSD and MHUSD will be invited

### ***Board roles and responsibilities***

The Navigator Schools Board of Directors' primary responsibility is to help set policies and work with the School Administrator guiding MHPS. They are empowered to:

- Ensure that the school adheres to the goals outlined in this charter, as well as state and federal guidelines and other MHPS policies;

- Hold the Administrators accountable for the academic and fiscal responsibility of the school;
- Provide support to the school for additional fund-raising, marketing and other services as needs arise; and
- Advocate on behalf of the school by working to establish partnerships with community organizations, institutes of higher learning, non-profit foundations and corporate entities that support education through noncommercial relationships.

To ensure that all Directors and the board at large function effectively, an annual board training will be conducted using “Building Excellent Schools” Charter School Board training curriculum as a resource.

The roles and responsibilities of the officers of the Board are outlined in the Navigator Schools nonprofit bylaws.

While all directors share common roles and responsibilities, those specific to a particular director stem from their professional skill set, expertise and role(s) in the community. Accordingly, Navigator Schools Board will include several committees to maintain oversight of both its own efficacy and school operations. Committees such as Governance, Finance, Academic Accountability, and Development will afford each director the opportunity to apply their talents to key organizational areas.

The Navigator Schools Board of Directors will meet monthly with the Administrators at the regular board meeting. The Board also will review data provided by a comprehensive annual review of school operations and make recommendations based on this data at a public, noticed meeting.

### ***Recruitment, Selection, and Development of Navigator Schools Board Members***

The Administrators will work closely with the Board of Directors to ensure that they are in full alignment with the school’s mission, culture, and goals. The qualifications sought in those candidates interested in serving on the Board would include but not be limited to:

- A dedication to furthering the vision and mission of Navigator Schools;
- Willingness to volunteer for one or more board committees and the ability to contribute appropriate time and energy necessary to follow through on assigned tasks;
- Ability to work within a team structure;
- Expectation that all children can and will realize high academic achievement; and



- Specific knowledge, experience, and/or interest in at least one element of governance for Navigator Schools.

### *Selection of New Members*

A stable, committed Board of Directors is essential to our school's success. Due to the significant impact of each Board member, new members will be selected by the Governance Committee through a careful screening process and shall hold two-year terms not to exceed to six years total. One of the duties of the Governance Committee, whose membership shall be determined by the first Navigator Schools Board, shall be to recommend to the Board candidates to fill vacancies that arise as the board matures. It shall also provide ongoing orientation to directors and oversee a director assessment process to ensure optimum performance of the Board and all Navigator Schools activities.

The Governance Committee will implement a process for replacing members to Board:

1. Each spring (or as needed due to unplanned vacancies), the Governance Committee will identify existing vacancies, or vacancies that are bound to arise due to the ending of board service terms. Thought the Governance Committee is responsible for the vetting of all potential board candidates, any member of the Board may identify potential members and submit a resume for the candidate to the Governance Committee
2. The Governance Committee will review resumes for, have conversations with, discuss, and rank all prospective candidates.
3. The Governance Committee will recommend candidates to the Board and bring the nomination to the Board for a vote at the next Board meeting.
4. The full Board will review the candidate's resume and vote to approve new members.
5. New members will begin their term of office in July or as needed when there is a vacancy. Once members have been sworn in, the Navigator Schools Board of Directors will partake in a mandatory board introductory training as well as the annual board training. New members will be presented with the past history of the board, by laws and policies, as well as all full board and committee responsibilities. New members will be elected to the Navigator Schools Board of Directors when a previous member's term expires at an annual meeting occurring during the last quarter of the fiscal year. If vacancies occur mid-year or the Board wishes to grow in size between annual meetings, new members may be added at any Board meeting held for this purpose.

The manner for posting meeting notices, distributing agendas, and recording governing board actions is as follows: The Navigator Schools Board will meet in accordance with California Law and the Brown Act. The time, place, and dates of such meetings will be made available to the general public via posting at the school sites, on our schools websites, and in school newsletters.

Agendas will be published in advanced and distributed to each governing board member and be posted near the school office and on the school's website for public viewing in accordance with the Brown Act.

MHPS will involve the community in the school by informing the community about how the school is serving as a center of change for the betterment of the community. Navigator Schools plans to send school representatives to speak at and/or participate in neighborhood council meetings and events sponsored by other community organizations. Additionally Navigator Schools plans to work with organizations such as after school programs and health organizations to provide services to our students. Stakeholder input into the budget process will take place following these steps:

1. The Board of Directors will identify priorities based on the school's mission.
2. Using these priorities as a framework, the Administrator will create a budget with the assistance of the School Board, an ad hoc Finance Committee and the back office support provider (if contracted).
3. The School Board will solicit input from faculty and staff regarding school needs and use the input to inform ongoing budget development.
4. The Administrators will solicit input from families regarding school needs and use the input to inform ongoing budget development. Parent surveys will be administered to facilitate this process.
5. Once all stakeholder feedback has been considered, a draft will be submitted to the ad hoc Finance Committee of the Board of Directors who will review the budget for the following:
  - a. Resource allocation is reflective of the school's mission
  - b. Revenue assumptions are reasonable
  - c. Changes relative to prior year's actuals, accounting for variances and current year's projections, are justified
  - d. Monthly cash flow remains positive
  - e. Reserve requirements are met
6. The Finance Committee will present the budget to the full Board of Directors for ratification.
7. The final draft of the preliminary budget will be sent to MHUSD by June 15th for District review.

## **Process to Involve Parents and Guardians in Governance**

### ***Parent Involvement in Governance***

Navigator Schools believes that parental support is an integral part of a student's education, and will make every effort to ensure that parental input is considered in the Board's decision-making process.

Concerns can be registered in a variety of methods including but not limited to:

- 1) An MHPS family member can contact the Administrator directly in order to register and resolve a concern.
- 2) Parents will have the opportunity to address the Navigator Schools Board at board meetings and may serve as a Director on the Navigator Schools School Board.

Other strategies to ensure that parents are involved at this level include:

- Posting of Board agendas at the school site in accordance with the Brown Act
- Posting of Board meeting minutes in the school's main office
- Mid-year Parent Satisfaction Survey
- End-of-Year Parent Satisfaction Survey

The staff and Principal will adopt a comprehensive parent involvement plan that includes opportunities for parents and guardians to become involved in the school's governance. This may include School Site Council and other related committees.

### ***Teacher, Student, and Community Involvement in Governance***

The school will provide opportunities for students and the community to become involved in the school's governance. Staff and students will be invited to board meetings and will be encouraged to create committees in order to address any concerns.

Though we do not anticipate being able to offer Student Council in the first year, as the school grows, MHPS will involve students and empower them to be responsible for their own learning via a Student Council.

MHPS will also involve the community in the school by informing the community about how the school is serving as a center of change for the betterment of the community. Navigator Schools plans to send school representatives to speak at and/or participate in neighborhood council meetings and events sponsored by other community organizations. Community members may also participate in school events. Additionally, Navigator Schools and MHPS plan to work with organizations such as after school programs and health organizations to provide services to our students/families and conduct parent workshops.

### ***Conflicts of Interest***

The Navigator Schools Board of Directors, officers and employees of MHPS pledge that their prime responsibility as stewards of public funds and as providers of public education is to ensure that all enrolled students attain the highest education level possible and in a manner that adheres to the highest levels of ethical responsibility. To that end, the Directors, officers and employees of MHPS declare their acceptance of the standards of practice as outlined in the California Corporations Code, the Political Reform Act, and Government Code section 1090. Navigator Schools will adopt and have approved by its code-reviewing body a Political Reform Act compliant conflict of interest code.

### **Legal Status**

#### ***Statement of Independence***

MHPS will be an independent charter governed by the Navigator Schools Board of Directors responsible for ensuring progress toward the mission, faithfulness to the charter, and fiscal viability.

#### ***Affirmation of Non-Profit Status***

MHPS will be an independent charter school operated by Navigator Schools, a California nonprofit public benefit corporation with tax-exempt status under Internal Revenue Code section 501(c)(3). MHPS and/or its non-profit Corporation, Navigator Schools, will be solely responsible for the debts and obligations of the Charter School.

#### ***Navigator Schools Bylaws***

See Appendix E for the Navigator Schools By-Laws and Appendix F for copies of Articles of Incorporation filed with the Secretary of State's office on June 4, 2010 and amended on Nov. 2<sup>nd</sup>, 2012. Any material revisions to the charter or revisions to the Bylaws of the Navigator Schools nonprofit corporation that materially affect or impact the charter or the MHPS's operations must be approved by the District.

## **ELEMENT 5 - EMPLOYEE QUALIFICATIONS**

*The qualifications to be met by individuals to be employed by the school*

California Education Code Section 47605 (b) (5) (E)

### **Qualifications**

MHPS will comply with the California Charter Schools Act with respect to teacher certification. All certified teachers teaching core subjects and paraprofessionals teaching non-core subjects, will comply with subject matter competency and all other requirements of the No Child Left Behind Act.

*The following is an estimated staffing plan for MHPS in its first year of operations:*

1.0 FTE School Administrator

1.0 FTE Office Manager

6.0 FTE teachers

.5 FTE Certificated SPED

.5 FTE Academic coach

.5 FTE Attendance Clerk

5 x .5 FTE Paraprofessionals

.5 FTE Part-time custodian

(See Final Appendix for budget / cash flow reports) We outline the qualifications for some of the key positions below; due to the growing nature of the proposed charter school, qualifications and responsibilities are subject to change at any time. A single individual may assume the responsibilities of more than one position, especially during the school's early years. With growth we realize that the MHPS organizational system and job descriptions may vary based upon the needs of our students and the growth of our educational program.

### **Non-Discrimination Statement**

MHPS admits students of any race, color, gender, religion, disability and national and ethnic origin. MHPS does not discriminate on the basis of race, color, gender, religion, disability and national and ethnic origin or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.5 of the Penal Code, in administration of its policies and programs.

### **Fingerprinting and Criminal Background Check**

Prior to employment and within thirty (30) days of hiring, each employee will submit to a criminal background check as required by Education Code §44237. MHPS will adhere to California laws including fingerprinting and prohibitions regarding the employment of persons who have been convicted of a violent or serious felony. For a detailed description of the fingerprinting process, please see the Health and Safety section in Element 6.

**Compliance with the Commission on Teacher Credentialing Requirements and No Child Left Behind**

In accordance with Education Code Section 47605(l), MHPS will conform to the legal requirements that all charter school teachers shall hold a Commission on Teacher Credentialing (CTC) certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. The school will maintain current copies of all teacher credentials and/or proof of credential clearances. (since starting on January 1, 2006, the CTC no longer issues paper certificates of clearance, but instead it posts such information on its website). Appropriate record keeping of credentials held by teachers as well as other documentation will be monitored and maintained on file by the administrative designees. Credentials will be reviewed on an annual basis to ensure that teachers carry the necessary certifications, as required by law. Teachers' credential information will be readily available for inspection by the school's charter authorizer with the understanding that the charter authorizer agrees to uphold the confidentiality of the teachers' information in the same manner that the school is required to maintain the confidentiality of personnel records by law. Employees will be responsible for monitoring and updating the status of their own credentials. Employees will also be responsible for their own fees related to their credentials.

MHPS will comply with the provisions of the No Child Left Behind (NCLB) act as they apply to certificated personnel. All teachers will be highly-qualified as defined by No Child Left Behind. Prior to employment, each employee must furnish proof of tuberculosis (TB) testing, as well as documents establishing legal employment status. The Principal and/or administrative designees will be responsible for monitoring and maintaining documentation of medical and criminal investigation clearances, as required by California and federal laws.

**Recruitment of Staff**

Jim Collins describes the importance of "getting the right people on the bus" in his book, Good To Great. MHPS believes that it is critical to have people on the team who are following and participating in this educational model. Staff members and volunteers will choose to join MHPS because they understand and agree with the mission, vision and model of the school. The staff will understand that the measure of success is student achievement.

Leadership, under the independent charter, is able to recruit, hire and retain the very best. It is the intention of MHPS to offer merit pay to its staff based on the hard measurable outcomes for students. Our strategies for maintaining excellent teachers will be the following:

Recruiting the Best - Hiring is critical to our success. We will draw from a pool of educators dedicated to and experienced with the needs of our student demographics. The foremost quality we look for in our staff is a dedication to providing all students with an excellent education and a desire to work relentlessly to assure that students excel. We will take a local and national approach towards recruiting our administrative and teaching staff. A major resource for recruitment will be the Teach For America students, use of Craig's List, EdJoin and job postings at our nearby teacher training institutes, SJSU, CSUMB and UCSC. MHPS is committed to recruiting staff with a wide range of skills and qualities, teaching and administrative experience and to having a staff as reflective of the Morgan Hill community as

possible. Other desired qualities and qualifications include: A commitment to the mission and vision of the School, an ability to work effectively on a team with colleagues, students, families and community members, experience with a variety of instructional approaches, interest or expertise in technology, multi-lingual skills, experience and interest in working with a diverse student population, and a deep commitment to their own professional growth and excellence. Recruitment of teachers would commence as soon as the authorizer approves the charter.

The hiring process will consist of a multi-step application and interviewing process as shown below:

1. Application, resume, and cover letter submitted by candidate.
2. Administrators and other key staff will review and rate applications into three categories: strong, proficient, and weak candidates. Proficient and strong candidates will be invited to submit a written application designed to evaluate communication skills, educational philosophy, and commitment to academic achievement.
3. Candidates will be invited to a 45-minute interview. Finalists will have reference checks completed. A second interview for the top candidates will determine who will be hired.
4. All newly hired Morgan Hill Prep teachers will participate in a one-week summer orientation in which school wide procedures and policies will be learned and practiced. Volunteer students will be recruited to provide authentic practice.

## **Qualifications, Job Description, and Responsibilities of MHPS Staff**

### **School Administrator**

#### Qualifications

- Possess the appropriate Administrative Services Credential
- Report to the Board of Directors. Assist Board in setting direction for mission, preserving the vision of MHPS's founders, and developing the next five year strategic plan. Attend all Board meetings and provide monthly updates regarding agreed upon objectives and goals for School Administrator and other administrators
- Develop succinct chart/report format for reporting key initiatives to the Board (achievement, safety, culture improvements, enrichment programs, intervention programs.)
- Direct the day-to-day operations of the school. Ensure that the school carries out its mission to serve students well, to support teachers, to communicate effectively and in a timely manner with all of the members of the MHPS community and to adhere to all applicable local, state and federal laws

- Oversee the development and implementation of plans to define, communicate, and consistently reinforce the expectations for MHPS's students, faculty and parents/guardians
- Ensure that the school is a safe and healthy environment. Respond immediately to situations that jeopardize the status, including, in conjunction with other staff members, the disciplining of students up to and including expulsion. Develop and document an effective approach and response system that reinforces school values that is consistent with Federal and State laws.
- Supervise students' progress toward meeting benchmark goals, graduation requirements, including supervising office manager, overseeing the academic functions of any after-school programs.
- Oversee MHPS's academic program, including course offerings, scope/sequence/integration of key standards and master schedule
- Coordinate professional development and teacher support, including programs for new teachers and new MHPS faculty members who will include training in the technology use and delivery of instruction that is unique to the school, in the form of faculty weeks, faculty meetings, in-service days
- Supervise the Leadership Team comprised of staff members
- Assess the success of initiatives and recommend changes to improve student achievement consistent with our objectives and mission
- Communicate effectively with the community (s, students, faculty, donors, and community partners. Send out/post to web-site monthly broad-based communication regarding new initiatives and progress in achieving existing initiatives. Respond ASAP to important communications and within 48 hours for all messages
- Serve as key administrative link between the Board and staff to any Strategic Planning efforts
- Recommend and facilitate staff hiring in conjunction with Board of Directors
- Conduct performance evaluations of faculty and staff reporting to the School Administrator



- Discipline and/or terminate faculty and staff as appropriate. Should a situation arise, consult with Board Members regarding legal issues. Keep Board apprised of all personnel issues in closed session
- Respond in a timely fashion to all state-required information, so the School is in compliance with state and federal requirements for example, mandated state testing, teacher certification, and Title I compliance under the terms of No Child Left Behind Act
- Respond in a timely fashion to legitimate and appropriate requests for information from the Morgan Hill Unified School District (MHUSD)
- Work with the Edtec Business Manager/Accountant to implement and closely monitor the approved budget for the 2014/2015 fiscal year. Monitor expenditures of all budgets for personnel and programs reporting directly to School Administrator. Participate in development of budgets for future years
- Work with staff members and volunteers to submit grants that support MHPS's mission and foster MHPS's success
- Direct teachers to keep MHPS's website up-to-date with timely and accurate information about the School's program
- Supervise the enrollment of students for Fall of 2014 and help prospective families develop a clear picture of MHPS's expectations for students and families
- Act as key spokesperson for MHPS
- Please note that the above list is subject to change if and when the school's needs or priorities change. Such a potential change in duties or responsibilities will be addressed with the Chair of the Board

### **Office Manager**

#### Qualifications:

The Office Manager is, above all, a customer service oriented position with a significant amount of face-to-face interaction. Reporting directly to the School Administrator, the Office Manager is often relied upon to have their hand on the pulse of the staff and students. They are also expected to maintain a high level of confidentiality and discretion at all times.

- Applicants must be proficient with Microsoft Office including Word, Excel, Publisher and Outlook. Intermediate to Expert Excel skill level is desired.
- An A.A. degree is required at the minimum.
- Requires previous administrative experience, highly efficient organizational skills, a love of school age children and comfortable with administering basic first aid. Position also requires current CPR and First Aid certification (this can be obtained after the perfect individual is hired). Bilingual skills are preferred.
- greeting visitors
- answering phones
- processing new student registration
- maintaining office record-keeping systems
- scheduling school facilities
- overseeing office supplies inventory and equipment
- processing invoices weekly including posting transactions in the accounting system
- manage monthly payroll
- providing transactional information to the accountant for month end close

### **Certificated Teacher**

MHPS will comply with the California Charter Schools Act with respect to teacher certification. All certified teachers teaching core subjects, and uncertified teachers teaching non-core subjects, will comply with subject matter competency and all other requirements of the No Child Left Behind Act. Teachers will help develop and implement the curriculum.

#### Qualifications:

- Bachelor's Degree
- NCLB Highly Qualified
- Passionate and completely dedicated to MHPS's mission and a steadfast belief that all students

deserve preparation for the college of their choice

- Unwavering belief that all students can achieve at the highest academic levels
- High level of professionalism
- Willingness to engage in frequent dialogue and to be relentlessly self-reflective with regards to personal teaching practices
- Commitment to developing professionally as a teacher and leader
- Commitment to analyzing student's academic achievement results and using assessment data to inform instruction

Instructional Responsibilities:

- Ensure that the school's academic standards are rigorous, clear, measurable and aligned with California State Standards
- Use the school's scope and sequence to develop unit plans and daily lesson plans
- Submit weekly lesson plans with grade level team to the Principal
- Work with support teacher to revise, edit and improve daily lesson-plans
- Develop curriculum that addresses different learning styles
- Develop assessments that measure student progress
- Create weekly syllabi for students and families
- Use a variety of methods to engage students in the classroom
- Assume responsibility for the progress of all students
- Continuously use assessment data to refine curriculum and instructional practices
- Communicate effectively with students, families and colleagues
- Work with grade-level and subject-level teams to develop curriculum and create strategic plan for meeting the needs of the students and maintaining the vision of MHPS.

- Maintain close relationships with parents and guardians and involve them in their children's education
- Teach and lead general education and/or small group intervention classes every day
- Use planning periods for the advancement of student academics
- Lead either one Tutoring or Enrichment Centers every day
- Tutor students or perform some other designated duty every day

### **Certificated SPED teacher**

The certificated SPED teacher will be involved in all aspects of teaching and learning. This will include developing curriculum, managing assessments and the strategic use of data. The tasks that this teacher will be responsible for may include the following: implementation and training in RTI, facilitating SST's, facilitating communication between staff regarding student data that is used to inform instruction daily and during intervention times, manage special education students, provide small group instruction to students with and without IEP's, facilitate communication between parents of students with IEPs and their teachers, coordinate services for students designated as ELL's, Low Achieving and High Achieving students, provide staff training to assist teachers in working with all students at MHPS.

#### Qualifications:

- Bachelor's degree, Master's Degree preferred, with several years of teaching experience in Special Education
- NCLB Highly Qualified
- Possession of appropriate special education credential
- Training or relevant experience in teacher management
- Demonstrated significant academic gains in low income urban demographics, as indicated by objective assessments
- Passionate and completely dedicated to MHPS's mission and a steadfast belief that all students deserve an excellent public education in preparation for high school and college

- Unwavering belief that all students, regardless of demographics, can achieve at the highest academic levels
- Focus on the use of frequent assessment and data to measure academic progress and inform professional development and strategic plan for academic outcomes
- Exemplary classroom management skills as indicated by the ability to create an ordered and focused classroom environment
- Proven ability to work collaboratively with a diverse team of teachers
- Experience with developing standards-based curriculum
- Ability to effectively set and communicate goals for teachers to achieve
- Ability to give constructive feedback on issues that will facilitate growth and achievement of both students and teachers
- Professional demeanor, strong work-ethic, detail-driven work style with excellent organizational skills
- Ability to prioritize, multi-task, and lead by example
- Ambitious and interested in growing as an educational leader
- An entrepreneurial spirit, who embraces the opportunity for creativity and hard work inherent in a start-up
- Experience with teacher recruitment and/or hiring

### **Academic Coach**

MHPS has one Academic Coach, focused on the implementation of MHPS's academic systems and mentoring teachers to improve their effectiveness. Job qualifications for the Academic Coach include:

- Academic Coach have made Significant Gains with their students for at least the past year or years;
- Academic Coach, as the senior members of the faculty, must espouse MHPS's culture of caring, showing concern not just for the academic, but for the emotional welfare of their students;

- Academic Coach must show the desire and ability to mentor young teachers. Teaching adults is different from teaching children. Mentoring requires a commitment on the part of an Academic Coach to their Teachers and an ability to demonstrate and explain verbally their own practices;
- 
- Academic Coach must be strong team players, helping to make the faculty cohesive in our goals of creating both a safe and supportive environment, and one in which students will make significant academic progress.
- Mentoring teachers to help them develop excellent instructional practices;
- Helping teachers identify and manage students experiencing academic, behavioral, and emotional difficulties in school.
- Personal achievement of Significant Gains for students whom he or she has directly instructed;
- Achievement of Significant Gains for the grade level as a whole;
- Teacher satisfaction with their mentoring and instructional leadership.

### **Attendance Clerk**

#### Qualifications:

- Ability to carry out oral and written directions, read, write, and speak at a level sufficient to fulfill the duties to be performed. Must pass District required testing. High school diploma or equivalent required. One year of clerical experience required
- Knowledge of English usage, grammar, spelling, punctuation, vocabulary and arithmetic.
- Knowledge of basic computer skills including, but not limited to, Microsoft Word and Excel.
- Knowledge of basic clerical operations performed in a public school.
- Knowledge of office methods and procedures.
- Ability to operate standard office equipment.
- Ability to type at a speed of 40 words a minute from clear copy.
- Ability to perform routine clerical work, including ability to make simple mathematical calculations.

- Ability to maintain cooperative working relationships with those contacted in the course of work.
- Sit for extended periods of time.
- Enter data into a computer terminal/typewriter and operate standard office equipment.
- Use a telephone.
- See and read a computer screen and printed matter with or without vision aids.
- Speak so that others may understand at normal levels and on the telephone.
- Hear and understand speech at normal levels and on the telephone, with or without hearing aids.
- Stand, walk and bend over.
- Reach overhead, grasp, and push/pull.
- Lift and/or carry up to 25 pounds at waist height for short distances.

Under direct supervision of site principal and Office Manager, the Attendance Clerk performs a variety of general clerical typing, recordkeeping, or student service functions. The attendance clerk:

- Assists students, parents and teachers in matters relating to attendance.
- Performs a wide variety of clerical work including typing, word processing, data entry, proofreading, filing, checking and posting information to records.
- Assists in the registration of students.
- Answers the telephone and waits on students or the general public, giving information as required
- Works closely with site secretary in specific tasks/projects as determined.
- Prepares, posts to and maintains files and records of students, purchasing, maintenance, inventory, personnel, and related business matters;
- Coordinates scheduling of school and community activities held at the school
- Contacts parents regarding student absences
- Operates office equipment and keeps records as directed
- Prepares transcripts of students

- Types/prepares letters, reports, memoranda, library and textbook lists, library catalog cards, bulletins or other material from oral direction, rough draft, copy notes, or transcribing machine recordings
- Takes lunch counts and collects and accounts for monies
- Performs mathematical calculations
- Receives, sorts and distributes incoming and outgoing mail
- May fill in as a receptionist
- Assists with minor first aid, may administer medication.
- May prepare statistical reports including attendance report
- May maintain records of school keys and inventory list of school equipment and machines.
- Maintains regular and prompt attendance in the workplace.
- Performs other related duties as assigned.

### **Paraprofessional**

Assist certificated staff in the instruction, supervision and training of individual students or groups of all subgroups of students including any, or a combination of, the following conditions: mental retardation; autism; severe physical/medical involvement (i.e. cerebral palsy, seizure disorders, etc.); communication disorders (to include non-verbal); hearing/vision impairment; learning disorders; emotional disturbances; behavioral challenges. Paraprofessionals may teach in small group reading, computer lab, iPad lab and perform yard duty. Paraprofessionals may also participate in the school's enrichment portion of the day.

Minimum qualifications:

- AA degree or 48 college units
- 2 years experience working with school-aged children preferred
- Paraprofessional/educator or instructional assistant experience is preferred
- Employees may be required to become certified in the following areas: First- Aid, CPR
- Possess or obtain upon employment, a valid California Driver License Provide proof of automobile insurability; Meet the physical requirements necessary to perform assigned duties safely and effectively, including lifting fifty (50) pounds on an occasional basis and in excess of fifty (50) pounds with assistance.



## **Custodian**

### Qualifications:

- Education -High School Diploma or equivalent
- Experience -Three years of experience as a custodian
- Licenses and Other Requirements - DOJ and FBI fingerprint clearance
- Supervises the custodial maintenance of the school
- Inspect facilities and grounds and contact proper authority if fire, safety, or other related problems occur.
- Perform custodial duties according to schedule
- Cleans restrooms, dressing rooms, shower roomers, classrooms, and common areas.
- Stocks toilet and sanitary supplies.
- Vacuums, sweeps and mops floors.
- Dusts and polishes furniture and wood work.
- Empties and cleans waste receptacles.
- Washes windows and walls.
- Polishes metal work; and takes care of equipment and materials.
- Demonstrate proper and safe use of materials.
- Coordinate the set-up and preparation of rooms for special events and needs.
- Reports needed repair work to proper authorities.
- Assist in ordering and maintaining custodial and floor care materials and supplies as assigned.
- Maintain a variety of records as required, such as inventory distribution and cleaning inspections.

- May utilize a computer or computer terminal as assigned.
- Performs minor repairs to building fixtures and equipment.
- Operates and checks low pressure boiler, lights, gas heaters, and other similar items.
- Waxes and refinishes floors and shampoos carpets.
- Pick up paper and other debris from grounds and buildings.
- May be required to perform miscellaneous maintenance work such as touch up painting.
- Operate a variety of district vehicles and equipment.
- Move and/or re-arrange furniture, chairs, desks, tables, etc.
- Assure security of buildings and grounds during assigned times.
- Performs other duties as assigned.
- 

### **Salaries and Benefits**

Employee salaries are determined on an individual basis by the site administrator based on education, experience, knowledge, and skills. The Board of Directors and site administrator will review the salaries and benefits annually to ensure that they are fair, reasonable, and within the school's budget. MHPS salaries will compare to MHUSD's salary schedule and will also include merit pay that is based on grade-level performance of students and participation in furthering the school's mission and vision.

MHPS will offer the following benefits as applicable to qualifying full-time employees:

- Workers' Compensation Insurance
- Unemployment Insurance
- Medicare
- Retirement Benefits
- Health Benefits (90% of employee only)
  - Medical
  - Dental
  - Vision

MHPS will have an Employee Handbook that includes policies regarding:

- Illness days and personal days

- Bereavement days
- Vacation policy for non-teaching staff
- Leaves of absences (including leaves as they pertain to the Family and Medical Leave Act (FMLA), California Family Rights Act (CFRA), or Labor Code 233).
- Process for resolving complaints/grievances
- Process for ensuring due process

**ELEMENT 6 - HEALTH AND SAFETY PROCEDURES**

*The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school record summary as described in Section 44237.*

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

***Legal Assurances***

The health and safety of MHPS students and staff is a high priority for the school. We will comply with all health and safety regulations that apply to non-charter public schools, including those required by CAL/OSHA, the California Health and Safety Code, and the Environmental Protection Agency. MHPS will operate as a drug, alcohol, and tobacco-free workplace.

***Address***

Not known at this time

***Facility***

Pursuant to Proposition 39, MHPS will seek District facilities beginning in the school's first year of operation as a charter school, starting August 2014. In the event that MHPS, for any reason, operates wholly or partially in facilities other than those provided by the District, the school will not be hampered in meeting the goals and objectives set forth in this charter. MHPS's facility will comply with all applicable State, Federal and local regulations and maintain readily accessible records for such regulations. Morgan Hill Prep Charter School seeks a building in the western area of Morgan Hill. While the school's facility has yet to be secured, MHPS ensures that the site and any modifications will comply with all state and local building codes, the Federal Americans with Disabilities Act (ADA) requirements, and other applicable fire, health, and structural safety requirements. The school will maintain readily accessible records documenting such compliance on file at the main office.

We will comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. Further, we will 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.

If MHUSD facilities are used during the term of this charter, MHPS shall abide by all MHUSD policies relating to Maintenance and Operations Services.

***Board Responsibility in Maintaining a Safe Facility and School Grounds***

MHPS's facilities will comply with applicable city and/or state building codes, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health, and structural safety requirements, and will maintain on file readily accessible records documenting such compliance.

MHPS, under the supervision of the Navigator Schools Board, will provide for the maintenance and upkeep of its facilities. Issues related to maintenance of facilities will be handled on an as needed basis by MHPS maintenance staff. Issues directly impacting the health, welfare, and safety of students, parents, and employees of the school will be addressed immediately.

MHPS will contract services for major and minor facility repairs, landscaping, and/or pest control, if needed. In order to maintain a safe facility, MHPS will develop a school safety plan that is kept on file for review and school staff members will be trained on the safety procedures outlined in the plan. A copy of this plan will be available on campus. MHPS will also ensure that its auxiliary services such as transportation, food preparation and service, custodial services, and hazardous materials are safe to the extent applicable by law and in accordance with the school safety plan.

The Board of Directors and any applicable committees will help review and revise the school's safety and emergency plans as needed. This Board will also ensure that the school's auxiliary services are safe and it will report any problems to the school's administration.

***Facilities***

MHPS will submit a certificate of occupancy issued by the applicable permitting agency to the District before the school is scheduled to open. If MHPS moves or expands to another facility during the term of this charter, MHPS shall provide a certificate of occupancy to the District for each facility before school is scheduled to open in the facility or facilities.

***Asbestos Management***

MHPS shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

***Insurance Requirements***

No coverage shall be provided to the charter school by the District under any of the District's

self-insured programs or commercial insurance policies. MHPS shall secure and maintain, as a minimum, insurance as set forth below with insurance companies acceptable to the District to protect the charter school from claims which may arise from its operations. Each charter school location shall meet the below insurance requirements individually.

It shall be the MHPS's responsibility, not the District's, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability coverage per Occurrence and in the Aggregate will be appropriate. The policy shall be endorsed to name the Morgan Hill Unified School District and the Board of Education of the City of Morgan Hill as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the charter school's insurance primary despite any conflicting provisions in the charter school's policy. Coverage shall be maintained with no Self-Insured Retention.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the charter school from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage).
3. Commercial Auto Liability coverage that is appropriate.
4. Fidelity Bond coverage shall be maintained by MHPS as appropriate to cover all charter school employees who handle, process or otherwise have responsibility for charter school funds, supplies, equipment or other assets.
5. Professional Educators Errors and Omissions liability coverage including Sexual Molestation and Abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or by separate policy as appropriate for the School.

Coverage and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Morgan Hill Unified School District and the Board of Education of the City of Morgan Hill as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the charter school's insurance primary despite any conflicting provisions in the charter school's policy.

### ***Evidence of Insurance***

MHPS shall furnish to the District's Office within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or

limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.”

Facsimile or reproduced signatures may be acceptable upon review by MHUSD. However, the District reserves the right to require certified copies of any required insurance policies. Should MHPS deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of MHPS.

Should MHPS deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of MHPS.

Additionally, the charter will at all times maintain a funds balance (reserve) of its expenditures as required by section 15543, Title 5 of the California Code of Regulations. Currently, the required reserve is 5% of total operational expenditures.

*MHPS* will develop a school safety plan and keep it on file for review. All school staff and faculty will be trained annually on the safety procedures outlined in the plan. Our final safety plan will include the procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures will include: fire, earthquake/natural disaster, bomb/terrorist threat, etc. A full list of health and safety policies based on the acquired facility will be developed before the start of the school year.

### ***Healthy Schools Act***

Among the many health and safety laws that need to be followed is the Healthy Schools Act- California Code Section 17608, which details pest management requirements for schools.

### ***Staff Responsibilities***

All employees are responsible for their own safety, as well as that of others in their workplace. MHPS will rely upon its employees to ensure that the work areas are kept safe and free of hazardous conditions. Employees will report any unsafe conditions or potential hazards to their supervisor immediately. If an employee suspects a concealed danger is present on MHPS's premises, or in a product, facility, piece of equipment, process, or business practice for which the school is responsible, the employee will bring it to the attention of the School Administrator or another member of the administration immediately. The school's administration will arrange for the correction of any unsafe condition or concealed danger immediately and will contact the administrator regarding the problem. Periodically, MHPS may issue rules and guidelines governing workplace safety and health. All employees will familiarize themselves with the rules and guidelines, as strict compliance will be expected. Failure to comply with rules and guidelines regarding health and safety or work performance will not be tolerated. All employees will be

required to maintain current First Aid and CPR certification. Annual trainings will be provided on site by the American Red Cross or other authorizing agency.

### ***Fingerprinting and TB Test***

Prior to employment and within thirty (30) days of hiring, each employee will submit to a criminal background check as required by Education Code §44237 and 45125.1. MHPS will adhere to California laws including fingerprinting and prohibitions regarding the employment of persons who have been convicted of a violent or serious felony. Fingerprint clearance for new employees will be acquired through submitting the employee's fingerprints to the California Department of Justice. Employees may be fingerprinted at any local police station or at a site where "Live Scan" is utilized.

No employee will be permitted to commence employment at MHPS until that employee has been cleared by the Department of Justice. This will ensure that employees with prior criminal histories do not commence employment with MHPS. MHPS will require Tuberculosis testing for faculty and staff as described in Education Code 49406. Additionally, no person shall be employed by MHPS unless the employee has submitted proof of an examination that the employee is free of active Mantoux Tuberculosis (TB) within sixty (60) days prior to employment. 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.

### ***Child Abuse Reporting Procedures***

MHPS shall comply with the Child Abuse Reporting Laws set forth in the California Penal Code. In accordance with state law, all MHPS teachers and staff shall be mandated to report any suspected child abuse. The report will be filed with either the Police Department Child Abuse Unit or the Department of Children and Family Services. The mandated individual will meet with the appropriate authorities accordingly. Teachers and staff will receive in-service training and sign documentation verifying notification and understanding regarding this responsibility.

### ***Immunizations***

MHPS will require all enrolling students to provide documentation of immunizations for polio, diphtheria, tetanus, measles, mumps, rubella, and Hepatitis B as described in California's Department of Health Services Document IMM-231.

The immunization requirements of pupils as a condition of enrollment will be applied to the same extent that it would be applied if the pupils attended a non-charter public school.

### ***Vision, Hearing, and Scoliosis Screening***

Students will be screened for vision, hearing, and scoliosis to the extent as would be required if the pupils attended a non-charter public school. The Charter School will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the school.



***Drug Free/Alcohol Free/Smoke Free Environment***

MHPS shall function as a drug, alcohol, and tobacco free workplace.

**ELEMENT 7 - MEANS TO ACHIEVE RACIAL/ETHNIC BALANCE REFLECTIVE OF THE DISTRICT**

*The means by which the school will achieve 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)

MHPS will adopt and implement a policy, including an outreach program, which will focus on achieving and maintaining a racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the Morgan Hill Unified School District.

***Efforts to Recruit Categories of Students***

By charter school law, MHPS will have open admission for any student who seeks to enroll in our academic program. Our recruitment efforts will reflect our objective nature as a charter school and in no way favor or bias any demographic. MHPS is committed to serving academically low-achieving and economically disadvantaged students to offer them a seamless path to success in high school and college. Our hope is to be in a location community where on average 50-70% of the students in our target population will qualify for free or reduced-price lunch according to federal guidelines. We will overcome any communication challenges or language barriers that we might face in reaching our targeted demographics, and will aggressively recruit all students from our proposed school neighborhood by utilizing volunteers who are bilingual. We are dedicated to making sure that all community members are equally aware of the alternative we are providing to elementary and middle school students in Morgan Hill. We will rely heavily on grass-roots, word-of-mouth marketing by developing strong community ties and partnerships with community organizations such as local schools, churches, businesses, clubs, and the neighborhood council. We will initiate a flyer campaign with representatives who are fluent in Spanish and English in order to effectively communicate our goals. Community outreach functions have been held in various locations to date. We have hosted several meet and greets in the downtown area, meetings at local restaurants and outreach opportunities at the Farmer's Market and the local church.

In our initial year, we will admit 180 K-2<sup>nd</sup> graders. Thereafter, we will grow one grade level per year as students matriculate to the next grade, until finally reaching full enrollment in 2020.

We understand that the student population in Morgan Hill may be highly mobile. Based on the founding group's experience as classroom teachers, enrollment trends at neighboring schools, and observations at other charter schools serving similar populations, we expect seats to vacate during the school year. Vacancies will be filled in the open grades by offering admission to the next student on the waiting list for that grade. We intend to allow new students admission to the school to fill vacant seats up through the end 8th grade.

The Governing Board of the School shall annually appoint a committee who will evaluate the racial and ethnic makeup of the School and compare and contrast it with the population of the District. If it is determined by the committee that the makeup, to any substantial degree, does not reflect the general population of the District, the committee shall review its policy, outreach programs, and services and implement a plan to attempt to remedy the discrepancy. Such a plan might include additional outreach programs or new and enhanced services to attract a broader base of students. The committee will also be responsible for assessing the quality and effectiveness of the school's relationships with the various community organizations with whom the school has established partnerships.

## **ELEMENT 8 - ADMISSION REQUIREMENTS**

*Admission requirements, if applicable.*

California Education code Section 47605 (b) (5) (H)

MHPS will actively recruit a diverse student population from the District and surrounding areas. Admission to the School shall be open to any resident of the State of California. Prospective students and their parents or guardians will be briefed regarding the School's instructional and operational philosophy. It is the School's hope that enrolling students and their families will understand and value the School's mission and be committed to the School's instructional and operational philosophy. MHPS will not discriminate against any student based on ethnicity, national origin, gender or disability.

The School's annual open enrollment period will be held every spring for the upcoming school year. The enrollment period will be widely and thoroughly publicized before and during this time. In the event that there are more applicants than spaces available per grade level, a public random drawing for enrollment, except for returning students to the School, will be conducted. For a detailed description of and enrollment policies, see Appendix H.

### ***Summary of the MHPS Application Process***

The MHPS Application process includes:

1. Open Enrollment Period (August – March)
  - a. Recruitment/Informational Meetings
  - b. Completion of application packet (Intent to Enroll Form, -student contract)
2. Random Public Drawing (April)
  - a. Single
  - b. Notification of families
3. Paperwork (within one week of lottery)
  - a. Acceptance letter signed and mailed to school by parent/guardian
  - b. Completion of all necessary paperwork, including but not limited to:
    1. Proof of age
    2. Immunization records
    3. Home language survey
    4. Emergency medical information
    5. Family – School Involvement Agreement (Appendix C)
6. Orientation (May-August)
  - a. Attendance at school orientation
  - b. Student attendance at school orientation
  - c. Review Parent-Student Handbook (Appendix X)

Students in the following preference categories will be exempted from the with the approval of the chartering authority:

Siblings of existing school students, children of founding members and staff to not exceed 10% of MHPS enrollment for year one.

#### **ELEMENT 9 - FINANCIAL AND PROGRAMATIC AUDITS**

*The manner in which an annual, independent, financial audit 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)

#### **Financial Audit**

Navigator Schools Board of Directors shall form an Audit Committee, a majority of whose members shall be independent members of the Board. That Audit Committee shall annually oversee the selection of an independent auditor who has experience in education finance, and the completion of an annual audit of MHPS's financial books and records. This audit will be conducted in accordance with the applicable Generally Accepted Accounting Principles and the Audit Guide for Charter Schools, and will verify the accuracy of MHPS's financial statements (including its Balance Sheet, Income Statement and Cash Flow Statement), attendance and enrollment accounting practices, and review internal controls.

To the extent required by federal law, the scope of this audit will be expanded to include any relevant items or processes identified by the Management MHPS will provide the internal controls policy, the full general ledger accounting system, and any reports requested to be provided by the client to the auditors. The school will also make available the receivable and disbursement files.

The annual audit will be completed and submitted to the Board of Directors in time for the Board to submit the audit to the Morgan Hill Unified School District by December 8 each year, and to other entities as required by law (i.e. Santa Clara County Office of Education, Office of the State Controller, and the California Department of Education) by December 15 of each year. All financial reports will be submitted to the District one week prior to the statutory deadline to facilitate district review and timely submission to the San Benito County Office of Education and the California Department of Education.

MHPS will work with the school to complete the required reports specified in the District's charter school policy, including the preliminary and reconciled Budget J210 reports. These reports are listed in the Additional Requirements section of this application. MHPS's Audit Committee will review any audit exceptions or deficiencies and report recommendations to the school's full Board as to how these have been, or will be, resolved. Navigator Schools Board will act upon these recommendations, and report its actions to Morgan Hill Unified School

District. Any disagreement by the District concerning the resolution of audit exceptions or deficiencies shall be referred to the dispute resolution process described in Element 14, herein.

MHPS and the Morgan Hill Unified School District will jointly develop any other evaluation criteria that the District requests in connection with these annual reports. In addition, Morgan Hill Unified School District and MHPS will jointly coordinate an annual site visitation procedure to enable the District to independently confirm the school's performance and compliance with the terms of its charter.

### **Program Audit**

The MHPS will compile and provide to the District an annual performance report. This report will, at a minimum, include the following data:

A summary showing student progress toward the pupil outcomes (listed in part two of the charter) using data from the assessment instruments and techniques (listed in part three of the charter)

A summary of major decisions and policies established by the School's Board of Directors during the year

Data on the level of involvement in the School and summary data from an annual and student satisfaction survey

Data regarding the number of staff working at the School and their qualifications

A copy of the School's health and safety policies and/or a summary of any major changes to those policies during the year

An overview of the School's admissions practices during the year and data regarding the number of students enrolled, the number on waiting lists and the number of students expelled and/or suspended

Analyses of the effectiveness of the School's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints

Other general information regarding the educational program and the administrative, legal and governance operations of the School relative to compliance with the terms of the charter

A voluntary audit by California Charter School Association as part of membership rights

**ELEMENT 10 - PUPIL SUSPENSION AND EXPULSION**

*The procedures by which pupils can be suspended or expelled.*

*California Education Code Section 47605 (b) (5) (J)*

***Charter School Pupil Suspension and Expulsion Policy***

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education

Improvement Act of 2004 (“IDEIA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter 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 any time 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. Enumerated Offenses**

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
  - a. Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b. Willfully used force of violence upon the person of another, except self-defense.
  - c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
  - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
  - e. Committed or attempted to commit robbery or extortion.
  - f. Caused or attempted to cause damage to school property or private property.
  - g. Stole or attempted to steal school property or private property.
  - h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes,

smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. 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 Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 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. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r. 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.

- s. 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.
- t. 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.
- u. 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.
- v. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act (defined as the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager) directed specifically toward a pupil or school personnel. "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.
- w. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
3. Discretionary Expellable Offenses: Students may be expelled for any of the following acts when it is determined the pupil:
- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b. Willfully used force of violence upon the person of another, except self-defense.
  - c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
  - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
  - e. Committed or attempted to commit robbery or extortion.

- f. Caused or attempted to cause damage to school property or private property.
- g. Stole or attempted to steal school property or private property.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. 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 Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 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. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

- r. 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.
- s. 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.
- t. 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.
- u. 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.
- v. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act (defined as the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager) directed specifically toward a pupil or school personnel. “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.
  - w. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
  - x. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
4. Non-Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:
- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four

ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

### **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 Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter 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 Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

#### **2. Notice to Parents/Guardians**

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

#### **3. Suspension Time Limits/Recommendation for Expulsion**

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Principal or 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: 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. Authority to Expel**

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School 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 neither a teacher of the pupil or a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

#### **E. 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 (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter 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.

#### **F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter 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 expulsion 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 or panel 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 or panel 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 or panel 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 Charter School must present



evidence that the witness' presence is both desired by the witness and will be helpful to the Charter 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 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.

### **G. 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.

### **H. 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 Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

### **I. 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: (a) Notice of the specific offense committed by the student; and (b) 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 Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

### **J. Disciplinary Records**

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

### **K. No Right to Appeal**

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

### **L. Expelled Pupils/Alternative Education**

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by

parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

### **M. Rehabilitation Plans**

Students who are expelled from the Charter 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 Charter School for readmission.

### **N. Readmission**

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Principal or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

### **O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities**

#### 1. Notification

If the Charter School is operating as a public school of the District for special education purposes in accordance with Education Code Section 47641(b), the Charter School shall immediately notify the District of the discipline of any student with a disability or student who the Charter School or District would be deemed to have knowledge that the student had a disability and coordinate the procedures in this policy with the District.

#### 2. Services during Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

#### 3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter 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 Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the

Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter 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 Charter School agree otherwise.

#### 5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function;  
or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

#### 6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

#### 7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a

written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter 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 Charter School supervisory personnel.

If the Charter 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 Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter 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.

**ELEMENT 11-RETIREMENT SYSTEM**

*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)

MHPS plans that staff will participate in the federal social security system and will have access to other School-sponsored retirement plans according to policies developed by the Board of Directors and adopted as the School's employee policies. The School retains the right for its Board to elect to participate in the State Teachers Retirement System (STRS) and/or Public Employees Retirement System (PERS) and coordinate such participation, as appropriate, with the social security system or other reciprocal systems in the future. If the School should opt to participate in the STRS or PERS systems, the County shall cooperate as necessary to forward any required payroll deductions and related data.

**ELEMENT 12-ATTENDANCE ALTERNATIVES**

*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)

Students who opt not to attend MHPS may attend either the local public school in the attendance zone, other District schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of Morgan Hill Unified School District.



**ELEMENT 13 - DESCRIPTION OF EMPLOYEE RIGHTS**

*A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school.*

California Education Code Section 47605 (b) (5) (M)

Charter School staff that has left permanent status employment in the District to work at MHPS shall not have the right to return to a comparable position in the Morgan Hill Unified School District during the initial term of this charter unless the District agrees to it.

The School will establish a detailed personnel policy in accordance with all state and federal laws.

**ELEMENT 14 - DISPUTE RESOLUTION**

*The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.*

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

The staff and Board of Directors/Trustees of MHPS and the Morgan Hill Unified 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 the School**

It is the intent of the District and the School that complaints and disputes be resolved quickly and informally in an atmosphere of cooperation whenever possible.

Complaints regarding the operation of the School which do not involve District liability or issues of student health or safety will be forwarded to the School for processing according to procedures adopted by the School, prior to being addressed by the District. School procedures shall include reasonably expeditious time lines and a full opportunity for parents/guardians of any students directly affected to express their concerns. The District will not address the dispute if the School is able to fully resolve the problem unless the School requests the District's involvement.

**Disputes between the School and the Charter-Granting Agency**

In the event that the MHPS and the Morgan Hill Unified School District have disputes regarding the terms and conditions of this charter or any other issue regarding the School and grantor's relationship, both parties agree to follow the process below:

In the event of a dispute between the MHPS and the Morgan Hill Unified School District, the staff and Board of Directors/Trustees of the School and District agree to first frame the issue in written format, then refer the issue to the Superintendent of the District and Principal of MHPS. In the event that the grantor believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

The administrator and superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall

jointly meet with the superintendent and Principal and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the superintendent and the Principal shall meet to jointly identify a neutral, third party mediator.

The Principal and superintendent are required to meet at least once, but may mutually agree to meet more than once if it appears that further meetings may successfully resolve the issue. If the Parties do not successfully resolve the dispute by this informal meeting, then the Party finding the informal meeting unsatisfactory shall provide written notice to the other Party, demanding mediation. The demand for mediation may not be given prior to the first informal meeting, and shall not be given any later than ninety (90) calendar days following the completion of the first informal meeting. The demand for mediation shall be sent certified mail-return receipt requested to the other Party, and shall set forth all of the issues that Party deems outstanding that must be submitted to mediation. The Party in receipt of the demand for mediation shall respond within twenty (20) business days listing any issues it deems appropriate for submission to the mediator.

Within twenty (20) calendar days or less of the written Request for Mediation, the Parties shall agree on one mediator. If the Parties cannot agree on a mediator, they will request appointment of a mediator by the Superior Court or by the Judicial Arbitration and Mediation Service (JAMS). The costs of mediation shall be borne by the Parties equally. Recommendations from the mediator shall be non-binding.

Any such controversies (except those for which the appropriate remedy should be injunctive relief) shall be mediated within sixty (60) calendar days of the date on the written demand for mediation, or the soonest date thereafter that the mediator is available.

### **Oversight, Reporting, Revocation and Renewal**

Morgan Hill Unified School District may informally inspect or observe any part of the School at any time. The District agrees to provide a minimum of three working days notice to the Administrator of MHPS prior to any formal observation or inspection that will require either the time of any School employee, or the gathering of information pertinent to the inspection. Any formal visitation may occur with less than three working days notice if mutually agreed on by both parties.

If the governing board of the District believes it has cause to revoke this charter, the District agrees to notify the School and grant the School reasonable time to respond to the notice and take appropriate corrective action prior to revoking the charter, unless the governing board has made a written determination that a severe and imminent threat to the health or safety of pupils exists.

The Morgan Hill Unified School District agrees to receive and review the annual fiscal and programmatic audit and annual performance reports. Within two months of the receipt of this annual review, the charter-granting agency must notify the Board of Directors as to whether it considers the School to be making satisfactory progress relative to the goals specified in this charter. This annual notification will include the specific reasons for the charter-granting agency's conclusions.

The governing board of MHPS may request from the District Board a renewal of the charter at any time during the fourth year of the term of the charter. Requests for renewal will be presented by the School no later than 120 days prior to expiration. The District Board agrees to hear and render a renewal decision pursuant to the timelines and processes specified in the Education Code Section 47605.

**ELEMENT 15 - LABOR RELATIONS**

*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)

Navigator Schools shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Education Employment Relations Act.

The School will accept all responsibilities associated with the recruitment, hiring and dismissal of employees and the determination of all salary and benefit schedules.

## **ELEMENT 16 - ADDITIONAL MISCELLANEOUS CLAUSES**

### ***Closure***

The following procedures shall apply in the event that MHPS closes. The following procedures apply regardless of the reason for closure.

Closure of MHPS will be documented by official action of the Board of MHPS. The action will identify the reason for closure. MHPS will promptly notify the District of the closure and of the effective date of the closure. As soon as closure is imminent, MHPS will notify the District to schedule a meeting to discuss a payment plan for any funds owed by the District to the school, or owed to the District by the school.

The Board will ensure notification to the parents and students of the school of the closure and to provide information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the school.

As applicable, MHPS will provide s, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The School will ask the District to store original records of Charter School students. All records of the school shall be transferred to the District upon school closure.

As soon as reasonably practical, MHPS will prepare final financial records. The School will also have an independent audit completed as soon as reasonably practical, which period is generally no more than six months after closure. The audit will be prepared by a qualified Certified Public Accountant selected by the school and will be provided to the District promptly upon its completion.

On closure of MHPS, all assets of the school, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the school, remain the sole property of the school and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the nonprofit public benefit corporation to another public educational entity. On closure, the school shall remain solely responsible for all liabilities arising from the operation of the school.

As the school is operated by a nonprofit public benefit corporation, should the corporation dissolve with the closure of the school, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

### **Annual Operational Agreement**

The School and District will negotiate in good faith on an annual basis to develop an Annual Operational Agreement/Memorandum of Understanding establishing the specific financial, operational and service relationship between the two parties. Additionally, it may address other matters of mutual interest not otherwise resolved within the terms of the MHPS's charter.

### **Severability**

The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the Morgan Hill Unified School District Board of Trustees and Navigator Schools Board of Directors.

### **Cooperation**

The Morgan Hill Unified School District agrees to cooperate with MHPS in all matters related to the implementation of this charter and interactions with the California State Board of Education.

### **Term of Charter**

The term of this charter shall begin on July 1, 2014 and expire on June 30, 2019.

### **Amendment of Charter**

Any amendments to this charter shall be made by the mutual agreement of the governing boards of Morgan Hill Unified School District. Navigator Schools may present a petition to amend the charter at any time, and the Morgan Hill Unified School District agrees to respond to such petitions pursuant to the process and timelines specified in Education Code Section 47605 or its successors.

### **Funding**

MHPS will receive funding pursuant to Education Code Section 47613.5 and its successors and will opt to receive its funding directly from the state. An account for the School will be maintained at the San Benito County Office of Education. Any funds due to the School that flow

through Morgan Hill Unified School District shall be forwarded to the School as soon as practical.

### **Transportation**

Transportation for all general and special education students to and from the School will be the responsibility of the parents or guardians unless otherwise dictated by a student's individualized education plan (IEP). Assistance will be given in arranging carpools, or finding other alternatives, if required.

### **Insurance**

The School agrees to carry insurance for general liability, property, errors and omissions, and workers' compensation coverage in the amounts specified by the District in the Annual Operational Agreement/Memorandum of Understanding. If the School has not obtained appropriate insurance by a mutually agreed upon date the School will not begin operation unless the parties mutually agree otherwise. The District shall not unreasonably withhold its agreement in order to delay the operation of the School.

### **Operational Powers and Liabilities**

The School shall be fiscally responsible for its own operations and shall manage its operations efficiently and economically within the constraints of its annual budget.

The School shall have no authority to enter into a contract that would bind the District, nor to extend the credit of the District to any third person or party without the express written consent of the District. Subject to the laws related to Charter Schools, consistent with Article XVI, section 18 of the California Constitution, the School shall not enter into any agreement or contract that gives rise to a multiple fiscal year direct or indirect debt or other financial obligation as defined in the article whatsoever on the part of the School without the prior written consent of the District.

The School shall clearly indicate to all vendors and other entities and individuals outside the District with which or with whom the School enters into an agreement or contract for goods or services that the obligations of the School under such an agreement or contract are solely the responsibility of the School and are not the responsibility of the School District.

To the extent not covered by insurance or otherwise barred by the California Tort Claims Act, the School agrees to indemnify and hold the District and its officers, agents and employees harmless from all liability, claims or demands on account of injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever which arise out of or are in any manner connected with the School's operations, or which arise from the provisions of this Charter itself, with the exception of the acts of the District, its officers, agents and employees in



relation to any services provided by the District to the School pursuant to this charter or any subsequent operational agreement. The foregoing provision shall not be deemed a relinquishment or waiver of any kind of applicable limitations of liability provided by the California Tort Claims Act.

**Appendix A: Petition Signatures/Intent to Enroll Forms**

**APPENDIX B****Navigator Schools Advisors/Endorsers:**

- **Linda Mikels**, principal of Sixth Street Prep
- **Tony Odom**, CEO, fundraising and site development
- **Stephanie Wong**, nurse, health and safety
- **Debbie Moore**, police officer, safety
- **Lisa Diamond**, educator
- **Jeff Hancock**, attorney, Aromas/San Juan School Board member
- **Willow Harrington**, California Charter Schools Association
- **Nick Driver**, California Charter Schools Association
- **Mary Kaye Gerski**, Executive Director of Rebekah Children's Center
- **Shara Hegde**, principal of Cornerstone Academy Charter School
- **Steve Kinsella**, president of Gavilan College
- **Steve Staloch**, publisher of Gilroy Dispatch
- **Jack Foley**, grant writer for Rebekah's Children's Center
- **Heather Parsons**, teacher from Eliot Elementary in GUSD
- **Sondra Cole**, director of Anchor Point Christian School
- **Chino Pisces**, advertising web designer for Gilroy Dispatch
- **Gary Walton**, property developer in Gilroy and Morgan Hill
- **Holly Manson**, retired teacher, GUSD
- **Mark Foley**, former student GUSD Board Representative

**APPENDIX C: Family-School Involvement Agreement Framework****MHPS Commitments to Success****MHPS Parent/Guardian Commitment**

We fully commit to MHPS in the following ways:

- We fully support the MHPS mission.
- We will always help our child in the best way we know how, and we will do whatever it takes for him/her to learn and prepare for college and life by supporting him/her and encouraging him/her to adhere to his/her “commitment to excellence.”
- We will make sure our child arrives at MHPS on-time everyday by 7:30 A.M. if they intend to eat breakfast or 7:55 A.M. if they do not (Monday – Friday).
- We will make arrangements so our child can remain at MHPS until 2:00 P.M. (K) or 4:00 P.M. on Monday, Tuesday, Thursday and Friday.
- We will make arrangements so our child will be picked up from MHPS at 1:00 pm every Wednesday.
- We will follow all arrival and dismissal regulations and parking procedures.
- We will make sure our child follows the MHPS dress code.
- We will ensure that our child is reading or being read to every night for at least 30 minutes.
- We will check our child’s reading log nightly and we will read carefully and sign (if requested) all the papers the school sends home to us.
- We will meet regularly with teachers to discuss our child’s progress, including home visits, sites off campus, and conferences and support their work to help our child excel.
- We will participate in all school activities including /family meetings, exhibition nights, community meetings, open house nights, conferences, etc.

- We will volunteer at least 20 hours per year for the MHPS community
  
- We, not the school, are responsible for the behavior of our child.

***Failure to adhere to these commitments could cause my child to lose various privileges, face consequences, and/or be permanently dismissed from MHPS***

**X** \_\_\_\_\_

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

( Signature)

**MHPS Staff Commitment - We are all teachers**

I fully commit to MHPS in the following ways:

- I fully support the mission of MHPS.
- I will do my part to ensure that students meet all MHPS student achievement goals.
- I will provide excellent professional service and be a positive, flexible team member. I will hold students and myself accountable for learning. I will always work in the best way I know how, and will do whatever it takes for our students to excel.
- I will meet daily with my colleagues to discuss improving our school and the relationships within.
- I will arrive at work punctually daily with a positive attitude and a desire to improve MHPS.
- I realize the importance of teamwork and value the contributions of colleagues. I will assume positive intent from my colleagues and speak directly with those whom I have differences. I will always support my colleagues with parents and students, and will follow up with fellow staff in private if I disagree with his or her decision or action.
- I understand that I will be called upon to serve in a wide-range of activities that may not be considered “traditional” for my job.
- I agree to enforce all MHPS policies and expectations of student behavior. I understand how important superior student behavior is for increasing learning.
- I am here to serve the families of MHPS students as well as my colleagues.
- I understand that all students at MHPS are my students.

I understand that failure to adhere to these commitments can lead to my removal from MHPS. I understand that leaving students and the team mid-year has a deep impact on them and the school community I have chosen to join.

Staff Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**MHPS Student Commitment to Success**

- I will come to school on time and prepared each day, with the required supplies and assignments and with all necessary documents signed by my or guardian.
- I will complete all of my assignments to the best of my ability, and if I do not understand how to do something, I will always seek out help.
- I will wear my team uniform every day.
- I will read 30 minutes every night.
- I will always pay attention to my teachers and fellow students, and I will always follow directions.
- I will strive to always be organized and to keep my work area neat.
- I will take advantage of every moment I have to learn something new.
- ***Teamwork*** – *I understand that I am a member of the MHPS Navigators team, and I will always try my best to be a good team member:*
- I will always respect my teammates in both words and actions, and I will not disturb the learning of my schoolmates.
- I will never put down another teammate; rather I will strive to lift them up.
- I will help my teammates when they need help.
- I will work with my teammates to ensure that our school is clean and welcoming at all times.

- I will be honest in every thing that I do, and I promise to never lie to another teammate, teacher or staff member.
  
- I will never cheat on a test or assignment, and if I know that someone else is cheating I will report it immediately.
  
- I will never take anything that is not mine from another person or place.
  
- I will always use words that are appropriate and respectful.

***Failure to adhere to these commitments could cause me to lose various privileges, face consequences, and/or be permanently dismissed from MHPS.***

**X** \_\_\_\_\_

Student Signature

**Date** \_\_\_\_\_





**APPENDIX D: Navigator Schools Bylaws**

**BYLAWS**

**OF**

**Navigator Schools**

(A California Nonprofit Public Benefit Corporation)

**ARTICLE I**

**NAME**

Section 1. **NAME.** The name of this corporation is Navigator Schools.

**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 277 IOOF Avenue, Gilroy, 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 manage, operate, guide, direct and promote one or more California public charter schools. 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 Corporation’s charters. 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"). The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the 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 from one location to another.

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 five (5) and no more than eleven (11), unless changed by amendments to these bylaws and to the charters held by the Corporation. The Board shall include representatives and members of the community. The Corporation will seek to ensure that the members represent a broad area of expertise and a broad cross-section of the school communities and community-at-large, including financial expertise, community and educational leadership, real estate, law, educational pedagogy, public accountancy, business, and philanthropy. Individuals paid by the Corporation will not serve on the Board.

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 additional directors to ensure an odd number of Board members. All directors shall be designated by the existing Board of Directors.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No person serving on the Board of Directors may be an interested person. 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 spouse of such person. Applies to Directors seated after January 1, 2013.

Section 5. DIRECTORS' TERM. Except for the initial Board members (who served staggered terms of service to ensure a healthy mix of experienced and new Board members), each director shall hold office for two (2) years and until a successor director has been designated and qualified. No Board member shall serve for more than three consecutive terms, or six years.

Section 6. NOMINATIONS PROCESS. The Board has created a Governance Committee to implement a process for replacing members to Board, as follows:

- a. Each spring (or as needed due to unplanned vacancies), the Governance Committee will identify existing vacancies, or vacancies that are bound to arise due to expiring Board terms. Though the Governance Committee is responsible for the vetting of all potential board candidates, any member of the Board may identify potential members and submit a resume for the candidate to the Governance Committee.
- b. The Governance Committee will review resumes for, have conversations with, discuss, and rank all prospective candidates.
- c. The Governance Committee will recommend candidates to the Board and bring the nomination to the Board for a vote at the next Board meeting.
- d. The full Board will review the candidate's resume and vote to approve new members by majority vote.
- e. New members will begin their term of office in July, or as needed when there is a vacancy. Once members have been sworn in, the Navigator Schools Board of Directors will partake in a mandatory board introductory training as well as the annual board training. New members will be presented with the past history of the board, by laws and policies, as well as all full board and committee responsibilities.
- f. New members will be elected to the Board when a previous member's term expires at an annual meeting occurring during the last quarter of the fiscal year. If vacancies occur mid-year or the Board wishes to grow in size between annual meetings, new members may be added at any Board meeting held for this purpose.

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 shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board 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 Board Chair, or the Secretary, or to the Board as a whole. 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 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 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 ("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 may be filled by approval of the Board 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 may also designate that a meeting be held at any place within the Corporation's jurisdiction and as consistent with the Brown Act, designated in the notice of the meeting. All meetings of the Board shall be called, held and conducted in accordance with the terms and provisions of the Brown Act.

Section 15. **MEETINGS; ANNUAL MEETINGS.** All meetings of the Board and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. The Board 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 in accordance with the Brown Act.

Section 16. **REGULAR MEETINGS.** Regular meetings of the Board including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board. At least 72 hours before a regular meeting, the Board 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 for any purpose may be called at any time by the Board Chair or a majority 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 may be held only after at least 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 following manner:

Any such notice shall be addressed or delivered to each director at the 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 are regularly held.

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 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.

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 will be by majority vote of the directors in attendance, and 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 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 shall participate in the teleconference meeting from locations within the Corporation's jurisdiction;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board 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 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 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 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 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 shall be by majority vote of the authorized number of directors. The Board 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 resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the entire Board;
- b. Fill vacancies on the Board or any committee of the Board;

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<sup>1</sup> This means that members of the Board 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.



- c. Fix compensation of the directors for serving on the Board or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board 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, s, 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 shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board 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 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 may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board 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 Corporation 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 Board Chair, a Vice-Chair, a Secretary, and a Treasurer.

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 the Board Chair.

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.

Section 4. **REMOVAL OF OFFICERS.** The Board 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.

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. **BOARD CHAIR.** The Board Chair shall preside at the Board meetings and shall exercise and perform such other powers and duties as the Board may assign from time to time. It shall be the duty of the Chair to guide the Board in the enforcement of all policies and regulations and to perform all other duties normally incumbent upon such an officer. The Chair will help direct and mediate Board discussions with respect to organizational priorities and governance concerns and ensure that the Board engages in a self-evaluation at least once a year. In addition, the Board Chair will work with the board officers and committee chairs to develop the agendas for Board meetings.

Section 8. **VICE-CHAIR OF THE BOARD.** If a Board Chair is elected, there shall also be a Vice-Chair. In the absence of the Chair, the Vice-Chair shall preside at Board meetings and shall exercise and perform such other powers and duties as the Board may assign from time to time.

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 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 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 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 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 may designate; (b) disburse the corporation's funds as the Board may order; (c) render to the Board Chair 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.

## **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 and committees of the Board 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 shall cause an annual report to be sent to itself (the Board) 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 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 , 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 , 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 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 charters that created the charter schools operated by the Corporation, or make any provisions of these Bylaws inconsistent with these charters, the Corporation’s Articles of Incorporation, or any applicable 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 Navigator Schools, 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 [DATE]; and that these bylaws have not been amended or modified since that date.

Executed on [DATE] at [CITY], California.

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[NAME], Secretary

**APPENDIX E: Amendment to the Articles of Incorporation and Articles of Incorporation**

**CERTIFICATE OF AMENDMENT OF  
ARTICLES OF INCORPORATION**

The undersigned certify that:

1. They are the Board Chair and the Secretary of Gilroy Prep School, a California nonprofit public benefit corporation.
2. Article I of the Articles of Incorporation is amended to read as follows:

**The name of the corporation is Navigator Schools.**

3. Article II, Section B of the Articles of Incorporation is amended to read as follows:

**The specific purpose of this corporation is to manage, operate, guide, direct and promote one or more California public charter schools.**

4. Article IV, Paragraph One of the Articles of Incorporation is amended to read as follows:

**The corporation is organized and operated exclusively to manage, operate, guide, direct and promote one or more California public charter schools within the meaning of Internal Revenue Code Section 501(c)(3).**

5. Article VIII, Paragraph One of the Articles of Incorporation is amended to read as follows:

The property of this corporation is irrevocably dedicated to the purposes set forth in Article II above, and no part of the net income or assets of the organization shall ever inure to the benefit of any director, trustee, officer or member thereof or to the benefit of any private person.

6. The foregoing amendment of the Articles of Incorporation has been duly approved by the board of directors.

7. The corporation has no members.

I further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of my own knowledge.

DATE: \_\_\_\_\_

*Sharon Waller, Board Chair*

DATE: \_\_\_\_\_

*Dyane Alcantar, Secretary*

## **Appendix E: Articles of Incorporation**

### **Articles of Incorporation**

#### **I.**

The name of the corporation is **Navigator Schools**.

#### **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 Nonprofit Public Benefit Corporation Law for :

Public purposes.

- B. The specific purpose of this corporation is to manage, operate, guide, direct and promote one or more California public charter schools.

#### **III.**

The name and address of the corporation's initial agent for service and process is:

Sharon Waller

340 Robbins Way

Aromas, California 95004

**IV.**

The corporation is organized and operated exclusively to manage, operate, guide, direct and promote Navigator Schools, and to educate students, within the meaning of the Internal Revenue code Section 501(c)(3).

**V.**

Notwithstanding any other provision of these Articles of Incorporation, the corporation shall not carry on any other activities not permitted to be carried on (1) by a corporation exempt from federal income tax under Internal Revenue Code 501(c)(3) or (2) by a corporation, the contributions to which are deductible under Internal Revenue Code Section 170(c)(2).

**VI.**

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.

**VII.**

The name and addresses of the persons appointed to act as the initial directors of this corporation are:

Sharon Waller

340 Robbins Way,

Aromas CA 95004

Karen Humber

### **VIII.**

The property of this corporation is irrevocably dedicated to the management, operation, guidance, direction and promotion of Navigator Schools, and the education of students, and no part of the net income or assets of the organization shall ever inure to the benefit of any director, trustee, officer or member thereof or to the benefit of any private person.

In the event of the dissolution of the corporation for any reason, any assets of the corporation remaining after compliance with applicable provisions of the California Corporation Code shall be distributed by the corporation to another nonprofit benefit corporation whose primary purpose is education.

Dated October 21, 2010

Sharon Waller, Director  
Karen Humber, Director

*Sharon Waller*  
*Karen Humber*

We the above mentioned initial directors of this corporation, hereby declare that we are the persons who executed the foregoing Articles of Incorporation, which execution is our act and deed.

Sharon Waller, Director  
Karen Humber, Director

*Sharon Waller*  
*Karen Humber*

## **APPENDIX F: Scope and Sequence of Instruction**

Navigator Schools has created a comprehensive monthly scope and sequence, which includes pacing, scope and sequence and instruction for the California State Standards. We are currently developing the same scope and sequence for the California Common Core Standards, which we will transition to in 2014-15. Teachers have the standards paced out by month and have created month long lesson plans. Students are assessed monthly on these standards and re-teaching groups are created.

Navigator Schools' grades K-1 Common Core scope/sequence will be made available by June 15th. Navigator Schools requests that we be permitted to provide each subsequent year's scope and sequence no fewer than six months prior to that grade level's commencement (i.e. we provide 2nd grade common core pacing in February, 2014 and 3<sup>rd</sup> grade scope/sequence in February, 2015 etc.). With so much change coming in the next few years, from updated instructional materials to new assessments, it behooves the entire educational community to work together to best implement the Common Core. To have a completely developed K-8 scope and sequence when we are proposing opening grades K-2 would be unreasonable in our opinion.

### ***Monthly standards-based lesson plan***

Grade level teams will complete month-long standards-based lesson plans one month in advance to ensure that they are prepared and organized prior to teaching their lessons. (For example, lesson plans for the month of November will be completed October 1.) Two hours of early release time on Wednesdays will provide the time needed for teachers to create the plans. Each monthly plan/Power Point presentation (see Appendix O) will contain the state standards targeted, key concepts and/or vocabulary and the Prove/Disprove activities. Under the supervision and support of the Academic Coach, all teachers will have well designed plans and strategic pacing charts (see Appendix M) within larger unit plans and ultimately within the yearly curriculum and its exit standards. Each weeklong plan will then be broken down into more detailed daily lesson plans to guide instruction.

Monthly power point lessons in all grade level subjects will begin with a list of the standards for the month. A study guide with the standards, sample test questions, and strategies will follow. Study guides are sent home with students at the beginning of each month in order to inform students and parents of the standards-based skills and concepts students are expected to master by the end of that month. Following the study guide slides are the Spiral Review slides, which allow for students to review skills and concepts taught in previous months. Teachers spend approximately 10-15 minutes daily reviewing these slides. Thus, a standard taught in October will not be forgotten by May. After Spiral Review come the Direct Instruction slides. Teachers use the Direct Instruction slides to introduce and teach the standards for that particular month. There may be multiple slides per

standard, depending on the skill that is being taught and practiced. After the Direct Instruction slide sequence is the Prove/Disprove slides. These slides are in multiple choice format and are modeled after the CST/Common Core end of the year test. The Prove/Disprove slides are a mixture of practice test questions based on standards taught in previous months, as well as the standards that are being currently taught. Teachers therefore have the opportunity to daily assess students' mastery of the current standards as well as those previously covered. ELA has additional slide sequences. Following the Prove/Disprove are the Academic Vocabulary slides. These slides introduce new vocabulary and allow students oral and written practice of new academic words. Following the vocabulary slides are the Reading Comprehension and Writing slides. These slide sequences have at least one slide per standard which state the standards-based skill or concept and provide graphic organizers that support that particular concept or skill. For example, a reading comprehension slide on the skill of compare and contrast may have an open-ended Venn diagram paired with ELD leveled oral language frames. Students will use this slide for multiple stories to practice comparing and contrasting characters, plots, settings, etc.

### ***Daily Formative Assessment***

Students are assessed daily in math, science, and ELA during their Prove/Disprove time. When a student responds using the student response device, the teacher is immediately informed which students have the correct or incorrect answer. Because students are required to articulate their logic for each answer in written form, the teacher is able to refer to the student's Prove/Disprove to better understand the particular learning needs for the given standard. The teacher is then able to identify which students are struggling with a particular skill. During computer lab time and small group class time, the teacher will pull those identified students who are struggling, reteach the standard to the small group, and afterwards reassess. The student response devices also inform the teacher of the total percentage of students who got the correct or incorrect answer. For example, if an ELA class of 30 students got 85% on a standards-based Prove/Disprove question about identifying synonyms, then the teacher would pull the 15% that got the incorrect answer during small group/computer lab time. However, if the class received 60% on the question, then the teacher would modify her or his plan and reteach the skill to the whole class.

In addition to student responders, students use small whiteboards to practice standards-based concepts and skills. For example, 2nd grade students may be practicing CA Standard 1.4: "Use commas to separate items in a series." The teacher will then provide the students with a sentence in which they need to separate items in a series or ask students to create their own sentence. After students write their sentences on their whiteboards, the teacher will call out, "Show me!" The students will hold up their whiteboards and the teacher will then identify the students who do not yet have mastery of that standard. The teacher will provide immediate feedback to the students and also make a list of those students who are struggling with the standard. The teacher will pull the students who need extra practice and re-teaching during computer lab/small group time.



### ***Monthly Formal Assessments***

Teachers will give monthly assessments in ELA, math, and science, which will be based on the standards targeted for the month (see Appendix N). Students that do not score a level of proficiency will be pulled into small group for re-teaching during computer lab time or during independent practice time in class. The students will be given an opportunity to be re-taught and re-assessed on the standards not mastered. Prior to planning monthly lessons, the teacher will create the formal assessment based off of the California Standards planned for that month. Looking at the standards, the teacher will make a list of skills, concepts, and knowledge the students will need to ensure mastery for each standard. Next, the teacher will create questions that allow the students to demonstrate mastery of each standard. Test questions will be created to emulate the style of the California Standards Test, as well as the Common Core. Teachers will then use the test to backwards map the month's lessons. Starting with the assessment will ensure the content taught remains focused and organized. Test results will be analyzed to determine which standards the students have mastered, and which standards the students are still struggling with. If the majority of the class is still struggling with a standard, that standard will be retaught and spiraled the next month. Daily spiral will include partner talk, chants, and additional problems in previously assessed standards. This will provide students still struggling with the standard a chance to catch up, while also keeping concepts fresh in the minds of the students who have already mastered the standard. For standards a few students are struggling with, individual or small group re-teaching will occur during computer lab time or during independent practice, adding additional scaffolding until the standard is mastered.

### ***Scope and Sequence***

The scope and sequence document is over two hundred pages currently. Navigator Schools will gladly provide the entire document if requested. As mentioned before, we are still using the California State Standards with plans to transition to California Common Core beginning in 2014-15/ Additional evidence of the curricular approach used can be found in Appendices M and O.

*Sample of California State Standards Scope and Sequence***Grade 2 ELA Scope and Sequence Navigator Schools California State Standards**

Aug/Sept.:

Comprehension:

- RC2.4 Clarifying questions
- RC2.5 Main idea and Details
  
- RW 1.8 Prefixes/suffixes Part 1: Prefixes
- WLC1.4 Commas in dates, items in a series, greeting and closure of a letter
- WFS1.1 Recognize and use spelling patterns (same sound: snow and home)
- WFS1.4 Abbreviate days of the week
- 
- W2.1a Write brief narratives based on experiences: Move through a logical sequence of events

Oct.:

Comprehension:

- RC2.8 Two-step written instructions
- RC2.3 Author's Purpose (find nonfiction passages)
  
- WS 1.8 Prefixes/suffixes Part 2: suffixes
- WS1.4 Abbreviations: months of the year
- RW 1.7 Synonyms
- RW 1.5 plurals
  
- W2.2 Write a friendly letter complete with date, salutation, body, closing, signature

Nov.:

Comprehension:

- RC2.7 Interpret info from diagrams, charts and graphs
- RC2.6 Cause and effect
- RC3.4 Identify rhyme and alliteration in poetry
- 
- RW 1.7 Antonyms
- RW 1.2 Syllabication: prefix/suffix, twin consonants, compound words, more than one syllable
- RW 1.8 predict meaning of compound words (embed in opening and test in Nov.)
- WC 1.3 Parts of speech: nouns, verbs, adjectives, pronouns
  
- 2.1b Write brief narratives based on experiences: Describe setting, characters, objects and events in detail
- W2.2 Write a friendly letter complete with date, salutation, body, closing, signature

Dec./Jan:

Comprehension:

- RC2.1 Titles, Table of contents, chapter heading to locate info.
- LR3.1 and 3.3 Compare and Contrast (locate two stories from different cultures i.e. Cinderella, Three Little Pigs, etc.)
- LR3.2 Alternative Endings to plots and identify reasons and impact (skill: drawing conclusions and cause and effect)

LC:

- W1.6 Capitalization
- WS1.3 Reference materials: dictionary, thesaurus, atlas
- WFS1.2 Syllabication open and closed syllables
- WFS1.4 Abbreviate titles
- WFS1.10 multiple meaning words

Feb. / Mar.

Comprehension:

- R2.4 Ask clarifying questions (why, what-if, how)

- Review: R2.3 Author's purpose (entertain, persuade, explain)

LC:

- WLC1.1 Distinguish between complete and incomplete sentences
- WS1.1 Group related ideas and maintain a consistent focus
- WLC 1.7 Spell frequently used words correctly
- WLC 1.5 Quotation marks

### **3<sup>rd</sup> Grade Navigator Schools California Standards ELA Pacing**

#### **August/September**

Grammar/LC:

1.1 Know and use complex word families to decode (-ight): 2 CST Qs

1.4 Synonyms, antonyms, homophones, homographs: 4 CST Qs PART 1: Synonyms and homophones

G1.3 Use past, present, and future verb tenses: 1 CST Q

G1.9 Arrange words in ABC order: 1 CST Q

Comprehension:

2.2 Connect prior knowledge with literal and inferential information found in the text: 2 CST Qs

2.7 Follow simple multiple-step instructions: 2 CST Qs

3.4 Determine the theme/message in fiction and nonfiction text: 1 CST Q

Writing:

1.1 Write a single paragraph including: topic sentence, 3-5 facts/details, concluding sentence

#### **October**

RW 1.2 Decode regular multisyllabic words (using syllabication and prior knowledge): 2 CST Qs

RW 1.4 Synonyms, antonyms, homophones, homographs: 4 CST Qs PART 2: Antonyms and homographs

WC 1.4 Identify subject and verb in sentences: 2 CST Qs

Comprehension:

2.3 Demonstrate comprehension by identifying answers in the text (“right there” questions) (2 CST Qs)

3.5 Recognize the similarities in sounds of words and rhythmic patterns: 1 CST Q

3.2 Comprehend basic plots of fairy tales, legends, folklore, myths, etc. (Use 5 Ws right there and inferential questions) (2 CST Qs)

Writing:

2.1 Write narratives: a. provide a context within an action takes place (develop setting), b. well-chosen details to develop plot, c. provide insight into why the event was memorable

## **November**

Grammar/LC:

RW 1.5 Demonstrate knowledge of levels of specificity of grade-appropriate words (dog/mammal/animal/living things) (2 CST Qs)

RW 1.7 Use a dictionary to determine the meaning of unknown words (2 CST Qs)

WC 1.6 Use commas for dates, locations, addresses, and items in a series (1 CST Q)

WS 1.3 Reference Materials: dictionary, thesaurus, atlas, encyclopedia (3 CST Qs)

Comprehension:

RC 2.4 Recall information in a text and make predictions about forthcoming information (“making predictions”) (2 CST Qs)

RC 2.6 Extract information from text, including problems and solution (3 CST Qs)

Writing:

2.2 Write descriptions using concrete sensory details about people, places, things or experiences

## **December/January**

Grammar/LC:

1.6 Use sentence and context clues to find the meanings of unknown words (4 CST Qs)

WC 1.1 Use declarative, interrogative, imperative, and exclamatory sentences (1 CST Q)

G 1.7 Capitalize geographical names, holidays, historical periods, and special events (2 CST Qs)

WS 1.4 Revise original drafts to improve coherence and presentation of ideas (3 CST Qs)

Comprehension:

2.5 Distinguish the main idea and supporting details in expository text. (2 CST Qs)

3.1 Distinguish common forms of literature (poetry, drama, fiction, nonfiction) (1 CST Q)

Writing:

2.3 Write personal and formal letters, thank you notes, and invitations

## **February/March**

Grammar/LC

1.8 Prefixes and suffixes (4 CST Qs)

G 1.2 Subject/verb agreement, pronouns, adjectives, compound words, and articles (1 CST Q)

1.5 Punctuate dates, city and state, and titles of books (2 CST Qs)

WS 1.1 Develop topic sentence and supporting details

Comprehension

2.6 Extract information from text, including problems and solution (3 CST Qs)

3.3 Determine what characters are like by what they do and say and how the author portrays them (2 CST Qs)

Writing

Test penmanship 1.2: cursive

Sample of Scope and Sequence for Common Core Standards

**Navigator Schools  
First Grade ELA Pacing Guide 2014-2015  
August - October**

Phonics and Spelling Skills Aligned with Letter Land Curriculum and **Dolch** Word List  
Use the Essential Questions from Bloom's Taxonomy in the appendix  
Standards that are continually reinforced throughout the year are indicated with an \*

DIBELS goals – Beginning of Year		Scores	Status	
	Composite Score	113+	At or Above Benchmark	
		97-112	Below Benchmark	
	PSF	40+	At or Above Benchmark	
		25-39 0-24	Below Benchmark Well Below Benchmark	
NWF-CLS	27+	At or Above Benchmark		
	18-26 0-17	Below Benchmark Well Below Benchmark		
NWF-WWR	1+	At or Above Benchmark		
	0	Below Benchmark Well Below Benchmark		
Common Core Strand	Cluster	Standard	Essential Questions	Vocabulary
		RL 1.1: Ask and answer questions about key details in a text. *	<ul style="list-style-type: none"> <li>What is the main idea? What do you remember about _____?</li> <li>Use details from the text to explain why _____?</li> <li>What is the author's purpose for writing this text?</li> </ul>	<ul style="list-style-type: none"> <li>main idea</li> <li>key detail</li> <li>character</li> <li>setting</li> <li>author</li> <li>illustrator</li> <li>author's purpose (persuade, inform, entertain)</li> </ul>
		RL 1.3: Describe characters, settings, and major events in a story, using key details. *	<ul style="list-style-type: none"> <li>Who are the characters?</li> <li>What is the setting?</li> <li>Describe the character traits (with support from teacher)</li> <li>Use details from the text to explain why _____?</li> <li>Retell the major events of the story.</li> </ul>	<ul style="list-style-type: none"> <li>setting</li> <li>character</li> <li>character trait</li> <li>key details</li> <li>emotions</li> </ul>

August - October continued

Common Core Strand	Cluster	Standard	Essential Questions	Vocabulary
		<b>RI.1.10:</b> With prompting and support, read prose and poetry of appropriate complexity for grade 1.	<ul style="list-style-type: none"> <li>Students will use pointers to guide choral readings of displayed poems.</li> <li>Who/What is this poem about?</li> </ul>	<ul style="list-style-type: none"> <li>feelings</li> <li>emotions</li> <li>opinions</li> <li>poem</li> <li>poetry</li> <li>prose</li> </ul>
		<b>RI.1.1:</b> Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> <li>What is the main idea?</li> <li>What do you remember about _____?</li> <li>Use details from the text to explain why _____?</li> <li>What is the author's purpose for writing this text?</li> <li>With teacher support- What are the text features that help you understand the information in the text?</li> </ul>	<ul style="list-style-type: none"> <li>main idea</li> <li>key detail</li> <li>author</li> <li>photo captions</li> <li>diagram</li> <li>author's purpose (persuade, inform, entertain)</li> </ul>
		<b>RI.1.4:</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<ul style="list-style-type: none"> <li>With teacher support- How does the picture/diagram/caption help you understand the text?</li> <li>With teacher support- What are the text features that help you understand the information in the text?</li> <li>What are some questions you have about the text?</li> <li>Can you make a connection with this text?</li> </ul>	<ul style="list-style-type: none"> <li>heading</li> <li>captions</li> <li>glossary</li> <li>table of contents</li> <li>index</li> <li>diagrams</li> <li>connection</li> </ul>
		<b>RI.1.6:</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<ul style="list-style-type: none"> <li>With teacher support- How does the picture/diagram/caption help you understand the text?</li> <li>What can you infer _____?</li> <li>What evidence in the text can you find that _____?</li> <li>Explain how the picture is helpful in understanding what the text is about.</li> </ul>	<ul style="list-style-type: none"> <li>text features- caption, diagram, pictures</li> <li>infer</li> <li>evidence</li> </ul>



August - October continued

Common Core Strand	Cluster	Standard	Essential Questions	Vocabulary
		<p><b>RI 1.7:</b> Use the illustrations and details in a text to describe the key ideas.</p>	<ul style="list-style-type: none"> <li>• With teacher support- How does the picture/diagram/caption help you understand the text?</li> <li>• What are the key ideas in the text?</li> </ul>	<ul style="list-style-type: none"> <li>• key ideas</li> <li>• text features- caption, diagram, pictures</li> </ul>
		<p><b>RF 1.2:</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). *</p> <p>(a) Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>(b) Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>(c) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>(d) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<ul style="list-style-type: none"> <li>• What are the sounds you hear in a word?</li> <li>• In this word do you hear _____ sound?</li> <li>• Tell me sounds you hear in the word _____.</li> <li>• What are the beginning, medial, and final sound in _____ word.</li> </ul>	<ul style="list-style-type: none"> <li>• syllable</li> <li>• sound</li> <li>• beginning</li> <li>• medial</li> <li>• final</li> <li>• short vowel</li> <li>• long vowel</li> <li>• blends</li> <li>• rhymes</li> </ul>
		<p><b>RF 1.1:</b> Demonstrate understanding of the organization and basic features of print.</p> <p>(a) Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<ul style="list-style-type: none"> <li>• What is the first word in the sentence?</li> <li>• Point to a capital letter, punctuation, first word in the story.</li> </ul>	<ul style="list-style-type: none"> <li>• first word</li> <li>• period</li> <li>• capital letter</li> <li>• punctuation</li> </ul>
		<p><b>RF 1.3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>(b) Decode regularly spelled one-syllable words. *</p> <p>(g) Recognize and read grade- appropriate irregularly spelled words. *</p>	<ul style="list-style-type: none"> <li>• How do you spell _____ word?</li> <li>• Does this word follow _____ (phonics) rule?</li> </ul>	<p style="text-align: center;">□</p>

August - October continued

Common Core Strand	Cluster	Standard	Essential Questions	Vocabulary
		<p><b>RF 1.4:</b> Read with sufficient accuracy and fluency to support comprehension. *</p> <p>(a)Read grade-level text with purpose and understanding.</p> <p>(b)Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>(c)Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> <li>• (a) Why did you choose this book? What did you learn from the story you read?</li> <li>• (b) Are you a fluent reader who uses reading strategies?</li> <li>• (c) What are the traits for a good reader?</li> </ul>	<ul style="list-style-type: none"> <li>• expression</li> <li>• accuracy</li> <li>• fluency</li> <li>• reread</li> <li>• tone</li> <li>• rate</li> </ul>
	<p>Knowledge</p>	<p><b>W 1.2:</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<ul style="list-style-type: none"> <li>• What planning tools can you use while writing to help the reader understand your informational/explanatory topic?</li> </ul>	<ul style="list-style-type: none"> <li>• writing tools- writing maps</li> <li>• sequence</li> <li>• events</li> </ul>
		<p><b>W 1.7:</b> Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</p>	<ul style="list-style-type: none"> <li>• With teacher support- How can you create an information book about _____?</li> <li>• How can you locate information to create an informational booklet about _____?</li> </ul>	<ul style="list-style-type: none"> <li>• "how-to"</li> <li>• sequence</li> <li>• instructions</li> <li>• locate</li> <li>• informational</li> </ul>
		<p><b>W 1.8:</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<ul style="list-style-type: none"> <li>• What do you remember about _____?</li> <li>• How is _____ connected to _____?</li> <li>• What evidence in the text can you find that _____?</li> </ul>	<ul style="list-style-type: none"> <li>• evidence</li> <li>• connect</li> <li>• inform</li> <li>• recall</li> </ul>

August - October continued

Common Core Strand	Cluster	Standard	Essential Questions	Vocabulary
		<p><b>SL 1.1:</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. *</p> <p>(a) Follow agreed-upon rules for discussions (e.g. listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>(b) Build on other’s talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>(c) Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<ul style="list-style-type: none"> <li>• How do you have a discussion with another peer?</li> <li>• What are the rules for peer discussion?</li> <li>• How can you support your peers conversation?</li> <li>• What question can you ask your peer?</li> <li>• What is your role as a participant?</li> </ul>	<ul style="list-style-type: none"> <li>• discussion</li> <li>• peer</li> <li>• conversation</li> <li>• question</li> <li>• collaborate</li> </ul>
		<p><b>SL 1.4:</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<ul style="list-style-type: none"> <li>• Describe what happens when _____?</li> <li>• Explain your feelings when _____.</li> <li>• Explain how this makes you feel.</li> </ul>	<ul style="list-style-type: none"> <li>• feelings</li> <li>• people</li> <li>• places</li> <li>• things</li> <li>• events</li> <li>• detail</li> </ul>
		<p><b>SL 1.5:</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.</p>	<ul style="list-style-type: none"> <li>• What details do you need to include in the illustration to support your ideas, thoughts and feelings?</li> </ul>	<ul style="list-style-type: none"> <li>• feelings</li> <li>• illustrations</li> <li>• ideas</li> <li>• support</li> <li>• thoughts</li> </ul>
		<p><b>SL 1.6:</b> Produce complete sentences when</p>	<ul style="list-style-type: none"> <li>• Why is it important to use communicating with peers and adults?</li> </ul>	<ul style="list-style-type: none"> <li>• complete sentence</li> </ul>

August - October continued

Common Core Strand	Cluster	Standard	Essential Questions	Vocabulary
9		<p><b>L.1.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. *</p> <p>(a) Print all upper and lowercase letters</p> <p>(b) Use common, proper, &amp; possessive nouns.</p> <p>(c) Use singular &amp; plural nouns with matching verbs in basic sentences (e.g., He hops: We hop).</p> <p>(e) Use verbs to convey a sense of past, present, &amp; future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p>	<ul style="list-style-type: none"> <li>• What conventions do we use when writing and speaking to ensure understanding?</li> </ul>	<ul style="list-style-type: none"> <li>• upper/lowercase letters</li> <li>• nouns- common, proper, possessive</li> <li>• past/present/future tenses</li> </ul>
		<p><b>L.1.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. *</p> <p>(a) Capitalize dates and names of people.</p> <p>(b) Use end punctuation for sentences.</p> <p>(c) Use commas in dates and to separate singles words in a series.</p> <p>(e) Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<ul style="list-style-type: none"> <li>• What conventions do we use when writing and speaking to ensure understanding?</li> </ul>	<ul style="list-style-type: none"> <li>• punctuation</li> <li>• capitalization</li> <li>• phonetic spelling</li> </ul>

**First Grade ELA Pacing Guide 2014-2015**  
November - January

DIBELS goals – Middle of Year		Scores	Status	
	Composite Score	130+	At or Above Benchmark	
		100-129	Below Benchmark	
	0-99	Well Below Benchmark		
	NWF-CLS	43+	At or Above Benchmark	
		33-42	Below Benchmark	
0-32	Well Below Benchmark			
NWF-WWR	8+	At or Above Benchmark		
	3-7	Below Benchmark		
0.2	Well Below Benchmark			
DORF Words Correct	23+	At or Above Benchmark		
	16-22	Below Benchmark		
0-15	Well Below Benchmark			
DORF Accuracy	78%+	At or Above Benchmark		
	68%-77%	Below Benchmark		
0%-67%	Well Below Benchmark			
Common Core Strand	Cluster	Standard	Essential Questions	Vocabulary
-		RI 1.2: Identify the main topic and retell key details of a text.	<ul style="list-style-type: none"> <li>What are the key details of a text?</li> <li>What is the main topic of a text?</li> </ul>	<ul style="list-style-type: none"> <li>main topic</li> <li>key details</li> </ul>
		RI 1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<ul style="list-style-type: none"> <li>How is ____ connected to ____?</li> </ul>	<ul style="list-style-type: none"> <li>connection</li> <li>individuals</li> <li>events</li> <li>key idea</li> </ul>

November - January continued

Common Core Strand	Cluster	Standard	Essential Questions	Vocabulary
		<p><b>RI.1.4:</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<ul style="list-style-type: none"> <li>• With teacher support- How does the picture/diagram/caption help you understand the text?</li> <li>• With teacher support- What are the text features that help you understand the information in the text?</li> <li>• What are some questions you have about the text?</li> <li>• Can you make a connection with this text?</li> </ul>	<ul style="list-style-type: none"> <li>• heading</li> <li>• captions</li> <li>• glossary</li> <li>• table of contents</li> <li>• index</li> <li>• diagrams</li> <li>• connection</li> </ul>
		<p><b>RI.1.5:</b> Know and use various text features (e.g. heading, tables of contents, glossaries, electronic menus, icons) to locate key facts of information in a text.</p>	<ul style="list-style-type: none"> <li>• What are the text features that help you locate key facts in this text?</li> </ul>	<ul style="list-style-type: none"> <li>• text features:headings, captions, glossary, table of contents, index and diagrams</li> </ul>
		<p><b>RI.1.6:</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<ul style="list-style-type: none"> <li>• With teacher support- How does the picture/diagram/caption help you understand the text?</li> <li>• What can you infer _____?</li> <li>• What evidence in the text can you find that _____?</li> <li>• Explain how the picture is helpful in understanding what the text is about.</li> </ul>	<ul style="list-style-type: none"> <li>• Text features- caption, diagram, pictures</li> <li>• Infer</li> <li>• Evidence</li> </ul>



November - January continued

Common Core Strand	Cluster	Standard	Essential Questions	Vocabulary
		<b>RI 1.10:</b> With prompting and support, read informational texts appropriately complex for grade 1.	<ul style="list-style-type: none"> <li>Students will use pointers to guide choral readings of displayed poems.</li> <li>Who/What is this poem about?</li> </ul>	<ul style="list-style-type: none"> <li>feelings</li> <li>emotions</li> <li>opinions</li> <li>poem</li> <li>poetry</li> <li>prose</li> </ul>
		<b>RI 1.9:</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<ul style="list-style-type: none"> <li>How is ____ connected to ____?</li> </ul>	<ul style="list-style-type: none"> <li>connection</li> <li>individuals</li> <li>events</li> <li>key idea</li> </ul>
		<b>RI 1.2:</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<ul style="list-style-type: none"> <li>What is the main idea?</li> <li>What do you remember about ____?</li> <li>Use details from the text to explain why ____?</li> <li>What is the author's purpose for writing this text?</li> </ul>	<ul style="list-style-type: none"> <li>main idea</li> <li>key detail</li> <li>character</li> <li>setting</li> <li>author</li> <li>illustrator</li> <li>author's purpose (persuade, inform, entertain)</li> </ul>
		<b>RI 1.4:</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<ul style="list-style-type: none"> <li>What words or phrases in the text suggest feelings or appeal to your senses?</li> </ul>	<ul style="list-style-type: none"> <li>feelings</li> <li>emotions</li> <li>opinions</li> <li>senses</li> </ul>
		<b>RI 1.5:</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	<ul style="list-style-type: none"> <li>What are features of an informational text?</li> <li>What are the differences between non-fiction and fiction text?</li> </ul>	<ul style="list-style-type: none"> <li>text features</li> <li>genres</li> <li>fiction</li> <li>non-fiction</li> </ul>



November - January continued

Common Core Strand	Cluster	Standard	Essential Questions	Vocabulary
		<b>RL 1.7:</b> Use illustrations and details in a story to describe its characters, setting, or events.	• How do the illustrations help describe the story elements?	<ul style="list-style-type: none"> <li>• character</li> <li>• setting</li> <li>• events</li> <li>• retell</li> </ul>
		<b>RL 1.9:</b> Compare and contrast the adventures and experiences of characters in stories	• How would you compare/contrast _____?	<ul style="list-style-type: none"> <li>• compare/contrast</li> <li>• experiences</li> <li>• adventures</li> <li>• characters</li> <li>• character</li> </ul>
		<b>RF 1.3:</b> Know and apply grade-level phonics and word analysis skills in decoding words. (a) Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). (c) Know final -e and common vowel team conventions for representing long vowel sounds. (d) Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (e) Decode two-syllable words following basic patterns by breaking the words into syllables. (g) Recognize and read grade- appropriate irregularly spelled words.	• What reading strategies do we use to decode words?	<ul style="list-style-type: none"> <li>• consonant</li> <li>• vowels- short/long</li> <li>• vowel teams</li> <li>• syllables</li> <li>• magic /e/</li> </ul>
		<b>W 1.3:</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	• What planning tools can you use to help the reader understand the sequence of events?	<ul style="list-style-type: none"> <li>• writing tools- writing maps</li> <li>• sequence</li> <li>• events</li> <li>• transitional words</li> </ul>
		<b>W 1.2:</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	• What planning tools can you use while writing to help the reader understand your informational/explanatory topic?	<ul style="list-style-type: none"> <li>• writing tools- writing maps</li> <li>• sequence</li> <li>• events</li> </ul>








November - January continued

Common Core Strand	Cluster	Standard	Essential Questions	Vocabulary
		<p><b>W 1.7:</b> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p>	<ul style="list-style-type: none"> <li>• With teacher support- How can you create an information book about _____?</li> <li>• How can you locate information to create an informational booklet about _____?</li> </ul>	<ul style="list-style-type: none"> <li>• “how-to”</li> <li>• sequence</li> <li>• instructions</li> <li>• locate</li> <li>• informational</li> </ul>
		<p><b>SL 1.2:</b> Ask and answer questions about key details in a text and read aloud or information presented orally or through other media.</p>	<ul style="list-style-type: none"> <li>• What questions do you have about the key details in a text you have read or heard?</li> <li>• Why do good readers ask questions while they read or listen to a text?</li> </ul>	<ul style="list-style-type: none"> <li>• key details</li> <li>• questions</li> </ul>
		<p><b>L 1.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                      (e) Use verbs to convey a sense of past, present, &amp; future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).                      (f) Use frequently occurring adjectives.</p>	<ul style="list-style-type: none"> <li>• What conventions do we use when writing and speaking to ensure understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• upper/lowercase letters</li> <li>• nouns- common, proper, possessive</li> <li>• past/present/future tenses</li> </ul>

November - January continued 

Common Core Strand	Cluster	Standard	Essential Questions	Vocabulary
		<p><b>L.1.5:</b> With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>(a) Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>(b) Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p>(c) Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>(d) Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>	<ul style="list-style-type: none"> <li>• How does figurative language and word relationship help in understanding word meanings?</li> </ul>	<ul style="list-style-type: none"> <li>• Categories</li> <li>• Verbs</li> <li>• Adjectives</li> <li>• Meanings</li> </ul>
		<p><b>L.1.6:</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).</p>	<ul style="list-style-type: none"> <li>• How does word use signal simple relationships?</li> </ul>	<ul style="list-style-type: none"> <li>• Phrases</li> <li>• Conjunction</li> </ul>



**APPENDIX G: Sample School Calendar / Instructional minutes**

MHPS intends to mirror the MHUSD calendar. In the case of furloughs for MHUSD, MHPS will remain open during furlough days to ensure that students receive the full 180 days of instruction.

JULY							0 days								
S	M	T	W	T	F	S									
	1	2	3	4	5	6									
7	8	9	10	11	12	13									
14	15	16	17	18	19	20									
21	22	23	24	25	26	27									
28	29	30	31												
AUGUST							10 days								
S	M	T	W	T	F	S									
				1	2	3									
4	5	6	7	8	9	10									
11	12	13	14	15	16	17									
18	19	20	21	22	23	24									
25	26	27	28	29	30	31									
SEPTEMBER							20 days								
S	M	T	W	T	F	S									
1	2	3	4	5	6	7									
8	9	10	11	12	13	14									
15	16	17	18	19	20	21									
22	23	24	25	26	27	28									
29	30														
OCTOBER							23 days								
S	M	T	W	T	F	S									
		1	2	3	4	5									
6	7	8	9	10	11	12									
13	14	15	16	17	18	19									
20	21	22	23	24	25	26									
27	28	29	30	31											
NOVEMBER							15 days								
S	M	T	W	T	F	S									
					1	2									
3	4	5	6	7	8	9									
10	11	12	13	14	15	16									
17	18	19	20	21	22	23									
24	25	26	27	28	29	30									
DECEMBER							15 days								
S	M	T	W	T	F	S									
1	2	3	4	5	6	7									
8	9	10	11	12	13	14									
15	16	17	18	19	20	21									
22	23	24	25	26	27	28									
29	30	31													

Sample annual calendar  
MHUSD has not yet  
published 2014-15 calendar

JANUARY							14 days								
S	M	T	W	T	F	S									
			1	2	3	4									
5	6	7	8	9	10	11									
12	13	14	15	16	17	18									
19	20	21	22	23	24	25									
26	27	28	29	30	31										
FEBRUARY							15 days								
S	M	T	W	T	F	S									
						1									
2	3	4	5	6	7	8									
9	10	11	12	13	14	15									
16	17	18	19	20	21	22									
23	24	25	26	27	28										
MARCH							20 days								
S	M	T	W	T	F	S									
2	3	4	5	6	7	8									
9	10	11	12	13	14	15									
16	17	18	19	20	21	22									
23	24	25	26	27	28	29									
30	31														
APRIL							18 days								
S	M	T	W	T	F	S									
		1	2	3	4	5									
6	7	8	9	10	11	12									
13	14	15	16	17	18	19									
20	21	22	23	24	25	26									
27	28	29	30												
MAY							21 days								
S	M	T	W	T	F	S									
					1	2	3								
4	5	6	7	8	9	10									
11	12	13	14	15	16	17									
18	19	20	21	22	23	24									
25	26	27	28	29	30										
JUNE							9 days								
S	M	T	W	T	F	S									
1	2	3	4	5	6	7									
8	9	10	11	12	13	14									
15	16	17	18	19	20	21									
22	23	24	25	26	27	28									
29	30														

**Legend:**

- Minimum Day
- No School
- First and Last Day of School
- Staff Development

**MHPS Instructional Minutes**

School Year: 180 instructional school days  
 53 early release days (Wednesdays and minimum days)  
 127 regular days.

**Kindergarten**

School Day: Monday, Tuesday, Thursday, Friday: 8:10-3:25  
 Wednesday 8:10-1:05

Recess: 30 minutes daily.  
 Lunch: 45 minutes daily.

Regular Days: 360 minutes  
 Early Release Days: 225 minutes

127 x 360= 45,720  
 53 x 225= 11,925

**Total Kindergarten instructional minutes: 57,645**

**1<sup>st</sup> grade-8<sup>th</sup> grade**

School Day: Monday, Tuesday, Thursday, Friday: 8:10-4:00  
 Wednesday 8:10-1:05

Recess: 15 minutes 4 days a week.  
 Wednesdays: 10 minutes

Lunch: 50 minutes daily

Regular Days: 405 minutes  
 Early Release Days: 235 minutes

127 x 405= 51,435  
 53 x 235 = 12,455

**Total 1st-8<sup>th</sup> grade instructional minutes: 63,890**

Grade	MHPS Minutes	State Minimum for Charter Schools
Kindergarten	57,645	36,000
1 <sup>st</sup> -3 <sup>rd</sup>	63,890	50,400
4 <sup>th</sup> -8 <sup>th</sup>	63,890	54,000

## **APPENDIX H: Admission and Enrollment Procedure**

### **NAVIGATOR SCHOOLS ADMISSION AND ENROLLMENT PROCEDURE**

**Revised March 2012**

#### **1. General Admissions Information**

Admission to a Navigator Schools is open to any resident in the State of California. The school maintains the following Admissions Procedure in compliance with all existing laws.

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

#### **A. Charter law: Student enrollment and admissions (as stated in the California Charter Schools Act)**

(1) A charter school shall admit all pupils who wish to attend the school.

(2) However, if the number of pupils who wish to attend the charter school exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the district. Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law.

(3) In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and, in no event, shall take any action to impede the charter school from expanding enrollment to meet pupil demand.

#### **B. Admission Requirements (as stated in the Charter document)**

A student is eligible for enrollment and attendance at a Navigator School when he/she is a resident of the state of California. Students shall be considered for admission without regard to ethnicity, national origin, gender, disability or sexual orientation.

The School's annual open enrollment period for the following school year will begin the first day of the current school year and end on March 31<sup>st</sup>.

In the event that there are more applicants than spaces available per grade level, a public random drawing for enrollment, except for returning students and new incoming Kindergarten-aged siblings, will be conducted.

The school shall maintain an Admissions Procedure that is consistent with all federal, state and charter school laws and with the charter document, Element 8. The procedure will outline the processes to be followed for all student admissions to a Navigator School, including specific details of how the open enrollment period, , waitlists and filling of available slots will be conducted.

Students who are currently under an expulsion from a public school may not enroll in the School until the expulsion term has been documented as completed, and the student completes the rehabilitation plan created by the former school or as created by Navigator Schools on behalf of the student.

Admission to a Navigator School requires a commitment from both students and s, to the mission and vision of the School as set forth in the Charter. Prior to admission, all parents or guardians shall be required to complete an application packet and sign an agreement indicating they understand the School's philosophy, program, and volunteer policy.

A child shall be admitted to kindergarten at the beginning of a school year, or as space allows, at any later time in the school year if the child will have his or her 5<sup>th</sup> birthday on or before November 1st of that school year. Students not of age by November 1st may not be enrolled for early entry into kindergarten.

### **C. Attendance Commencement Specific to MHPS:**

Students may enroll and begin attending at any time during the school year provided space is available. In general, no new 8<sup>th</sup> grade students will be enrolled after the first trimester of the school year.

#### **2. Definitions**

- A. Sibling:** Relationship must include 1. Same immediate family/shares same household as an existing MHPS student, **or** 2. Shares at least one biological or legal guardian with an existing MHPS student.
- B. Founder:** An individual who is listed as a Founder on MHPS's charter petition. This designation comes from having made significant contributions to Navigator School during the petitioning process.

- C. Existing Students:** Those attending MHPS during the current school year, and prior to the closing of the enrollment period, that have been re-enrolled for the following school year, or in the case of an 8<sup>th</sup> grade student, a currently enrolled and attending student.
- D. Waitlist:** Beginning April 1<sup>st</sup> of the current school and ending on March 31<sup>st</sup> of the next school year, any family that fills out an “Intent to Enroll Form” for the school year defined on the form, will be added to the waitlist on a first come, first serve basis. In the event that a student on the waitlist refuses an opportunity to be enrolled in a class at the School, the student will be moved to the bottom of the waitlist for that student’s grade.
- E. Carryover Waitlist:** Families of current waitlist students are contacted each Spring to ensure their continued interest in remaining on the waitlist. If parents wish to remain on the waitlist, they are moved on to the following school year waitlist in the same order upon the last day of school for the current school year.

### **3. Open Enrollment**

- A.** Open enrollment for Kindergarten begins on the first day of the school year preceding the Kindergarten student’s eligibility and ends on March 31<sup>st</sup> of the year preceding the Kindergarten student’s eligibility. These students are subject to the rules of the School’s public .
- B.** In the event that the number of enrollment applications exceeds capacity at any grade level, a public, random will be held on a designated date. Records will be kept by multiple individuals to ensure accuracy.
- C.** A completed “Intent to Enroll form” must be received by March 31<sup>st</sup> for a student to be eligible for the should it be necessary. In the event that March 31<sup>st</sup> falls on a weekend, the deadline for “Intent to Enroll form” will be the last business day of March.
- D.** Any student enrolling for the next fall Kindergarten class after March 31<sup>st</sup> are placed at the end of the waitlist in a first come, first serve manner. These families will be placed on the waitlist in order by date of “Intent to Enroll”.
- E.** The school administration may hold a specific number of slots in Kindergarten available for existing school students in the event that retention is necessary.
- F.** The Administration reserves the right to insert a child into a position on the waitlist when it is necessary to ensure the hiring or retention of a staff member after the has been completed.
- G.** The Administration reserves the right to deny admissions to any student who has 2 or more suspensions at another school, who has been expelled from another school or who is currently involved in an expulsion process elsewhere.\*



**H.** Falsifying of documents. If it is discovered that residence, age or other information given to the school has been falsified or is inaccurate and that the student's admission status benefited from the incorrect information, action by the school will be determined on a case-by-case basis and may include the following: loss of preference for siblings, loss of good standing status, loss of priority the following school year or disenrollment during the current year.\*

\* In these instances, the action will be taken by the Principal in a closed session meeting of the Board of Directors to allow the opportunity for due process for all parties involved.

#### **4. Procedure**

- A.** The number of classes offered in each grade determines capacity and the number of student slots in each class as determined by the Administration and the Navigator Schools Board of Directors.
- B.** Enrollment for each grade will be determined by priority level until capacity is met pursuant to Element 8 of the charter petition for MHPS or as amended by the Board of Directors. The priority levels apply to new students only. The order of the priority levels is as follows:
1. Children of Founders residing in the District, and children of Charter School staff working 50% of full time or more who also reside in the District
  2. Siblings of existing Charter School students
  3. Students who reside in MHUSD boundaries are weighted at a 4:1 probability of placement over out of District students
- C.** When a priority level exists where the number of enrollment forms in a priority level exceeds the grade's remaining capacity, the matching numbers assigned to all the student enrollment forms in that priority level will be put into a "bingo ball" machine, raffle drum, or equivalent software-based random number generator, and drawn until capacity is reached. A student whose enrollment form number is drawn will be enrolled and parents have five (5) business days to return the MHPS Enrollment Packet. Should a family fail to turn in the enrollment form, the student shall be dropped and the next student on the waitlist shall be offered placement.
- D.** Once a class is filled to capacity at the , the process continues to determine waitlist position for the following school year.
- E.** In the instance of a family with multiples (twins, triplets...), each child has equal opportunity to be enrolled. Sibling rules then apply to all other candidates

## **5. Waitlists and filling of available slots**

- A.** Waitlists are perpetual (carry-over from year to year), are based on a first come, first serve basis and will be maintained for current and future enrollment years. Each June parents will be contacted and asked if they wish to continue on the waitlist.
- B.** Once placed on a waitlist, a student will remain on the list until one of the following occurs:
  - i. The student is accepted into the school as space becomes available and begins attending the school.
  - ii. The parent/guardian requests that the student be removed from the waitlist.
  - iii. The parent declines placement.
- C.** If a parent declines placement for his or her child who is on the waitlist, the child's name will either be removed from the waitlist or will be placed at the bottom of the waitlist per request.
- D.** If a student accepts placement and begins attending MHPS, his/her siblings' positions on waitlists are affected for that current year. Sibling students move to the top of the waitlist for the respective grade level. This is based on "Intent to Enroll" date should there be more than one instance per grade level.
- E.** If openings occur during the summer or the school year, parents have twenty-four (24) hours to accept the placement offered for the child or the child's name will be removed from the waitlist or moved to the bottom of the waitlist, per the 's request.
- F.** If placement is accepted during the school year, the student is expected to verify residency and begin attending MHPS no later than two (2) days following acceptance of the placement.
- G.** If a student in an older grade is enrolled from the waitlist, all younger siblings on waitlists move to the top based on "Intent to Enroll" date meaning that the earliest would be first.

## **6. Specific Procedure for**

- A.** All enrollment forms submitted during the Kindergarten Open Enrollment period will be assigned a priority level and a number.
- B.** In the event that a is necessary for more than one grade, this procedure will be used to randomly determine the order of the grades that are to be picked.
- C.** For each grade do the following:

1. Check each priority level for that grade. If the number of enrollment forms in each priority level would not exceed the grade's capacity, all students applying for enrollment in that priority level will be enrolled.
2. When a priority level is reached where the number of enrollment forms would exceed the grade's remaining capacity, put the numbers assigned to those students/enrollment forms into the "bingo ball" machine, raffle drum, or equivalent software-based random number generator and draw until class capacity is reached. A student whose enrollment form number is drawn will be enrolled.
3. Once capacity is reached, continue to draw for the waitlist until all enrolling students have been placed.
4. Go to the next grade and fill it to capacity, progressing to waitlist as outlined above.
5. If an incoming Kindergarten student is selected in the and a sibling is on the waitlist for an older grade, the older student is automatically moved to the top of the waitlist bumping everyone else down one spot at that grade level. If there are two such cases in the same grade, the draw for Kinder determines the upper grade waitlist position.

## **Appendix I: MHPS's Response to Intervention Program**

Response to Intervention (RtI) describes both a service delivery model and eligibility criteria for specific learning disability (IDEA 2004). In a report prepared by the National Joint Committee on Learning Disabilities (2005), the Committee identified three core components of RtI: —(1) Application of scientific, research-based interventions; (2) measurement of student's response to these interventions; and (3) use of RtI data to inform instruction (Tom Green). The term RtI also describes an eligibility criterion for special education. This criterion is found in IDEA 2004 Sec 614(b)(6)(B). The law states; —In determining whether a child has a specific learning disability, a local education agency may use a process that determines if the child responds to scientific, research-based intervention as a part of the evaluation procedures...||

### **RtI Rationale**

Discontent with the IQ-Achievement model as a means of identifying students with learning disabilities stems from three major deficiencies with this model - the unreliability of discrepancy scores, the inability of IQ scores to predict student potential, and high misidentification rates. Along with these deficits, the the IQ-Achievement model usually identifies student *after* they have experienced academic failure. This remedial approach to intervention stymies more preventative measures and frustrates service providers who are forced to wait for students to fail before intervening. In *Catch Them Before They Fall: Identification and Assessment to Prevent Reading Failure in Young Children*, Torgeson (1998) summarizes the research base that echoes these frustrations, —One of the most compelling findings from recent reading research is that children who get off to a poor start in reading rarely catch up...And the consequences of a slow start in reading become monumental as they accumulate over time (pg. 1). Instead of a remedial approach to intervention, RtI focuses on the prevention of learning difficulties by providing early intervention *before* students experience academic failure. With mounting evidence from both basic and applied research indicating the effects of a remedial approach to service provision and special education eligibility criteria, the preventative approach employed by RtI seems a more viable alternative.

### **Core Components of RtI**

RtI describes a team-based, systematic process where staff provides early intervention. The efficacy of this instruction is assessed using frequent progress monitoring, which in turn informs decision-making. The most frequently used service delivery model is the three-tiered model. In

Tier 1, general educators use a research-based core curriculum. This first level should ideally provide adequate instruction for 80% of students. If a student does not respond to this primary intervention, the student receives Tier 2 services. Tier 2 services supplement the core curriculum and provide students with extra practice in letter-sound correspondence, phonological awareness, fluency, vocabulary, and comprehension. Tier 2 interventions can either be provided in a general education or in a pullout setting, supporting 10-15% of students school-wide. If a student receives Tier 2 services and continues to need support, as measured by frequent progress monitoring, the learner moves to Tier 3. When a student moves to this level of service, a special education evaluation is conducted to determine eligibility for formal special education services.

### **Other Potential Benefits of RtI**

RtI has many potential benefits for student from diverse economic, linguistic, and cultural backgrounds. This model promises to provide equitable access to standards based curricula for *all* students and reduce identification of students with learning difficulties. For example, students with diverse backgrounds are often overrepresented in special education, and this model could help ameliorate this longstanding problem. In the article *Cultural Considerations with Response to Intervention Models*, Klinger and Edwards state, RtI —...has dramatic implications for culturally and linguistically diverse students who historically have been disproportionately overrepresented in special education programs...RtI models hold promises for preventing academic failure by providing support for culturally and linguistically diverse students before they underachieve.

Not only can RtI help increase equity in schools, it may also promote collaboration and shared responsibility between service providers. RtI, when preceded by an equalization of funding, training, and support, may help break down the historical barriers between general education and special education. This approach also offers general educators the ability to use —instructionally relevant data beyond standardized test scores. Teachers and staff members could utilize a variety of assessments, including curriculum-based measurement, district-wide benchmarks, and teacher created measures to assess student growth.

### **MHPS's Response to Intervention Model**

Revisions to the Elementary and Secondary Education Act (NCLB) and the Individuals with Disabilities Education Act specifically allow coordination of all general education, categorical and special education services. Although the state of California still uses a traditional, separated categorical and special education organizational structure, federal law and implementing regulations, along with precedent in other districts in the state of California are currently interpreted as allowing coordination of services under Response to Intervention.

The MHPS Response to Intervention model is intended to systematically coordinate regular and special education assessment and services to below grade level students. The purpose of the model is to provide 3-tiered assessment, intervention, and support to all at risk students as early and effectively as possible, consistent with the Response to Intervention model. The expected outcome is that, over time, more students would progress from at risk status to functioning within a normal range for grade level standard, and far fewer students would ultimately need formal special education assessment and service. This model is also intended to address the

achievement gap between below grade level English Language Learners, Learning Disabled students, economically disadvantaged students, and students of color; and white and Asian, English speaking, economically advantaged students. A growing body of research supports the contention that coordinated, intensive, early intervention promotes advanced, equitable student achievement and saves money over time

The Response to Intervention model is designed to coordinate assessment, instruction, and evaluation and coordinate all available support and instructional services for below grade level students. It is designed to make more efficient use of existing resources- time, money, materials, expertise, and staff –to better address the needs of below grade level students.

All of the individual programs necessary for implementing Response to Intervention exist in current practice. All necessary funding, programs, access to training and staffing are currently available under existing law. Assessment, instructional strategies and materials, schedules and groupings, and Response to Intervention Team makeup may vary from site to site depending on the instructional needs of the students and the expertise of the staff.

### **Essential Elements of Response to Intervention**

There are, however, several necessary elements of the educational program that are essential to successfully implementing this model, including:

- 1. Consensus Building: A professional, institutional commitment to all students meeting or exceeding grade-level standards.** Staff must truly believe and be willing to put into practice the belief that all students are capable of meeting or exceeding grade level standards.
- 2. Universal Screening and Progress Monitoring: The use of data-driven decision-making to inform instructional decisions, allocation of resources, and instruction.** Staff must initially assess all students upon entry into school, and assess student progress on an ongoing basis, at a minimum three times per year, collect the data, analyze the results, and design instruction to meet current student need.
- 3. Early Intervention: A commitment to systematic early literacy instruction.** Intervention must begin at the earliest possible opportunity, in most cases upon beginning Kindergarten. An extended or full day Kindergarten program is essential for full implementation of the model. Kindergarten and primary grades staff must be trained in and provide highly effective pre-literacy and literacy instruction. Support staff, both remedial and special education, must be trained to provide effective and developmentally appropriate assessment and instruction at the Kindergarten and primary levels.
- 4. Collaboration between all instructional staff.** Regular classroom teachers, remedial and support staff, and special education staff must meet regularly to examine assessment data, determine appropriate instructional strategies based upon that assessment data, develop plans and schedules for instructional groupings, and re-evaluate progress on a regular basis.
- 5. Understanding that support and instruction for at risk students must supplement, not supplant regular classroom instruction.** Response to Intervention suggests a 3-tiered model for support. Optimal support and intervention for below grade level students starts in and continues in the regular classroom. Regular classroom teaching staff must commit to differentiating instruction to most effectively address the needs of below grade level students in

the regular classroom. If additional support and instruction by support and special education staff is needed, or if special education services are warranted, differentiated instruction must continue in the classroom in coordination with support and special education services. All at risk students should receive basic skills instruction in the regular classroom, by support staff, and in an extended day setting. For greatest impact all of these services should be coordinated.

**6. Commitment to long-term professional development.** Current staff seldom has the professional knowledge to fully implement all aspects of an effective instructional program for below grade level students. The school as an institution must commit to identifying effective instructional strategies and providing the professional development to train staff to use those strategies.

### **The Response to Intervention Team**

The work of the Response to Intervention program is guided by a Response to Intervention Team. This team provides coordinated staff work to assess all students upon entry into the school, determines need for all students assessed as below grade level, assigns services and develops schedules, and monitors progress. The Response to Intervention Team consists of the site principal, academic coaches and all support staff, general education classroom teachers, and any and all staff providing direct instruction or service to below grade level students.

The Response to Intervention Team must meet regularly to guide the work. The meeting time is essential to train, assess, analyze data, determine instructional needs, obtain materials, and develop schedules and instructional groupings and assignments.

The Response to Intervention Team also functions as the core of the school Student Study Team. The Student Study Team focuses on individual at risk students within the greater context of the whole school Response to Intervention program. This focus fosters collaboration between the regular classroom and all support and special education staff and services. The significant revision of Student Study Team guidelines and procedures must be addressed in the Response to Intervention model.

Student Study Team forms are included in the charter document to provide specific examples of the restructuring of the Student Study Team under the Response to Intervention model.

### **Assessment-Universal Screening and Progress Monitoring**

All students are assessed upon initial enrollment in school. Subsequent assessments are done monthly to monitor progress, inform instructional decisions, and guide grouping and scheduling decisions. Assessment tools include NEA Map Testing, CELDT, CST scores, ST Math, Successmaker Math and ELA, benchmark ELA and math tests, AR points, reading fluency and all STAR test data.

This data collection and analysis process requires the implementation of a school-wide assessment, collection, and analysis system.

### **Eligibility Criteria**

All students assessed as currently below grade level standards based upon the data from the multiple assessment tools are eligible for services under the Response to Intervention model. All law and policy guidelines for other eligibilities- special education and English Language Learner –must be adhered to, but are secondary to determination of relation to grade level standards. These legal and policy guidelines are no longer the highest priority for determination of need for service. The Response to Intervention Team uses current assessment data to determine need based upon relation to grade level standard, to develop instructional and support strategies, and as the next priority to determine eligibility for formal special education services.

### **Provision of Services-Instructional Strategies and Materials**

MHPS model is a full Response to Intervention model, providing three tiers of intervention for students in need of additional assistance. For students determined upon initial assessment to be below grade level standards, the Response to Intervention Team employs the three-tiered approach and determines appropriate service and staffing. Delivery of service is in the least restrictive, most appropriate setting- general education classroom by the general education classroom teacher, general education classroom supported by additional pullout instruction, both augmented by extended day instruction, or a special day class setting. Instructional strategies will include best practices as determined by the Response to Intervention staff. This approach requires a very high degree of collaboration and coordination between the general education classroom teacher and support staff. Regular grade level planning team meetings, staff meetings, and Response to Intervention team meetings may be used to support the collaboration necessary to plan coordinated instruction. Monthly interim assessment results are analyzed to identify students who are failing to make adequate progress.

For each student in this category, an RtI Plan is generated which specifies areas of strength and weakness and explicit classroom modifications, areas to target in our Computer curriculum, and specific goals and methods for tutors. The first tier of intervention is in the classroom. Guided Reading groups will often be used to deliver these more individualized objectives during normal classroom instruction. MHPS will have additional tutorial time available during the extended day portion of school. The second tier of intervention MHPS will be a daily small-group intervention with a group of students with similar needs, focused on goals from each student's RtI Plan. If classroom modifications and other tiered interventions fail to help a student make adequate progress, they enter the SST process. Providing these three levels of intervention allows MHPS to serve the most struggling readers more effectively than traditional elementary schools.



**Tier 1 General Education Classroom:** Regular classroom reading programs use a balanced literacy approach with guided leveled reading in addition to a variety of DI programs. Regular classroom math programs use Envision math curriculum, supplemented by a variety of teacher-created curriculum. Tier 1 interventions include increased frequency small group instruction in the labs.

**Tier 2 Continued General Education Classroom instruction supplemented by support services instruction:** MHPS offers all students the opportunity to participate in our leveled small groups exactly at their current level of instruction. Students may spend extra time in the library and scomputer lab. The library has a full-set of leveled books where students can read independently at their —just right level (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. Students may be prescribed extra time on a specific software program to increase practice opportunities.

### **Tier 3 The Response to Intervention Model and Special Education:**

MHPS will continue to provide increasingly more intensive intervention to students who are not making adequate progress in tier 2. Student-teacher ratios decrease significantly at this level, as does the frequency of progress monitoring. At MHPS we will have students receiving 1:1 instruction for certain time periods to increase skill levels. Referral for assessment for eligibility for formal special education services may be made by the Response to Intervention Team meeting as a Student Study Team at whatever point the team determines that failure to respond to intervention warrants such a referral. On the other end of the spectrum, students who make progress towards meeting grade level standards may be moved to less intense instruction.

The Response to Intervention model is consistent with the program requirements of recent revisions to IDEA, Federal Special Education law and policy, and implementing regulations. The state of California has not yet adopted regulations consistent with Federal law, but expert advice in the field counsels us not to wait for these regulations. Districts all over the state are successfully, legally implementing Response to Intervention models. The Response to Intervention model provides a coordinated process for effectively moving students out of special education services to less restrictive settings. Upon meeting or exceeding grade level standard, students are moved to transition support service and monitored by the Response to Intervention Team as they receive instruction solely in the regular classroom. The Response to Intervention Team maintains assessment data on all students served to insure student success and to analyze data to determine effectiveness of the instructional strategies and materials used. The Response to Intervention Team is also responsible for insuring compliance with all special education and English Language Learner legal requirements.

### **Special Education Caseloads and Instructional Settings**

Under the Response to Intervention model, special education staff serves all students who are assessed as needing most intensive services, regardless of legal eligibility for special education services. Legal caseload limits for Speech and Language Therapists and Resource Specialists must be respected, but it is expected that special education staff will serve both legally identified special education students and students not legally identified for service.

### **English Language Learners and English Language Development**

It is recognized under the Response to Intervention model that the majority of students who are currently functioning below grade level are English Language Learners, whether legally eligible according to CELDT test scores or not. It must be a high priority to accurately identify the educational needs of these students as early as possible and provide appropriate instruction, both in the regular classroom and in pullout, depending upon the necessary intensity of instruction. It is also essential to recognize that below grade level students may very well have both English Language Learner and other instructional needs, and that early provision of service takes precedent over eligibility issues. If the student is below grade level, for whatever reason, the Response to Intervention Team should determine appropriate service.

### **Outcomes**

All current research supports long term educational and cost effectiveness of early, coordinated intervention for below grade level students. The model holds great promise for such effect. The expectation is that over time a greater number of students will make adequate progress towards meeting grade level standards, and fewer students will require formal special education referral, assessment, determination of eligibility, and formal special education services. Further, the expectation is that over time fewer students will require most restrictive placements and that the effect would be compounded over time as students served proceed up through the grades to middle school.

## **Appendix J: Attendance Policy**

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### Allowed Absences

A student shall be excused from school when the absence is: (1) due to his/her illness; (2) due to quarantine under the direction of a county or city health officer; (3) for the purpose of having medical, dental, optometric, or chiropractic services rendered; (4) for the purpose of attending the funeral services of a member of his/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; (5) for the purpose of jury duty in the manner provided for by law; (6) due to the illness or medical appointment during school hours of a child of whom the student is the custodial ; (7) for justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of holiday or ceremony of his/her religion, attendance at religious retreats, or attendance at an employment conference, when the student's absence has been requested in writing by the or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.

A student absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of any class from which a student is absent shall determine that the tests and assignments be reasonably equivalent to, but not necessarily identical to the tests and assignments that the student missed during the absence.

Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.

Note: Effective July 1, 1998, school districts or charter schools will no longer receive funding from the state for students who have excused absences - illness, medical appointment, or attending funeral services for a member of the immediate family.

## **Appendix K: ENGLISH LANGUAGE LEARNERS PROGRAM**

MHPS will follow all applicable laws in serving its ELL students. MHPS will follow the California Department of Education guidelines to ensure that the program operates in absolute compliance with guidelines. Structurally, MHPS runs a full-inclusion program for our ELL students. ELL students will not be in sheltered or bilingual instruction classes at MHPS. From the first day of school, ELL students will be immersed in English by full inclusion in the classroom with small group and individual customized language support they need to learn and develop the grammatical framework and vocabulary needed to begin developing as readers and writers. In our experience, the most crucial aspect of teaching ELL students is the professional development that teachers have had in order to understand the steps that their students are going through in order to acquire English. All MHPS teachers will be CLAD certified.

At Navigator Schools all of our students are special and unique. We encourage diversity, tolerance, scholarship and inclusion. Through poetry, drama, music, guest speakers, games, cultural celebrations and art, our students understand how valued their unique heritage is.

### **PROGRAM DESCRIPTION**

#### ***English Immersion with Appropriate Native Language Support***

English Language Learners (ELL) students will be immersed in English, with the language support they need to learn the language and develop the grammatical framework and vocabulary needed to begin developing as readers and writers. The National Literacy Panel (August & Shanahan, 2006) found that ELL students can acquire English literacy skills in English-only classrooms. The panel found that strategic primary language support can scaffold ELL students' literacy development in English. To the extent possible, MHPS will recruit teachers capable of providing strategic primary language use in order to help students acquire advanced levels of English literacy.

#### ***English Language Arts with Appropriate EL Accommodations***

MHPS's literacy approach incorporates current research on teaching children to read in a second language by providing scientifically-based reading instruction, small group interventions based on on-going assessment, and accommodations for ELL students such as those recommended by the National Literacy Panel. This type of leveled grouping and instruction will create an environment that allows ELL students to be much more successful and receive instruction at the appropriate instructional level. In addition, the smaller groups will allow the teacher to meet the individual needs of each student and differentiate instruction according to their academic abilities and needs. MHPS students will receive a minimum of 45 minutes per day of leveled reading.

The recent report of the National Literacy Panel (August & Shanahan, 2006) contains the most comprehensive and rigorous synthesis to date of the research on developing literacy in second language learning children and youth. One of the major findings in the report is that instruction that provides substantial coverage in the key components of reading-identified by

the National Reading Panel (NICHD, 2000) - phonemic awareness, phonics, fluency, vocabulary, and text comprehension - has clear benefits for language-minority students. MHPS's Literacy approach is a scientifically-based reading program that incorporates these five key components. The panel also found that instruction in the key components of reading is necessary, but not sufficient, for teaching language-minority students to read and write proficiently in English. Recent research (for example, Vaughn, Mathes, Linan-Thompson & Francis, 2005) has demonstrated that to demonstrate significant gains, appropriate accommodations must be made to:

- increase the oral comprehension of ELL students
- provide effective reading interventions that are systematic, explicit and intense (i.e. are provided in small groups or individually)
- provide instruction in the critical elements of beginning reading including phonemic awareness, phonics and word study, fluency, writing and comprehension strategies can have significant results.

This approach is supported by the work of Vaughn et. al (Vaughn et. al, 2005), who designed a rigorous English Language Literacy intervention program adding a set of language support activities appropriate for ELL students. Their language support activities were similar to MHPS's, explicit vocabulary and grammar instruction, and extensive oral language instruction and practice.

### ***English Language Development Instruction in Groups Leveled by English fluency***

Small literacy groups will be leveled based on literacy assessment results, taking into account ELL students' English linguistic proficiency. English Language Development Instruction (ELD) grouping will be based on ELD assessments. It is important to provide ELL students with both literacy instruction that is based on literacy criteria and second language development instruction that is based on language development criteria. These two areas often overlap, however it is critical to distinguish between them in order to provide ELL students with both a rigorous literacy instructional program and one that builds their developing abilities in both oral and written academic English across the content areas. It is also important to make sure that ELL students are not segregated into linguistically homogenous groups. ELD time will be the only time where ELL students are grouped by language proficiency, with no more than two levels of English linguistic proficiency in each group in order to ensure targeted instruction in ELD. At other times, language proficiency is a factor taken into account for instruction, but not for grouping. Grouping outside of ELD will be heterogeneous in order to provide ELL students with English language models and opportunities to practice using academic English with other students.

There is a significant correlation between oral language and reading comprehension and writing ability in ELL students. Classrooms with significant ELL populations should focus extensively on using oral language to summarize and analyze stories. Genesee, Lindholm-Leary, Saunders and Christian (2006) concluded that one explanation for the 5-7 years which ELL students often take to master academic language is that insufficient attention is paid to the oral language development of students, especially in the late elementary school years.

MHPS will focus extensively on oral language development, both expressive and receptive, at the same time as focused reading instruction is conducted.

MHPS believes that working on oral and literacy skills concurrently will help our ELL students to master listening, speaking, reading and writing in English by second grade.

Because oral language development is so critical to reading comprehension and content area learning, MHPS's ELD block will incorporate an intensive focus on oral language. Additionally, we will focus on explicit academic vocabulary instruction and providing students with increased and scaffolded opportunities to talk in the classroom using academic language and provide students with explicit instruction in the linguistic features of academic English. These objectives will also be assessed through formative assessments. These assessments will provide MHPS and the students with data to measure their progress. MHPS will select a specially designed ELD curriculum such as SRA's Language for Learning Series, which addresses the specific second language needs of students at different linguistic proficiency levels and grade spans, based on the state ELD standards.

### ***Content Area Interactive Instruction to Increase Academic Language Proficiency***

A combination of direct instruction with interactive instruction is more effective than one or the other. MHPS's ELD block focuses on direct language instruction in small groups. Our teaching strategies focus on interactive activities using small cooperative groups, providing a context for extensive discussion of academic language. Stoddard et. al. found high value in integrating content and academic vocabulary. These skills will also be further enhanced through the integration of strategies from Whole Brain Teaching Project which focuses on vocabulary development, graphic organizers, oral language, interactive displays, and several other strategies that have been proven to be highly effective with ELL students.

### ***Technology to Provide Additional EL Support***

The use of technology for teaching ELL student's vocabulary and aiding oral fluency is effective. These exercises are effective in areas like initial vocabulary acquisition for ELLs and we plan on using programs like SuccessMaker Reading, Accelerated Reader and other software apps for these purposes. MHPS students will also use audio books to help support language development through listening and vocabulary development.

## **IDENTIFICATION & ASSESSMENT**

### ***Home Language Survey (HLS)***

Parents or legal guardians of students shall complete the Home Language Survey when they enroll their child at MHPS. If a student's Home Language Survey shows a response other than English to questions 1, 2, 3 or 4, he/she must be tested within 30 days for English comprehension, speaking, reading and writing and within 90 days for

primary language assessment as required by law. School personnel shall arrange for these assessments and will place the MHPS in the student cum.

***Comprehension, Speaking, Reading and Writing Assessment (CELDT)***

All students with a Home Language other than English will participate in CELDT testing. CELDT testing will occur in English and the LAS test will be used to assess applicable students in their native language.

All students whose primary language is not English must take the California English Language Development Test (“CELDT”) within 30 calendar days after they are enrolled in a California public school for the first time. The CELDT also must be given once each year to ELLs until they are reclassified as fluent English proficient. These scores will be placed in the student cum file.

The purpose of the CELDT is: (1) to identify new students who are ELLs, in kindergarten through grade twelve; (2) to determine their level of English proficiency; (3) to monitor their progress in learning English on an annual basis; and (4) to determine when students have met one of the criteria to be reclassified to FEP status.

***Initial Identification of Students***

Legal guidelines clarify that, an EL is a K-12 student who, based on objective assessment (the “CELDT”), has not developed listening, speaking, reading, and writing proficiencies in English sufficient for participation in the regular school program.

At MHPS, the determination of whether or not a student is designated as an English Language Learner (ELL) or Fluent English Proficient (FEP) will be based upon the score received on the CELDT and the most recent standardized test score (when available.) Different criteria apply to students in grades K-1 as compared to students in grades 2-5.

**Grades K-1**

Grades K-1 students who are orally proficient in English based on the CELDT will be assigned the status of fluent English speakers (FEP) and placed in the regular academic instruction program. Students designated as ELL based on the required score on the CELDT shall be placed in the appropriate ELD academic setting.

**Grades 2-5**

Students enrolled in grades 2-5 will be designated as English Language Learner (ELL) based on their overall scaled score on the CELDT.

***Ongoing Assessment***

Each English Language Learner will be evaluated every six months via a conference process. Each English Language Learner’s English proficiency development will be

assessed two times during the year using ADEPT California Reading & Literature Project English Proficiency Test. At the conference, the student's English and/or academic needs will be discussed, and individual student achievement and longitudinal growth will be evaluated based on the school's monthly internal assessments. The following multiple measures may be examined:

- CELDT & ADEPT
- Student portfolios
- Bi-monthly interim assessments
- CST
- Teacher observations

### ***Criteria, Standards and Procedures for Reclassification***

When an ELL student demonstrates adequate oral and academic English skills, a recommendation for reclassification can be made. Each former ELL student who has been reclassified to FEP has demonstrated English-language proficiency comparable to that of the average native speakers and can participate equally with average native speakers in the school's regular instructional program. (Education Code 52164.6) The participation of the classroom teacher, (s) and site administrator/designee is required in the reclassification process.

The following criteria and standards for reclassification shall be used to determine when an English Language Learner (ELL) has developed the English language skills necessary (oral and academic) to succeed in English-only instruction and may be reclassified as Fluent English Proficient (R-FEP). The Principal will ensure that all English Learners are considered for reclassification at any time and/or on an annual basis. Classroom teacher, , or principal may also initiate the reclassification process by reviewing applicable assessment data. Using the criteria listed below, the teacher determines whether the student has met all the standards to be reclassified to R-FEP status, and ensures that consultation is completed.

1. The student has been enrolled in the School for at least one year and is in grade 3 or higher.
2. A CELDT overall score of 4 or 5. Only one subtest may be a 3.
3. Students in grades 3 – 8 must score have a scaled score of at least 325 on the CST in ELA
6. Students in grades 3 – 8 must demonstrate grade level writing skills as measured by passing the School Writing Test.
7. Students in grades 3 – 8 must demonstrate average classroom performance in the English curriculum as evaluated by the teacher. The student needs to obtain a 75% or better in all core content area classes.
8. There must be a consultation with the student's or guardian, including an interview or written communication regarding the reclassification process.
9. The current grade level core teachers must agree with the reclassification.



### Follow-up Procedures

The progress of students who have been reclassified will be monitored for two years following the reclassification. Site ELL coordinators will complete an evaluation of student academic performance after the first and second grading periods after reclassification. A third evaluation will take place one year after reclassification; a fourth follow-up will occur two years after reclassification. All reclassified (R-FEP) students CST scores will be evaluated to assess to overall reclassification progress, and interventions will be implemented if the student does not maintain appropriate progress.

### **STAFF TRAINING/ PROFESSIONAL DEVELOPMENT**

Excellent instruction is the foundation of ELL growth. MHPS's intensive professional development model with ongoing mentorship is crucial to high performance. Professional development that is directly related to the curriculum teachers use and that provide sustained, hands-on support is the most effective. For our ELD block, MHPS is investigating professional development from organizations like the California Reading and Literature Project to help teachers develop methods of teaching ELD effectively. For ongoing professional development in integrating ELD strategies into literacy and language development for EL students, MHPS is presently considering Project Guided Language Acquisition Design (GLAD), based on their rigorous hands-on approach and extensive validation studies showing significant gains relative to comparison groups. Each teacher at MHPS will be thoroughly trained in the usage of SDAIE and Whole Brain Teaching. These strategies have already been demonstrated to be highly effective in regards to ELL students' academic achievement. The implementation and usage of these strategies will be expected throughout the campus and each classroom.

Intensive mentoring and interim assessments are extremely important to creating behavior changes in teacher's instructional practice. MHPS's Academic Coach will be committed to mentoring teacher to help develop better ways to scaffold and augment their instruction for ELL's. This capacity building model will ensure that the strategies presented in professional development activities provide by internal and external experts will be implemented effectively in classrooms and sustained over time.

### **PARENT / GUARDIAN, STAFF AND COMMUNITY INVOLVEMENT**

MHPS intends to involve parents, staff, students, and/or community members in developing, implementing, and/or evaluating programs for English learners.

### Communication

Communication with the parents of ELL students in their primary language is essential to encourage support and involvement. To support this communication, the School will provide translations of major documents, notices, public meetings, and workshops for parents in

Spanish.

***Notification of Assessment Results / Initial Identification***

The parents/guardians of students with a primary language other than English shall be notified of the English comprehension and primary language assessment results completed for the initial identification. The notification shall be in English and in any language which is spoken by 15 percent or more of the students in the School, as determined by the R-30 Language Census. This information shall be communicated orally when a written notice ( Notification) letter is not understood or orally translated into another language if needed. If the Notification letter is not returned, site personnel will complete a follow-up phone call.

This written notification will be done on an annual basis and will invite parents to a meeting to do the following:

1. Inform parents that they have chosen to enroll their children in a charter school with an English immersion program.
2. Parents will be provided with a full written description of the structured English immersion program, which includes the educational materials to be used.
3. Inform parents that they have a right to visit the program and to withdraw their student from the program through a waiver
4. Inform parents of their rights to participate in the School Meeting.

Once completed, the initial identification process will not be repeated unless the parent/guardian claims there is an error.

***Participation***

Parents are encouraged to participate in any and all school activities, including but not limited to:

- MHPS Advisory Council
- Volunteering in classrooms and Independent Learning Lab
- Navigator Schools Board Meetings
- Parent/Family Meetings

***Parental Rights***

Parents concerned with their child's progress or group placement can call for a meeting with the teachers and administrator.

***Community Meetings***

MHPS will have monthly community meetings, which are intended to keep the parents and families of MHPS informed and empowered. These meetings will be coordinated by the Principal and along with other school information presented to the community, will advise

on programs and services for English Learners. During the meetings, the parents will be informed of programmatic and assessment issues that affect ELL students and will also be informed about the programs, funds, and strategies that are being applied to these students.

### **PROGRAM EFFECTIVENESS**

The MHPS goal of having every student on grade level by second grade will be the primary means of determining the effectiveness of our approach with ELL students. This goal will be measured by academic proficiency on NWEA's Common Core-aligned MAP assessments four times per year, California's Smarter Balance assessment and monthly formal assessments. Our monthly assessments are correlated to grade-level benchmarks on the Smarter Balance/Common Core Assessment, and will provide monthly feedback on how our students are progressing towards this goal. Additionally, our oral language assessment (ADEPT) will test language proficiency predictive of CELDT year-end outcomes. As described above, these assessments will be used to drive changes in classroom instruction and in individual student interventions. As a school with a comprehensive professional development plan and an Academic Coach who is able to mentor other teachers, we will make significant improvement every year in both our general classroom teaching for ELL students and our ability to diagnose and intervene with our most challenged ELL students.

The most important expectation to set is the way that language proficiency level will affect outcomes on the Smarter Balance assessments. We intend to use the benchmarks created by the Gilroy Unified School District School and work with other existing authorizers to assess progress toward mastery for all students in all grades served.

In order to meet the MHPS goal of grade-level proficiency by second grade, we must help our ELL students to move from level 1 to level 5 in language proficiency in three years. Recently, Genesee et. al concluded that one explanation for the 5-7 years which EL students often take to attain English proficiency could be because of poor instructional practices with EL students. We believe that the key to becoming fluent English proficient is the rigorous data-driven cycle used by MHPS to measure students monthly, modify classroom practices, and provide students with additional instruction.

### **REPORTING**

ELL students will take the CELDT test annually. CELDT scores for all ELL students will be reported to the authorizer.

### **APPENDIX L: Sample Monthly Progress Report**

M A Y 2 0 1 2


**Brian Barrios** **Sharks**

**GPS Progress Report – 2<sup>nd</sup> grade**

**Citizenship Grade**  
Satisfactory

**Mathematics**

**ST Math**



Current Percentage = **100%**

End of May Goal = **100%**  
(Meta para el fin del mes)


**Success Maker Math**

Current Level = **3.27**

End of May Goal = **3.00**  
(Meta para el fin del mes)

**Language Arts**

**Accelerated Reader**



Words Read in for year = 1,326,218 words

2<sup>nd</sup> Grade Average (2011-12) = 610,000 words  
(Promedio de Segundo)

**Reading Fluency**

August Fluency = 81 words per minute  
November Fluency = 102 words per minute  
March Fluency = 127 words per minute  
May Fluency = 123 words per minute  
Goal = 90 words per minute

**STAR Reading (Comprehension)**

STAR Reading Score August = **2.0**  
STAR Reading Score October = **2.0**  
STAR Reading Score January = **2.1**  
STAR Reading Score May = **2.8**

May Goal = 3.0

Math test	Math fact fluency	ELA Test	SuccessMaker Reading
Annual Test = <b>96%</b> Goal = <b>75%</b>	Math Facts End of Year <b>100%</b> Goal = 100%	Annual Test = <b>88%</b> Goal = <b>75%</b>	Score = 4.1 Goal = <b>3.00</b>

## Appendix M: Sample Monthly Pacing

**Morgan Hill Prep School**  
**Second Grade Math California Common Core Standards Pacing Guide 2014-2015**

Common Core Strand	Cluster	Standard	Essential Questions	Unpacking Document	Text Book Correlation	Vocabulary	Suggested Pacing
<b>Operations and Algebraic Thinking</b>	<b>Represent and solve problems involving addition and subtraction.</b>	<b>2.OA.1</b> Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	What strategy did you use to solve the word problems? Why does it work?	Unpacked content pp. 6-8	Envision Math Topic 1, 2, 3	<ul style="list-style-type: none"> <li>• equation</li> <li>• sum</li> <li>• difference</li> <li>• add</li> <li>• subtract</li> <li>• symbol</li> <li>• addend</li> <li>• subtrahend</li> <li>• minuend</li> </ul>	August- September

Common Core Strand	Cluster	Standard	Essential Questions	Unpacking Document	Text Book Correlation	Vocabulary	Suggested Pacing
Operations and Algebraic Thinking	Add and Subtract Within 20.	<b>2.OA.2</b> Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers.	What strategy did you use to find the sum? Differences? And why does it work?	Unpacked content pp.9-10	Envision Math Topic 2 and 3	<ul style="list-style-type: none"> <li>• addition</li> <li>• subtraction</li> <li>• mental strategies</li> <li>• sum</li> <li>• difference</li> <li>• digit</li> </ul>	August- September
	Work with Equal Groups of Objects to Gain Foundations for Multiplication.	<b>2.OA.3</b> Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s;write an equation to express an even number as a sum of two equal addends.	How do you determine if a number is even or odd? How can you model numbers in several ways?	Unpacked content pp. 11	Envision Math Topic 4 Lesson 9	<ul style="list-style-type: none"> <li>• odd</li> <li>• even</li> <li>• array</li> <li>• equal addends</li> <li>• pair</li> </ul>	August- September
		<b>2.OA.4</b> Use addition to find the total number of objects arranged inrectangular arrays with up to 5 rows and up to 5 columns; write anequation to express the total as a sum of equal addends.	How do you determine if a number is even or odd? How can you model numbers in several ways?	Unpacked content pp. 12	Envision Math Transition 11-5A	<ul style="list-style-type: none"> <li>• column</li> <li>• row</li> <li>• array</li> <li>• equation</li> </ul>	August- September
Numbers and Operations in Base Ten	Understand	<b>2.NBT.2</b> Count within 1000; skip-count by 5s, 10s, and 100s.	What strategy did you use to find the sum and difference? Why does it work?	Unpacked content pp. 15-16	Envision Math Transition 17-6A	<ul style="list-style-type: none"> <li>• skip count</li> <li>• addition</li> <li>• subtraction</li> <li>• count</li> <li>• sequence</li> </ul>	October (ongoing)

Common Core Strand	Cluster	Standard	Essential Questions	Unpacking Document	Text Book Correlation	Vocabulary	Suggested Pacing
Numbers and Operations in Base Ten	Understand Place Value.	<b>2.NBT.3</b> Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form.	How do I represent numbers to 1,000 using a variety of models?	Unpacked content pp. 16	Envision Math Topic 4	<ul style="list-style-type: none"> <li>• base ten</li> <li>• models</li> <li>• tens (rods)</li> <li>• ones (units)</li> <li>• hundreds (flats)</li> <li>• expanded form</li> <li>• standard form</li> <li>• place value</li> </ul>	October (ongoing)
Numbers and Operations in Base Ten	Understand Place Value.	<b>2.NBT.4</b> Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$ , $=$ , and $<$ symbols to record the results of comparisons. <b>*Comparing 2-digit numbers only</b>	How can place value help you compare and order numbers?	Unpacked content pp. 16	Envision Math Topic 4 Lesson 4 and 5	<ul style="list-style-type: none"> <li>• compare</li> <li>• greater than</li> <li>• less than</li> <li>• equal</li> <li>• symbols</li> <li>• place value</li> </ul>	October (ongoing)
Measurement and Data	Relate Addition and Subtraction to Length	<b>2.MD. 6</b> Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a numberline diagram.	How would you demonstrate a sum or difference on a number line?	Unpacked content pp. 27-28	Envision Math Transition 8-6A, 9-6A	<ul style="list-style-type: none"> <li>• number line</li> <li>• equal</li> <li>• points</li> </ul>	November
Measurement	Represent and	<b>2.MD. 10</b> Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together,take-apart, and compare problems using information presented in a bar graph.	What data was used to create picture graph or bar graph? What strategy did you use to interpret and analyze?	Unpacked content pp.30-32	Envision Math Topic 16	<ul style="list-style-type: none"> <li>• bar graph</li> <li>• picture graph</li> <li>• tallies</li> <li>• data</li> <li>• collect</li> <li>• analyze</li> </ul>	November

Common Core Strand	Cluster	Standard	Essential Questions	Unpacking Document	Text Book Correlation	Vocabulary	Suggested Pacing
<b>Numbers and Operations in Base Ten</b>	<b>Use Place Value Understanding and properties of Operations to Add and Subtract.</b>	<b>2.NBT.5</b> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	What strategy did you use to find the sum? Why does it work? What strategy did you use to find the difference? • Why does it work?	Unpacked content pp. 17-18	Envision Math Topic 6, 7 Envision Math Transition 6-5A, 7-3A	<ul style="list-style-type: none"> <li>• Associative property</li> <li>Commutative property</li> <li>• compose</li> <li>• decompose</li> <li>• addition</li> <li>• subtraction</li> <li>• place Value</li> </ul>	November



Common Core Strand	Cluster	Standard	Essential Questions	Unpacking Document	Text Book Correlation	Vocabulary	Suggested Pacing
Numbers and Operations in Base Ten	Use Place Value Understanding and properties of Operations to Add and Subtract.	<b>2.NBT.6</b> Add up to four two-digit numbers using strategies based on place value and properties of operations.	What strategy did you use to find the sum? Why does it work?	Unpacked content pp. 18	Envision Math Topic 8, 9 Envision Math Transition 8-6A, 9-6A		December (ongoing)
Geometry	Reason with Shapes	<b>2.G.1</b> Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. 5 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	What attributes do you use to identify the shapes?	Unpacked content pp. 33	Envision Math Topic 11 Envision Math Transition 11-3A, 11-5A	<ul style="list-style-type: none"> <li>• attribute</li> <li>• cone, cube</li> <li>• cylinder, sphere</li> <li>rectangular prism, face</li> <li>• quadrilateral</li> <li>• square, triangle</li> <li>• rectangle</li> <li>• trapezoid</li> <li>• circle, hexagon</li> <li>• pentagon</li> <li>three-dimensional</li> <li>two-dimensional</li> <li>• vertex, angle</li> <li>• side</li> </ul>	December

Common Core Strand	Cluster	Standard	Essential Questions	Unpacking Document	Text Book Correlation	Vocabulary	Suggested Pacing
Numbers and Operations in Base Ten	Understand Place Value	<p><b>2.NBT.1</b> Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</p> <p>100 can be thought of as a bundle of ten tens — called a “hundred.”</p> <p>b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to: one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</p>	<p>How do you differentiate between ones, tens, and hundreds?</p> <p>How would you express a three-digit number?</p>	Unpacked content pp. 13-14	Envision Math Topic 17	<ul style="list-style-type: none"> <li>• place value</li> <li>• models</li> <li>• expanded form</li> <li>• hundreds</li> <li>• tens</li> <li>• ones</li> <li>• bundle</li> <li>• digits</li> </ul>	December
		<p><b>2.NBT.4</b> Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</p>	<p>How can place value help you compare and order numbers?</p>	Unpacked content pp. 16	Envision Math Topic 17	<ul style="list-style-type: none"> <li>• compare</li> <li>• greater than</li> <li>• less than</li> <li>• equal</li> <li>• symbols</li> <li>• place value</li> </ul>	January (ongoing)

	<b>Use Place Value and Properties of</b>	<p><b>2.NBT.7</b> Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three- digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; sometimes it is necessary to compose or decompose tens or hundreds.</p>	<p>What strategy did you use to find the sum? Why does it work?                  What strategy did you use to find the difference? Why does it work?</p>	<p>Unpacked content pp. 19-21</p>	<p>Envision Math Topic 17</p>	<ul style="list-style-type: none"> <li>• compose</li> <li>• decompose</li> <li>• hundreds</li> <li>• tens</li> <li>• ones</li> <li>• addition</li> <li>• subtraction</li> <li>• digit</li> <li>• models</li> <li>associative property</li> <li>commutative property</li> </ul>	<p>January (ongoing)</p>
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Common Core Strand	Cluster	Standard	Essential Questions	Unpacking Document	Text Book Correlation	Vocabulary	Suggested Pacing
Numbers and Operations in Base Ten	Use place value understanding and properties of operations to add and subtract.	<b>2.NBT.8</b> Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	What strategy did you use to find the sum? Why does it work? What strategy did you use to find the difference? Why does it work?	Unpacked content pp. 21-22	Envision Math Topic 17, 18	<ul style="list-style-type: none"> <li>• compose</li> <li>• decompose</li> <li>• hundreds</li> <li>• tens</li> <li>• ones</li> <li>• addition</li> <li>• subtraction</li> <li>• digit</li> <li>• models</li> </ul>	January
		<b>2.NBT.9</b> Explain why addition and subtraction strategies work, using place value and the properties of operations.	What strategy did you use to find the sum? Why does it work? What strategy did you use to find the difference? Why does it work?	Unpacked content pp.22-23	Envision Math Topic 18	<ul style="list-style-type: none"> <li>associative property</li> <li>commutative property</li> </ul>	January
		<b>2.G.2</b> Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	• How do you partition a shape into equal sized shares?	Unpacked content pp. 33	Envision Math Topic 13	<ul style="list-style-type: none"> <li>• columns</li> <li>• rows</li> <li>• square</li> <li>• total</li> <li>• count</li> <li>• partition</li> <li>• same size squares</li> <li>• rectangle</li> </ul>	February

<p style="text-align: center;"><b>Geometry</b></p>	<p style="text-align: center;"><b>Reason with Shapes and Their Attributes</b></p>	<p><b>2.G.3</b> Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i>, <i>thirds</i>, <i>half of</i>, <i>a third of</i>, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</p>	<p>How would you identify and describe a shape by equal sized shares?</p>	<p>Unpacked content pp. 34</p>	<p>Envision Math Topic 12</p>	<ul style="list-style-type: none"> <li>• partition</li> <li>• equal share</li> <li>• halves</li> <li>• thirds</li> <li>• fourths</li> <li>• fraction</li> <li>• identical wholes</li> </ul>	<p>February</p>
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Common Core Strand	Cluster	Standard	Essential Questions	Unpacking Document	Text Book Correlation	Vocabulary	Suggested Pacing
<b>Measurement and Data</b>	<b>Measure and Estimate Lengths In Standard Units</b>	<b>2.MD.1</b> Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	What standard tools are used to measure length?	Unpacked content pp. 24-25	Envision Math Topic 13	<ul style="list-style-type: none"> <li>• measure</li> <li>• meter</li> <li>• centimeter</li> <li>• inch, foot</li> <li>• yard, length</li> <li>• measuring tape</li> <li>• shorter, longer</li> <li>• estimate</li> </ul>	<b>March</b>

Common Core Strand	Cluster	Standard	Essential Questions	NC DPI Unpacking Document	Text Book Correlation	Vocabulary	Suggested Pacing
Measurement and Data	Measure and Estimate Lengths in Standard Units	<b>2.MD.2</b> Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	How do you express the length of a given object using two different standard measurement tools?	Unpacked content pp. 25	Envision Math Topic 13	<ul style="list-style-type: none"> <li>• measure</li> <li>• meter</li> <li>• centimeter</li> <li>• inch, foot</li> <li>• yard, length</li> <li>• measuring tape</li> <li>• shorter, longer</li> <li>• estimate</li> </ul>	March
		<b>2.MD.3</b> Estimate lengths using units of inches, feet, centimeters, and meters.	How do I use estimation strategies to solve measurement problems?	Unpacked content pp. 25	Envision Math Topic 13	<ul style="list-style-type: none"> <li>• estimate</li> <li>• length</li> <li>• compare</li> <li>• guess, predict</li> <li>• measure</li> <li>• measurement</li> </ul>	March
		<b>2.MD.4</b> Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	How can I find the difference in lengths based on standard measurement?	Unpacked content pp. 25-26	Envision Math Topic 13	<ul style="list-style-type: none"> <li>• difference</li> <li>• length, longer</li> <li>• shorter</li> <li>• unit</li> </ul>	March
	Relate Addition and Subtraction to Length.	<b>2.MD.5</b> Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	How do I use estimation strategies to solve measurement problems?	Unpacked content pp. 26	Envision Math Transition 13-6A	<ul style="list-style-type: none"> <li>• units</li> <li>• numbers</li> <li>• addition</li> <li>• subtraction</li> <li>• unknown number</li> </ul>	April (ongoing)

	<b>Work with Time and Money</b>	<b>2.MD.7</b> Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	How would you express a time to the nearest five minutes? What strategies are used to measure and record time?	Unpacked content pp. 28	Envision Math Topic 15	<ul style="list-style-type: none"> <li>• analog</li> <li>• digital</li> <li>• a.m.</li> <li>• p.m.</li> <li>• time</li> <li>• hour</li> <li>• minute</li> <li>• second</li> <li>• clock</li> <li>• half past</li> <li>• quarter past</li> </ul>	April
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Common Core Strand	Cluster	Standard	Essential Questions	NC DPI Unpacking Document	Text Book Correlation	Vocabulary	Suggested Pacing
Measurement and Data	Work with Time and Money	<b>2.MD.8</b> Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. <i>Example: If you have 2 dimes and 3 pennies, how many cents do you have?</i>	How can I use a variety of strategies to solve word problems involving money using dollar and cent signs correctly?	Unpacked content pp. 29-30	Envision Math Topic 5	<ul style="list-style-type: none"> <li>• cent</li> <li>• coin</li> <li>• symbols</li> <li>• quarter</li> <li>• dime</li> <li>• nickel</li> <li>• penny</li> <li>money dollar bill</li> </ul>	April (ongoing)
	Represent and Interpret Data	<b>2.MD.9</b> Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	How do you express data measuring the length on a line point?	Unpacked content pp. 30	Envision Math Topic 13 Envision Math 16-2A	<ul style="list-style-type: none"> <li>• line plot</li> <li>• horizontal</li> <li>• data</li> <li>• measure</li> <li>• length</li> </ul>	April

## Navigator Schools Fifth Grade Math Pacing Guide 2014-2015

Common Core Strand	Cluster	Standard	Essential Questions	Unpacking Document	Text Book Correlation	Vocabulary	Suggested Pacing
		<b>5.NBT.1</b> Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	What is the rule for multiplying decimals by 10, 100, or 1000?	Unpacked content pp. 10-11	1-1 Place Value 7-1 Multiplying Decimals	<ul style="list-style-type: none"> <li>• decimal</li> <li>• decimal point</li> <li>• place value</li> <li>• tenths</li> <li>• hundredths</li> <li>• thousandths</li> </ul>	August- September

<p><b>Number and Operations in Base Ten</b></p>	<p><b>Understand the place value system.</b></p>	<p><b>5.NBT.2</b> Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</p>	<p>What is the relationship between place value and powers of ten?</p>	<p>Unpacked content pp. 11-12</p>	<p>3-2 Mental Math 7-1, Multiplying Decimals 7-5 Dividing decimals, 3-7 Exponents</p>	<ul style="list-style-type: none"> <li>• exponent</li> <li>• power of 10</li> <li>• tenths</li> <li>• hundredths</li> <li>• thousandths</li> </ul>	<p>August- September</p>
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Common Core Strand	Cluster	Standard	Essential Questions	Unpacking Document	Text Book Correlation	Vocabulary	Resources
Number and Operations in Base Ten	Understand the place value system.	<b>5.NBT.3a</b> Read and write decimals to thousandths using base-ten numerals, number names, and expanded form	How do you read and write decimals in standard, expanded, and word form?	Unpacked content p. 12	1-3 Decimal PV 9-8 Tenth/Hundredths 9-9 Thousandths	<ul style="list-style-type: none"> <li>• expanded form</li> <li>• number lines</li> </ul>	August- September
		<b>5.NBT.3b</b> Compare two decimals to thousandths based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.	How do you compare and order decimal numbers?	Unpacked content p. 13	Comparing and Ordering Decimals 1-4	<ul style="list-style-type: none"> <li>• greater than</li> <li>• less than</li> <li>• equal to</li> <li>• <math>&gt;</math>, <math>&lt;</math>, <math>=</math></li> </ul>	August- September

Common Core Strand	Cluster	Standard	Essential Questions	Unpacking Document	Text Book Correlation	Vocabulary	Suggested Pacing
Number and Operations in Base Ten	Understand the place value system.	5.NBT.4 Use place value understanding to round decimals to any place.	How do you use rounding and benchmark numbers to estimate amounts?	Unpacked content pp. 13-14	2-2 Rounding Whole numbers and decimals	<ul style="list-style-type: none"> <li>• round</li> <li>• estimate</li> <li>benchmark number</li> <li>• model</li> </ul>	October
	Perform operations with multi-digit whole numbers and with decimals to hundredths.	5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm. Up to 3-digit by 2-digit	How do you use an algorithm to multiply whole numbers?	Unpacked content pp. 14-15	3-3 Estimating Products  3-4 Multiply by 1-digit  3-5 Multiply 2-digit by 2-digit  3-6 Multiplying Greater Numbers  3-8, 5-3, 10-7 Problem solving  6-4 Distributive property	<ul style="list-style-type: none"> <li>• algorithm</li> <li>• area model</li> <li>• array</li> <li>• factor</li> <li>• product</li> <li>• multiplication</li> </ul>	October

Common Core Strand	Cluster	Standard	Essential Questions	Unpacking Document	Text Book Correlation	Vocabulary	Suggested Pacing
<b>Number and Operations in Base Ten</b>	<b>Operations with multi-digit whole numbers and with decimals to hundredths.</b>	<p><b>5.NBT.6</b> Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>	<p>What strategies can you use to divide whole numbers with up to 4-digit dividends and two-digit divisors?</p>	<p>Unpacked content pp. 15-17</p>	<p>4-1 Divide multiples of 10 &amp; 100                      4-2 Estimating Quotients                      4-3 Problem solving-reasonableness                      4-4 Connecting models &amp; symbols                      4-5 Divide by 1-digit divisors                      4-6 Zeros in the quotient                      5-1 Using patterns to divide 5-2 Estimating quotients 2-digit divisors                      5-4 Divide by multiples of 10 5-5 1-digit quotients                      5-6 2-digit quotients                      5-7 Estimating &amp; dividing w/greater numbers                      5-3A Connect models/symbols</p>	<p>Review vocabulary previously taught</p>	<p>October</p>

Common Core Strand	Cluster	Standard	Essential Questions	Unpacking Document	Text Book Correlation	Vocabulary	Suggested Pacing
<b>Number and Operations in Base Ten</b>	<b>s with multi-digit whole numbers and with decimals to hundredths.</b>	<p><b>5.NBT.7</b> Add, Subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>	<p>How can you use addition, subtraction, multiplication, &amp; division to solve real world problems?</p>	<p>Unpacked content pp. 18-21</p>	<p>2-3 Estimating sums &amp; differences                      2-6 Add decimals                      2-7 Subtract dec.                      2-8 Problem solving multistep                      7-2 Multiply decimal by whole #.                      7-3 Est. product of decimal &amp; whole #.                      7-4 Multiply decimals                      7-5, 7-6, 7-8 Divide dec.                      7-7 Estimating Div. of decimals                      1-5 Problem solving                      2-6A Model addition &amp; subtraction of dec.                      7-4A Dec. Multi.                      7-4B Models multiply decimals                      7-6A Decimal Division</p>	<p>Review vocabulary previously taught</p>	<p>October</p>

<b>Operations and Algebraic</b>	<b>Write and interpret numerical expressions.</b>	<p><b>5.OA.1</b> Use heses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p>	<p>How can I evaluate expressions that contain heses, brackets, and braces?</p>	<p>Unpacked content pp. 5-6</p>	<p>6-5 Order of operations 6-4 Distributive property 6-6A Evaluating Expressions</p>	<ul style="list-style-type: none"> <li>• heses</li> <li>• brackets</li> <li>• braces</li> <li>• expressions</li> <li>• evaluate</li> </ul>	<p>November</p>
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Common Core Strand	Cluster	Standard	Essential Questions	Unpacking Document	Text Book Correlation	Vocabulary	Suggested Pacing
	1 interpret numerical expressions	5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.	What strategies can I use to write simple expressions to represent a real world problem?	Unpacked content p. 6	6-16 Variables & expressions 6-2, 6-3 Patterns & expressions 3-8 Problem solving	Review vocabulary previously taught	November

<b>Operations and Algebraic Thinking</b>	<b>Analyze patterns and relations</b>	<p><b>5.OA.3</b> Generate two numerical patterns using two given rules. Identify relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.</p>	<p>How do I create a graph on a coordinate plane that represents two patterns?</p>	<p>Unpacked content pp. 7-9</p>	<p>17-2 Ordered pairs                      17-3 Distances on number line/coordinate plane                      17-4 Graphing equations                      15-4 Patterns &amp; equations                      6-4A Patterns extending tables                      6-6B Addition &amp; subtraction expressions                      6-6C Multiplication/Division Expressions</p>	<p>Review vocabulary previously taught</p>	<p>November</p>
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<b>Common Core Strand</b>	<b>Cluster</b>	<b>Standard</b>	<b>Essential Questions</b>	<b>Unpacking Document</b>	<b>Text Book Correlation</b>	<b>Vocabulary</b>	<b>Suggested Pacing</b>
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<p><b>Number and Operations</b></p>	<p><b>as a strategy to add and subtract fractions.</b></p>	<p><b>5.NF.1</b> Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.  <i>For example, <math>2/3 + 5/4 = 8/12 + 15/12 = 23/12</math>. (In general, <math>a/b + c/d = (ad + bc)/bd</math>.)</i></p>	<p>How do I add and subtract fractions and mixed numbers with unlike denominators?</p>	<p>Unpacked content pp. 22-23</p>	<p>9-4, 9-5, 9-6                  Review lessons                  9-7 Fractions in simplest form                  10-1 Adding &amp; subtracting fractions w/like denominators                  10-2 Multiples                  10-3 Add fractions w/unlike denominators                  10-4 Subtract fractions w/unlike denominators                  10-5 Adding mixed numbers                  10-6 Subtract mixed numbers                  10-7 Modeling addition and subtraction of mixed numbers</p>	<ul style="list-style-type: none"> <li>• multiples</li> <li>• numerator</li> <li>• denominator</li> <li>• mixed numbers</li> <li>• factors</li> <li>• simplest form</li> <li>• improper fraction</li> </ul>	<p>November</p>
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Common Core Strand	Cluster	Standard	Essential Questions	Unpacking Document	Text Book Correlation	Vocabulary	Suggested Pacing
	fractions as a strategy to add and subtract fraction.	<p><b>5.NF.2</b> Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result <math>2/5 + 1/2 = 3/7</math>, by observing that <math>3/7 &lt; 1/2</math>.</i></p>	How can I use my knowledge of fractions to solve real world problems?	Unpacked content pp. 23-25	9-11, 17-5 Problem solving 10-1A Estimating sums and differences of fractions 10-5A Modeling addition and subtraction of mixed numbers	Review vocabulary previously taught	November

<p><b>Number and Operations - Fractions</b></p>	<p><b>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</b></p>	<p><b>5.NF.3</b> Interpret a fraction as division of the numerator by the denominator (<math>a/b = a \div b</math>). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p>	<p>How do you interpret a fraction as a division problem?</p>	<p>Unpacked content pp. 26-27</p>	<p>Fractions &amp; division 9-2 Mixed numbers &amp; improper fractions 9-3</p>	<p>Review vocabulary previously taught</p>	<p>November</p>
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Common Core Strand	Cluster	Standard	Essential Questions	Unpacking Document	Text Book Correlation	Vocabulary	Suggested Pacing
		<p><b>5.NF.4</b> Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>a. Interpret the product <math>(a/b) \times q</math> as a parts of a partition of <math>q</math> into <math>b</math> equal parts; equivalently, as the result of a sequence of operations <math>a \times q \div b</math>.</p>	<ul style="list-style-type: none"> <li>How can I multiply a fraction by a whole number and a fraction?</li> </ul>	Unpacked content pp. 27-28	11-1 Multiply fractions & whole numbers 11-2 Multiply two fractions 11-3 Multiply mixed numbers	Review vocabulary previously taught	December

<p style="text-align: center;"><b>Number and Operations - Fractions</b></p>	<p style="text-align: center;"><b>Previous understandings of multiplication and division to multiply and divide fractions.</b></p>	<p><b>5.NF.4</b> Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a Fraction                  Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.</p>	<p>How can I find the area of a rectangle with fractional side lengths?</p>	<p>Unpacked content pp. 28-29</p>	<p>11-3A Area of Rectangle</p>	<ul style="list-style-type: none"> <li>• area</li> <li>• rectangle</li> </ul>	<p>December</p>
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Common Core Strand	Cluster	Standard	Essential Questions	Unpacking Document	Text Book Correlation	Vocabulary	Suggested Pacing
		<p><b>5.NF.5</b> Interpret multiplication as scaling (resizing), by: Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.</p>	<p>How does multiplying a fraction by a whole number change the size of an area?</p>	<p>Unpacked content p. 30</p>	<p>11-2A Estimating Products</p>	<ul style="list-style-type: none"> <li>• scaling</li> <li>• resizing</li> </ul>	<p>December</p>

<p style="text-align: center;"><b>Number and Operations - Fractions</b></p>	<p style="text-align: center;"><b>of multiplication and division to multiply and divide fractions.</b></p>	<p><b>5.NF.5</b> Interpret multiplication as scaling (resizing), by:                  Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number                  recognizing multiplication by whole numbers greater than 1 as a familiar case) explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence <math>a/b = (n \times a)/(n \times b)</math> to the effect of multiplying <math>a/b</math> by 1.</p>	<p>How does multiplying a mixed number by a whole number or fraction change the size of an area?</p>	<p>Unpacked content pp. 30-31</p>	<p>11-4A Multiplication as scaling</p>	<p>Review vocabulary previously taught</p>	<p>December</p>
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Common Core Strand	Cluster	Standard	Essential Questions	Unpacking Document	Text Book Correlation	Vocabulary	Suggested Pacing
		<p><b>5.NF.6</b> Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p>	<p>How can I use my knowledge of multiplication of fractions, mixed numbers and whole numbers to solve real world problems?</p>	<p>Unpacked content pp. 31-32</p>	<p>11-1,11-2,11-3 Reference lessons 11-5 Problem solving</p>	<p>Review vocabulary previously taught</p>	<p>January</p>

<p><b>Number and Operations - Fractions</b></p>	<p><b>ious understandings of multiplication and division to multiply and divide fractions.</b></p>	<p><b>5.NF.7</b> Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.  a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.</p>	<p>How can I divide unit fractions by whole numbers and whole numbers by unit fractions, given a story context?</p>	<p>Unpacked content pp. 33-34</p>	<p>11-4 Relating Division to multiplication of fractions  CC-18 Dividing unit fractions by nonzero whole numbers</p>	<ul style="list-style-type: none"> <li>• unit fraction</li> </ul>	<p>January</p>
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Common Core Strand	Cluster	Standard	Essential Questions	Unpacking Document	Text Book Correlation	Vocabulary	Suggested Pacing
		<p><b>5.NF.7</b> Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. Interpret division of a whole number by a unit fraction, and compute such quotients.</p>	<p>How can I create a story context that requires the division of a unit fraction?</p>	<p>Unpacked content p. 34</p>	<p>11-4</p>	<p>Review vocabulary previously taught</p>	<p>January</p>

<p style="text-align: center;"><b>Number and Operations - Fractions</b></p>	<p style="text-align: center;"><b>Extend previous understandings of multiplication and division to multiply and divide fractions.</b></p>	<p><b>5.NF.7</b> Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit reactions, e.g., by using visual fraction models and equations to represent the problem.</p>		<p>Unpacked content p. 35</p>	<p>11-5A Dividing unit fractions by nonzero whole numbers</p>	<p>Review vocabulary previously taught</p>	<p>January</p>
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Common Core Strand	Cluster	Standard	Essential Questions	Unpacking Document	Text Book Correlation	Vocabulary	Suggested Pacing
	Convert like measurement units within a given measurement system	<p><b>5.MD.1</b> Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p>	<p>How can I use multiplication and division to convert measurements within a system to solve multi-step real world problems?</p>	<p>Unpacked content p. 36</p>	<p>12-1, 14-1, 14-4                      Customary units                      12-2, 14-2, 14-3, 14-15                      Metric units                      14-3                      Weight and Mass</p>	<ul style="list-style-type: none"> <li>• relative size</li> <li>• liquid volume</li> <li>• mass</li> <li>• length</li> <li>• kilometer</li> <li>• meter</li> <li>• centimeter</li> <li>• kilogram</li> <li>• gram, liter</li> <li>• milliliter</li> <li>• inch</li> <li>• foot</li> <li>• yard</li> <li>• mile</li> <li>• ounce</li> <li>• pound</li> <li>• cup</li> <li>• pint</li> <li>• quart</li> <li>• gallon</li> <li>• hour</li> <li>• minute</li> <li>second (includes abbreviations)</li> <li>conversion and conversion factor</li> </ul>	<p>February</p>

<p>M e a</p>	<p>Represent and</p>	<p><b>5. MD.2</b> Make a line plot to display a data set of measurements in fractions of a unit (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>). Use operations on fractions for this grade to solve problems involving information presented in line plots.</p>	<p>How can I create a line plot to display measurement data in fractions?</p>	<p>Unpacked content pp. 36,37</p>	<p>Use 18-1 to teach line plots, but using measurement data instead of surveys</p> <p>18-2A Making Line Plots</p> <p>18-2B Measurement Data</p>	<p>• line plot</p>	<p>February</p>
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Common Core Strand	Cluster	Standard	Essential Questions	Unpacking Document	Text Book Correlation	Vocabulary	Suggested Pacing
<b>Measurement and data</b>	<b>Content: understand concepts of volume and relate volume to multiplication and to addition.</b>	<p><b>5. MD.3</b> Recognize volume as an attribute of solid figures and understand concepts of volume measurement. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.</p>		Unpacked content p. 38	13-5A Models and Volume 13-5 Volume 13-4 Views of Solids	<ul style="list-style-type: none"> <li>• cubic unit</li> <li>• attribute</li> </ul>	February
		<p><b>5. MD.3</b> Recognize volume as an attribute of solid figures and understand concepts of volume measurement. b. A solid which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.</p>	How can I use unit cubes to model the volume of a solid?	Unpacked content p. 38	13-5A Models and Volume 13-5 Volume	Review vocabulary previously taught	February

		<p><b>5.MD.4</b> Measure volumes by counting unit cubes, using cubic cm, cubic in. , cubic ft. , and improvised units</p>	<p>How can I use unit cubes to measure the volume of a solid?</p>	<p>Unpacked content p. 38</p>	<p>13-5A Models and Volume</p>	<p>Review vocabulary previously taught</p>	<p>March</p>
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Common Core Strand	Cluster	Standard	Essential Questions	Unpacking Document	Text Book Correlation	Vocabulary	Suggested Pacing
		<p><b>5.MD.5</b> Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.                      Find the volume of a right-rectangular prism with whole number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height times the area of the base. Represent three-fold whole number products as volumes.</p>	<p>How can I explain the relationship between three different strategies for finding the volume of a right rectangular prism?</p>	<p>Unpacked content pp. 38-40</p>	<p>13-5A Models and Volume                      13-5 Volume</p>	<p>right rectangular prism</p>	<p>March</p>

<p>Measurement</p>	<p>Content: understand concepts of volume and relate volume to multiplication and to addition.</p>	<p><b>5.MD.5</b> Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.                  Apply the formula <math>V = l \times w \times h</math> and <math>V = b \times h</math> for rectangular prisms to find the volume of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems.</p>	<p>How can I apply the formulas for finding the volume of a right rectangular prism to solve real world problems?</p>	<p>Unpacked content pp. 38-40</p>	<p>13-5                  Volume                  13-6A                  Combining volume</p>	<p>Review vocabulary previously taught</p>	<p>March</p>
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Common Core Strand	Cluster	Standard	Essential Questions	Unpacking Document	Text Book Correlation	Vocabulary	Suggested Pacing
Measurement and data	Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	<p><b>5.MD.5</b> Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p> <p>c. Recognize volume as additive. Find volumes of solid figures composed of two non- overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems</p>	How does volume change when two non-overlapping rectangular prisms are added?	Unpacked content pp. 38-40	13-5 Volume 13-6 Irregular shapes & solids 13-6A Combining volume	Review vocabulary previously taught	March

Common Core Strand	Cluster	Standard	Essential Questions	Unpacking Document	Text Book Correlation	Vocabulary	Suggested Pacing
		<p><b>5.G.1</b> Use a pair of Perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis ,and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond.</p>	<p>How can I plot ordered pairs in the first quadrant on a coordinate plane?</p>	<p>Unpacked content pp. 41-42</p>	<p>17-4A Distances on a coordinate plane</p> <p>17-2 &amp; 17-3 from 1<sup>st</sup> nine weeks</p>	<ul style="list-style-type: none"> <li>• polygon</li> <li>• quadrilateral</li> <li>• rectangle</li> <li>• rhombus</li> <li>• triangle</li> <li>• right triangle</li> <li>• trapezoid</li> <li>two-dimensional figure</li> <li>• parallelogram</li> <li>• pentagon, square</li> <li>• hexagon</li> <li>• octagon</li> <li>• plane</li> <li>• perpendicular</li> <li>• parallel</li> <li>• line segment</li> </ul>	<p>April</p>

<p style="text-align: center;">G e o</p>	<p style="text-align: center;">Graph points on the coordinate plane to solve</p>	<p><b>5.G.2</b> Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p>	<p>How can I plot points in the first quadrant of a coordinate plane to represent real world and mathematical problems?</p>	<p>Unpacked content pp. 42-43</p>	<p>17-4A Distances on a coordinate plane 17-4B Patterns &amp; graphing 17-4C More patterns &amp; graphing 17-2 from 1<sup>st</sup> nine weeks</p>	<p>Review vocabulary previously taught</p>	<p>April</p>
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Common Core Strand	Cluster	Standard	Essential Questions	Unpacking Document	Text Book Correlation	Vocabulary	Suggested Pacing
<b>Geometry</b>	<b>Classify two-dimensional figures into categories based on their properties.</b>	<p><b>5.G.3</b> Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.</p>	<p>How can I analyze the attributes of two-dimensional figures to classify them into categories and subcategories?</p>	<p>Unpacked content p. 44</p>	<p>8-3 Polygons 8-4 Triangles 8-5 Quadrilaterals 8-6 Problem Solving- Generalizations 8-6A Special Quadrilaterals</p>	<p>Review vocabulary previously taught</p>	<p>April</p>
		<p><b>5.G.4</b> Classify two dimensional figures in a hierarchy based on properties.</p>	<p>How can I classify two-dimensional figures in a hierarchy based on properties?</p>	<p>Unpacked content pp. 44-45</p>	<p>8-3 Polygons 8-4 Triangles 8-5 Quadrilaterals 8-6 Problem Solving- Generalizations 8-6A Special Quadrilaterals 8-6B Classifying quadrilaterals</p>	<p>Review vocabulary previously taught</p>	<p>April</p>



# Appendix N: Sample Monthly Assessments

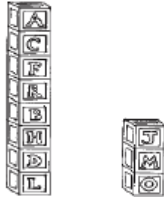
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## Navigator Schools Grade 2 September

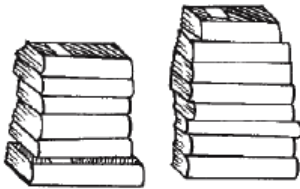
### Multiple Choice

Identify the choice that best completes the statement or answers the question.

1. [Sarah used eight blocks to build one tower, and three blocks to build another tower. Which equation can be used to show how many blocks she used in all?]



- a  $8 + 2 = 10$   
b  $3 + 3 = 6$   
c  $8 + 3 = 11$   
d  $8 + 8 = 16$
2. [On Monday Dale checked out six books. On Tuesday he checked out some more. He now has 14 books from the library. Which number sentence can be used to find how many books Dale checked out on Tuesday?]



- a  $6 + \square = 14$   
b  $6 + 6 = \square$   
c  $\square + 5 = 14$   
d  $8 + 16 = \square$

Name: \_\_\_\_\_

ID: A

3. [Tony has 8 fish in one tank, and 4 fish in a second tank. Which number sentence can you use to find out the total number of fish that Tony has?]



- a.  $6 + 2 = 8$   
b.  $2 + 2 = 4$   
c.  $8 + 4 = 12$   
d.  $8 + 8 = 16$
4. [Ben collected some cans on his way to school. He collected 6 on the way home from school. Now he has 10 cans in all. Which number sentence can you use to find out how many cans he collected on the way to school?]

- a.  $\alpha + 2 = 10$   
b.  $10 + 6 = \alpha$   
c.  $\alpha + 6 = 10$   
d.  $6 + \alpha = 4$

5. [Which number is even?]

- a. 3  
b. 5  
c. 7  
d. 8

Name: \_\_\_\_\_

ID: A

6. [Which equation will NOT have an even sum?]

- a.  $3 + 3 =$
- b.  $1 + 4 =$
- c.  $5 + 5 =$
- d.  $4 + 4 =$

7. [How can you count these walnuts using repeated addition?]



- a.  $2 + 2 + 2 + 2$
- b.  $4 + 4 + 4 + 4$
- c.  $4 + 4$
- d.  $8 + 4$

Name: \_\_\_\_\_

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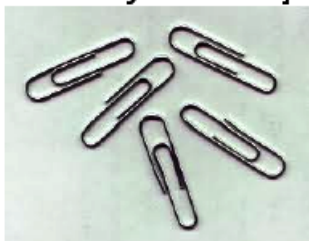
8. [Which addition problem can be used to find the total number of objects in this array?]



- a.  $5 + 5 + 5$
- b.  $3 + 3 + 3$
- c.  $5 + 5 + 5 + 5 + 5$
- d.  $3 + 5$

**Short Answer**

9. [Count the group of paperclips. Is there an even or odd number of clips? How do you know?]



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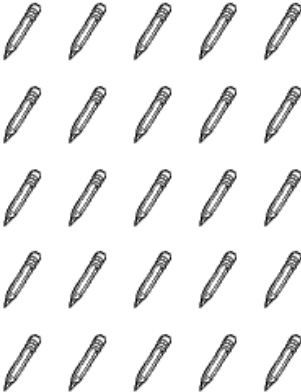
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Name: \_\_\_\_\_

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**Problem**

10. [Skip count to find the sum.]



$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

**Navigator Schools Grade 2 August / September  
Answer Section****MULTIPLE CHOICE**

1. ANS: C            PTS: 1            NAT: 2.OA.1  
2. ANS: A            PTS: 1            NAT: 2.OA.1  
3. ANS: C            PTS: 1            NAT: 2.OA.1  
4. ANS: C            PTS: 1            NAT: 2.OA.1  
5. ANS: D            PTS: 1            STA: 2.OA.3  
6. ANS: A            PTS: 1            STA: 2.OA.3  
7. ANS: B            PTS: 1            REF: Lesson 20-2 NAT: 2.OA.4  
STA: NS 3.2 Use repeated subtraction, equal sharing, and forming equal groups with remainders to do division.            TOP: Division as Repeated Subtraction  
8. ANS: A            PTS: 1            REF: Lesson 20-1 NAT: 2.OA.4  
STA: NS 3.2 Use repeated subtraction, equal sharing, and forming equal groups with remainders to do division.            TOP: Division as Sharing

**SHORT ANSWER**

9. ANS:  
There are 5 paperclips. This is an odd number. I know it is odd because the number is not divisible by two. You cannot get to this number by counting by two. You cannot make two equal groups of objects.
- PTS: 1            NAT: 2.OA.3

**PROBLEM**

10. ANS:  
 $5 + 5 + 5 + 5 + 5 = 25$
- PTS: 1            NAT: 2.OA.4

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**Navigator Schools Grade 3 English Language Arts LC Aug/Sept****Multiple Choice***Identify the choice that best completes the statement or answers the question.*

\_\_\_ 1. In which word does -ight sound the same as in sight?

- Ⓐ freight
- Ⓑ weight
- Ⓒ straight
- Ⓓ height

\_\_\_ 2. The word nice ends in ice. Which one of these letters can be added to ice to form another word?

- Ⓐ f
- Ⓑ g
- Ⓒ r
- Ⓓ k

Name: \_\_\_\_\_

ID: A

\_\_\_ 3. Which word does NOT rhyme with hatches?

- Ⓐ catches
- Ⓑ matches
- Ⓒ scratches
- Ⓓ watches

\_\_\_ 4. Read this sentence.

**The boy likes to \_\_\_\_\_ in  
the deep blue \_\_\_\_\_.**

Which pair of words makes the sentence correct?

- Ⓐ sale, see
- Ⓑ sail, sea
- Ⓒ sail, see
- Ⓓ sale, sea



Name: \_\_\_\_\_

ID: A

\_\_\_ 5. Read this sentence.

**The child began to \_\_\_\_\_ when she  
lost \_\_\_\_\_ dollars.**

Which pair of words makes the sentence  
correct?

- Ⓐ ball, eight
- Ⓑ bawl, eight
- Ⓒ bawl, ate
- Ⓓ ball, ate

Name: \_\_\_\_\_

ID: A

\_\_\_ 6. Read this sentence.

The \_\_\_\_\_ buzzed near the  
\_\_\_\_\_ bush.

Which words should go in the blank to make the sentence correct?

- Ⓐ bee, berry
- Ⓑ be, bury
- Ⓒ bee, bury
- Ⓓ be, berry

\_\_\_ 7. Which word is a synonym for blubbered?

- Ⓐ yelled
- Ⓑ sobbed
- Ⓒ spoke
- Ⓓ ate

Name: \_\_\_\_\_

ID: A

\_\_\_ 8. Which two words are synonyms?

- Ⓐ spoke, laughed
- Ⓑ sat, stood
- Ⓒ ate, slept
- Ⓓ remarked, said

\_\_\_ 9. Read this sentence.

**Gina acted greedy when she took all of the cake for herself.**

Which word has the same meaning as the underlined word in the sentence?

- Ⓐ kind
- Ⓑ selfish
- Ⓒ angry
- Ⓓ helpful

Name: \_\_\_\_\_

ID: A

\_\_\_ 10. Read this sentence.

**We went to the fair and my mother show me the horses.**

Which of the following is the correct tense for the underlined verb?

- Ⓐ shows
- Ⓑ will show
- Ⓒ showing
- Ⓓ showed

Name: \_\_\_\_\_

ID: A

\_\_\_ 11. Read this sentence.

**Will you please passing the bread?**

Which of the following shows the correct tense for the underlined verb?

- Ⓐ passed
- Ⓑ will pass
- Ⓒ pass
- Ⓓ are passing

Name: \_\_\_\_\_

ID: A

\_\_\_ 12. Read this sentence.

**The friends is playing their guitars around the camp fire.**

Which is the correct was to write the underlined verb tense?

- Ⓐ are playing
- Ⓑ am playing
- Ⓒ is playing
- Ⓓ playing

Name: \_\_\_\_\_

ID: A

\_\_\_ 13. Which words are listed in alphabetical order?

- Ⓐ berries, cupcakes, cheese, pancakes, garlic, parsley
- Ⓑ cheese, cupcakes, pancakes, berries, parsley, garlic
- Ⓒ berries, cupcakes, cheese, garlic, parsley, pancakes
- Ⓓ berries, cheese, cupcakes, garlic, pancakes, parsley

\_\_\_ 14. Which group of words is listed in alphabetical order?

- Ⓐ clam, clear, clock, clip
- Ⓑ bed, bear, behind, become
- Ⓒ daisy, dance, dark, dash
- Ⓓ destroy, dear, detect, deep

ID: A

**Navigator Schools Grade 3 English Language Arts LC Aug/Sept  
Answer Section**

**MULTIPLE CHOICE**

- |     |                        |        |   |
|-----|------------------------|--------|---|
| 1.  | ANS: D<br>STA: WFS 1.1 | PTS: 1 | OBJ: Use complex word families to decode            |
| 2.  | ANS: C<br>STA: WFS 1.1 | PTS: 1 | OBJ: Use complex word families to decode            |
| 3.  | ANS: D<br>STA: WFS 1.1 | PTS: 1 | OBJ: Use complex word families to decode            |
| 4.  | ANS: B<br>STA: WFS 1.4 | PTS: 1 | OBJ: Use synonyms, antonyms, homophones, homographs |
| 5.  | ANS: B<br>STA: WFS 1.4 | PTS: 1 | OBJ: Use synonyms, antonyms, homophones, homographs |
| 6.  | ANS: A<br>STA: WFS 1.4 | PTS: 1 | OBJ: Use synonyms, antonyms, homophones, homographs |
| 7.  | ANS: B<br>STA: WFS 1.4 | PTS: 1 | OBJ: Use synonyms, antonyms, homophones, homographs |
| 8.  | ANS: D<br>STA: WFS 1.4 | PTS: 1 | OBJ: Use synonyms, antonyms, homophones, homographs |
| 9.  | ANS: B<br>STA: WFS 1.4 | PTS: 1 | OBJ: Use synonyms, antonyms, homophones, homographs |
| 10. | ANS: D<br>STA: G 1.3   | PTS: 1 | OBJ: Use past, present, and future verb tenses      |
| 11. | ANS: C<br>STA: G 1.3   | PTS: 1 | OBJ: Use past, present, and future verb tenses      |
| 12. | ANS: A<br>STA: G 1.3   | PTS: 1 | OBJ: Use past, present, and future verb tenses      |
| 13. | ANS: D<br>STA: G 1.9   | PTS: 1 | OBJ: List words in alphabetical order               |
| 14. | ANS: C<br>STA: G 1.9   | PTS: 1 | OBJ: List words in alphabetical order.              |



## Appendix O: Month Long Lesson Plan / PowerPoint Content Grade 2 Mathematics

Slide 1

Opener / Spiral (10 Minutes)  
[Math Facts](#) (5 Minutes)  
[Instruction/ Guided Practice](#) (10 -20 Minutes)  
[Independent Practice](#) (10 Minutes)  
[Prove/ Disprove](#) (10 Minutes)  
[Computer Lab](#) (30 Minutes)

Slide 2



**Standards for  
August and September**

Slide 3

Today is \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

SEPTEMBER 2012						
SUN	MON	TUE	WED	THU	FRI	SAT
30						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

- There are \_\_\_ days in a week.
- There are about \_\_\_ weeks in a month.
- There are about \_\_\_ days in a month.
- There are \_\_\_ months in the year.
- There are \_\_\_ days in a year.




Slide 4

### Time Chant


Shorty counts 12 hours  
Here's a little test  
If it's in between two numbers?  
Say the one that's less

Long Man counts the minutes  
5 by 5 is best  
Let's count them all together  
All 60 then we'll rest



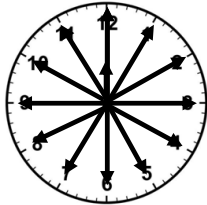
**Shorty**

**Long Man**




Slide 5

Time Chant



Review  
1.MD.3

Slide 6



\_\_\_ is \_\_\_

The \_\_\_ hand is called the \_\_\_ and it shows \_\_\_.

The \_\_\_ hand is called the \_\_\_ and it represents \_\_\_.

Review  
1.MD.3

Slide 7

### Name the United States Coins



That is a half-dollar.  
It's worth 50¢

That is a quarter.  
It's worth 25¢

That is a dime.  
It's worth 10¢

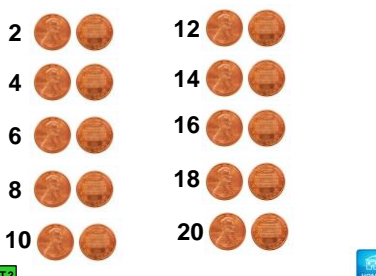
That is a nickel.  
It's worth 5¢

That is a penny.  
It's worth 1¢

Preview  
2.MD.8



Slide 8



2

4

6

8

10

12


14

16

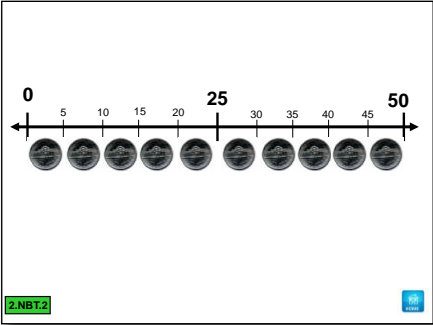
18

20

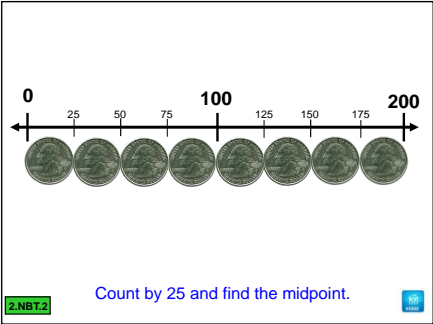
2.NBT.2



Slide 9







Slide 10



Slide 11

Place value is simple, we know them by heart.  
Let's say them together. On your marks, get set, START!

			
Thousands	Hundreds	Tens	Ones
The number in the _____ place is _____.			
The digit in the _____ place is _____ and it stands for _____.			
The digit in the _____ place is _____ and it represents _____.			



Preview  
2.NBT.3



Slide 12



### Solid Shapes

That solid figure is called a \_\_\_\_\_.

It has \_\_\_\_\_ edges, \_\_\_\_\_ faces, and \_\_\_\_\_ vertices.










Review  
1.G

Slide 13

### Solid Shapes








That solid figure is called a \_\_\_\_\_ .  
It has \_\_\_\_\_ edges, \_\_\_\_\_ faces, and \_\_\_\_\_ vertices.

Review  
**1G**

Slide 14

### Plane Shapes

That shape is a \_\_\_\_\_ and it has \_\_\_\_\_ sides.  
That polygon is called a \_\_\_\_\_ and it has \_\_\_\_\_ sides.


Review  
**1G** I can identify that polygon with no problem. A closed figure with \_\_\_\_\_ sides is referred to as a \_\_\_\_\_.

Slide 15

Doubles, doubles I can add doubles  
Doubles, doubles I can add doubles

$1 + 1 = \underline{2}$	$6 + 6 = \underline{12}$
$2 + 2 = \underline{4}$	$7 + 7 = \underline{14}$
$3 + 3 = \underline{6}$	$8 + 8 = \underline{16}$
$4 + 4 = \underline{8}$	$9 + 9 = \underline{18}$
$5 + 5 = \underline{10}$	$10 + 10 = \underline{20}$


Doubles, doubles I did my doubles  
Doubles, doubles I did my doubles


2.OA.2 

Slide 16

### Math Facts

- Whiteboards Out!
- 4 lines down 4 lines across
- 1's
- 2's
- 3's
- 4's
- 5's
- Doubles

2.OA.2 

2.OA.2 



Slide 17

$1+3=$	$1+2=$	$1+1=$	$1+5=$	$1+6=$
$3+1=$	$8+1=$	$1+0=$	$2+1=$	$1+9=$
$4+1=$	$3+1=$	$1+7=$	$5+1=$	$1+6=$
$0+1=$	$1+10=$	$1+9=$	$3+1=$	$5+1=$
$7+1=$ <small>2.OA.2</small>	$1+6=$	$1+8=$	$10+1=$	$1+1=$ <small>18</small>

Slide 18

<b>4</b>	<b>3</b>	<b>2</b>	<b>6</b>	<b>7</b>
<b>4</b>	<b>9</b>	<b>1</b>	<b>3</b>	<b>10</b>
<b>5</b>	<b>4</b>	<b>8</b>	<b>6</b>	<b>7</b>
<b>1</b>	<b>11</b>	<b>10</b>	<b>4</b>	<b>6</b>
<b>8</b> <small>2.OA.2</small>	<b>7</b>	<b>9</b>	<b>11</b>	<b>2</b> <small>18</small>

Slide 19

$1+2=$	$2+2=$	$2+4=$	$2+3=$	$2+6=$
$3+2=$	$8+2=$	$2+0=$	$2+2=$	$2+9=$
$4+2=$	$3+2=$	$2+7=$	$5+2=$	$2+6=$
$0+2=$	$2+10=$	$2+9=$	$3+2=$	$5+2=$
$7+2=$ <small>2.OA.2</small>	$2+6=$	$2+8=$	$10+2=$	$2+1=$ <small>18</small>

Slide 20

<b>3</b>	<b>4</b>	<b>6</b>	<b>5</b>	<b>8</b>
<b>5</b>	<b>10</b>	<b>2</b>	<b>4</b>	<b>11</b>
<b>6</b>	<b>5</b>	<b>9</b>	<b>7</b>	<b>8</b>
<b>2</b>	<b>12</b>	<b>11</b>	<b>5</b>	<b>7</b>
<b>9</b> <small>2.OA.2</small>	<b>8</b>	<b>10</b>	<b>12</b>	<b>3</b> <small>18</small>

Slide 21

$4+3=$	$3+2=$	$1+3=$	$3+5=$	$3+6=$
$3+3=$	$8+3=$	$3+0=$	$2+3=$	$3+9=$
$4+3=$	$3+1=$	$3+7=$	$5+3=$	$3+6=$
$0+3=$	$3+10=$	$3+9=$	$3+3=$	$5+3=$
$7+2=$ <small>2.OA.2</small>	$3+6=$	$3+8=$	$10+3=$	$1+3=$ <small>18</small>

Slide 22

<b>7</b>	<b>5</b>	<b>4</b>	<b>8</b>	<b>9</b>
<b>6</b>	<b>11</b>	<b>3</b>	<b>5</b>	<b>12</b>
<b>7</b>	<b>4</b>	<b>10</b>	<b>8</b>	<b>9</b>
<b>3</b>	<b>13</b>	<b>12</b>	<b>6</b>	<b>8</b>
<b>10</b> <small>2.OA.2</small>	<b>9</b>	<b>11</b>	<b>13</b>	<b>4</b> <small>18</small>

## Slide 23

$4+4=$	$4+2=$	$4+3=$	$4+5=$	$4+6=$
$3+4=$	$8+4=$	$4+0=$	$2+4=$	$4+9=$
$4+4=$	$4+1=$	$4+7=$	$5+4=$	$4+6=$
$0+4=$	$4+10=$	$4+9=$	$3+4=$	$5+4=$
$7+4=$ 2.OA.2	$4+6=$	$4+8=$	$10+4=$	$1+4=$ 18

## Slide 24

<b>8</b>	<b>6</b>	<b>7</b>	<b>9</b>	<b>10</b>
<b>7</b>	<b>12</b>	<b>4</b>	<b>6</b>	<b>13</b>
<b>8</b>	<b>5</b>	<b>11</b>	<b>9</b>	<b>10</b>
<b>4</b>	<b>14</b>	<b>13</b>	<b>7</b>	<b>9</b>
<b>11</b> 2.OA.2	<b>10</b>	<b>12</b>	<b>14</b>	<b>5</b> 18

Slide 25

$4+5=$	$5+2=$	$1+5=$	$5+5=$	$5+6=$
$3+5=$	$8+5=$	$5+0=$	$2+5=$	$5+9=$
$4+5=$	$5+6=$	$4+5=$	$5+1=$	$5+10=$
$0+5=$	$5+10=$	$5+9=$	$3+5=$	$5+0=$
$7+5=$ <small>2.OA.2</small>	$2+5=$	$5+8=$	$5+4=$	$7+5=$ <small>18</small>

Slide 26

<b>9</b>	<b>7</b>	<b>6</b>	<b>10</b>	<b>11</b>
<b>8</b>	<b>13</b>	<b>5</b>	<b>7</b>	<b>14</b>
<b>9</b>	<b>11</b>	<b>9</b>	<b>6</b>	<b>15</b>
<b>5</b>	<b>15</b>	<b>14</b>	<b>8</b>	<b>5</b>
<b>12</b> <small>2.OA.2</small>	<b>7</b>	<b>13</b>	<b>9</b>	<b>12</b> <small>18</small>

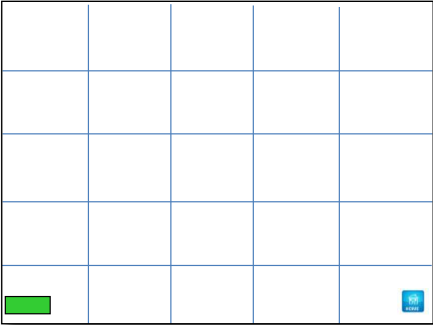
Slide 27

$5+5=$	$2+2=$	$1+1=$	$4+4=$	$6+6=$
$3+3=$	$8+8=$	$0+0=$	$2+2=$	$9+9=$
$5+5=$	$6+6=$	$4+4=$	$1+1=$	$10+10=$
$0+0=$	$8+8=$	$9+9=$	$3+3=$	$2+2=$
$7+7=$ <small>2.OA.2</small>	$2+2=$	$6+6=$	$4+4=$	$3+3=$ <small>18</small>

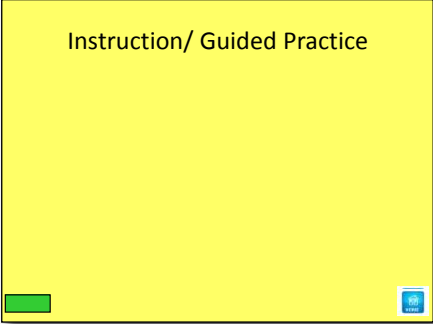
Slide 28

<b>10</b>	<b>4</b>	<b>2</b>	<b>8</b>	<b>12</b>
<b>6</b>	<b>16</b>	<b>0</b>	<b>4</b>	<b>18</b>
<b>10</b>	<b>12</b>	<b>8</b>	<b>2</b>	<b>20</b>
<b>0</b>	<b>16</b>	<b>18</b>	<b>6</b>	<b>4</b>
<b>14</b> <small>2.OA.2</small>	<b>4</b>	<b>12</b>	<b>8</b>	<b>6</b> <small>18</small>

Slide 29

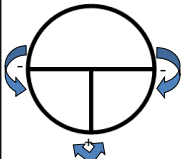






Slide 30



Slide 31

Fact Families (Bugs)




$- =$    
 $- =$    
 $+ =$    
 $+ =$  

I can find the sum by \_\_\_\_\_.

I can find the difference by \_\_\_\_\_.


I can change the order of the addends by \_\_\_\_\_.

I can check the answer to a problem by \_\_\_\_\_.


2.OA.1 


Slide 32

**Addition**

add	plus
	<b>addend</b> $4 + 6 = 10$ plus sign sum
<b>key words</b> plus more join altogether in all sum total both add	

Word problem: \_\_\_\_\_

Matching equation: \_\_\_\_\_  \_\_\_\_\_ = \_\_\_\_\_

2.OA.1 



Slide 33

**Subtraction**

subtract / minus

minus sign  
 $10 - 6 = 4$   
difference

key words  
less  
how many more  
how much more  
minus  
(take) away  
fewer  
difference  
how many are left  
remains

Word problem: \_\_\_\_\_

Matching equation: \_\_\_\_\_ = \_\_\_\_\_

2.OA.1

Slide 34

even numbers      odd numbers

hundreds chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

The number is even/odd.

The digit \_\_\_\_\_ is even/odd because \_\_\_\_\_.

I am certain the digit \_\_\_\_\_ is even/odd because \_\_\_\_\_.

2.OA.1


Slide 35

Arrays to 5x5

There are \_\_\_\_\_.


The array shows the sum of \_\_\_\_\_ because  $\_ + \_ + \_$  is  $\_$ .

The objects in this array show the sum of \_\_\_\_\_ because  $\_ + \_ + \_$  equals  $\_$ .



2.OA.4 

Slide 36


Independent Practice 10 Minutes

- Practice book pages \_\_\_\_\_ 

Challenge Problem #1	Challenge Problem #2



 

Slide 37

**Four Square Spiral (15 minutes)** 

- White boards should be put away
- Four- square's ready in 20 seconds





Slide \_\_\_\_ in .





Slide 38

KW  
K# OP

**Which coin is a dime?**





- A. 
- B. 
- C. 
- D. 





Slide 39

KW  
K# OP

Which shape below has three sides?





- A. 
- B. 
- C. 
- D. 





Slide 40

KW  
K# OP

Which solid figure below is a pyramid?


- A. 
- B. 
- C. 
- D. 





Slide 41


KW  
K# OP

Which shape below has no vertices?

A. 

B. 

C. 

D. 

Slide 42

KW  
K# OP

What is another way to write the number 41?

A.  $40 + 1$

B.  $40 + 4$

C.  $10 + 4$

D.  $10 + 3$

Tens	Ones



Slide 43

KW  
K# OP

Which number sentence answers the question?

Marcos has three fish. He buys two more. How many does he have now?

A.  $3 - 2 = 1$   
B.  $3 + 2 = 5$   
C.  $3 + 5 = 7$   
D.  $1 + 3 = 4$





Slide 44

KW  
K# OP

Which makes this equation true?

10 is more than


A. 13  
B. 12  
C. 10  
D. 9





Slide 45


KW  
K# OP



Which solid figure below is a rectangular prism?

A. 

B. 

C. 

D. 



Slide 46

KW  
K# OP

What is another way to write the number 53?



A.  $53 + 3$

B.  $50 + 3$

C.  $30 + 50$

D.  $30 + 5$

Tens		Ones
	5	3





Slide 47

KW  
K# OP

Tim has 14 sticks of gum. He gives 5 away. How many does Tim have left?





A.  $14 - 4 = 10$   
B.  $14 - 5 = 9$   
C.  $14 + 5 = 19$   
D.  $5 + 5 = 10$





Slide 48

KW  
K# OP

Which solid figure below is a sphere?

A.   
B.   
C.   
D. 







Slide 49

KW  
K# OP

Which makes this equation true?

15 is less than


A. 16  
B. 15  
C. 14  
D. 13





Slide 50

KW  
K# OP

How many flat surfaces are on a cube?



A. 1  
B. 4  
C. 6  
D. 3





Slide 51

KW  
K# OP

44  44


A. >  
B. <  
C. =  
D. +





Slide 52

KW  
K# OP

Add the coins.




A. 20 cents  
B. 10 cents  
C. 3 cents  
D. 23 cents



Slide 53

KW  
K# OP

There are 5 rams and 8 duck. How many animals are there in all?



A  $8 - 5 = 3$   
B  $5 + 8 = 13$   
C  $8 + 4 = 12$   
D  $13 - 8 = 5$

Source: OF Topic 1

Slide 54

KW  
K# OP

What is another way to write forty-three?

A.  $40 + 3$   
B.  $43 + 3$   
C.  $100 + 40 + 3$   
D.  $4 + 3$

Slide 55

KW  
K# OP

Which number sentence changes the order of the addends?


$7 + 1 = 8$

A.  $1 + 7 = 8$

B.  $7 + 1 = 8$

C.  $8 + 1 = 9$


D.  $4 + 4 = 8$





Slide 56


KW  
K# OP


Which solid figure below is a cylinder?

A. 

B. 

C. 

D. 



Slide 57

KW  
K# OP

Find the sum of  $66 + 13 =$

- A. 79
- B. 69
- C. 53
- D. 76

NS 2.2

Slide 58

KW  
K# OP

Which number sentence changes the order of the addends?

A.  $9 - 4 = 5$        $3 + 6 = 9$


B.  $2 + 7 = 9$

C.  $6 + 3 = 9$

D.  $3 + 6 = 9$

Slide 59

KW  
K# OP

Which statement is true? 

A.  $25 > 37$

B.  $37 > 25$


C.  $20 > 30$

D.  $37 < 25$

Slide 60

KW  
K# OP

What is the name of the solid figure?



A. **Pyramid**

B. **Cube**

C. **Rectangular Prism**



D. **Cone**

Slide 61

KW  
K# OP

Which number sentence is true?

A.  $756 > 756$   
B.  $243 = 342$   
C.  $456 < 293$   
D.  $756 > 345$





Slide 62

KW  
K# OP

What is another way to write six hundred twenty-four?

A.  $600 + 20 + 4$   
B.  $620 + 40 + 4$   
C.  $600 + 24 + 4$   
D.  $400 + 20 + 6$



Slide 63

KW  
K# OP

Which number sentence changes the order of the addends?

**10 + 3 = 13**

A.  $8 + 5 = 13$

B.  $10 - 7 = 3$


C.  $3 + 10 = 13$

**D.  $10 + 3 = 13$**

Slide 64

KW  
K# OP

Find the sum.



A. 15 ¢

B. 8 ¢

C. 20 ¢

**D. 10 ¢**





Slide 65

KW  
K# OP

Which is an opposite number sentence for  $5 + 4 = 9$  ?

$5 + 4 = 9$

A.  $9 - 4 = 5$   
B.  $9 + 4 = 13$   
C.  $4 + 4 = 8$   
D.  $9 - 6 = 3$





Slide 66

KW  
K# OP

Which number sentence answers the question?

Linda has 81 rubber bands. Tom has 10 more than Linda. How many does Tom have?

A.  $81 - 10 = 71$   
B.  $81 + 10 = 91$   
C.  $80 + 1 = 81$   
D.  $40 + 40 = 80$



Slide 67

KW  
K# OP

Which number makes a true number sentence?  $72 < \underline{\quad}$

- A. 70
- B. 71
- C. 72
- D. 73

Grade 2 NS 1.3

Slide 68

KW  
K# OP

Which shows the numbers in order from least to greatest? 52, 37, 81

- A. 52, 37, 81
- B. 37, 52, 81
- C. 81, 52, 37
- D. 52, 81, 37

Grade 2 NS 1.3

Slide 69

KW  
K# OP

Which shows the numbers in order from least to greatest?


A. 42, 26, 64  
B. 42, 64, 26  
C. 26, 42, 64  
D. 64, 42, 26

Grade 2 NS 1.3

Slide 70

KW  
K# OP

**FIND THE SUM.**





A. \$.10  
B. \$.20  
C. \$.21  
D. \$.16

Slide 71

KW  
K# OP

**$64 + 8 =$**

A. 612  
B. 72  
C. 62  
D. 648





Slide 72

KW  
K# OP

**$63 + 21 =$**

A. 42  
B. 84  
C. 93  
D. 83





Slide 73

KW  
K# OP

Which solid figure has only flat surfaces that are squares?

- A. Pyramid**
- B. Cube**
- C. Rectangular Prism**
- D. Cone**





Slide 74

KW  
K# OP

Solve.

Tens	Ones
<input type="text"/>	
7	1
2	3

A. 99  
B. 94  
C. 85  
D. 48





Slide 75

KW  
K# OP

- Which shows the numbers in order from greatest to least?

A. 100, 50, 25, 10  
B. 1, 30, 40, 60  
C. 10, 15, 20, 30  
D. 50, 100, 50, 1




Slide 76


KW  
K# OP

Find the sum of:

$$\begin{array}{r} 34 \\ + 4 \\ \hline \end{array}$$

A. 30  
B. 11  
C. 38  
D. 8





NS 2.2 

Slide 77

KW  
K# OP

Miguel had 18 pencils. Juanita had 29 pencils.  
What math problem could be used to find out how many more pencils Juanita had than Miguel?

A.  $29 + 18$   
B.  $18 + 29$   
C.  $29 - 18$   
D.  $18 - 29$



Slide 78



KW  
K# OP

Solve.

Tens	Ones
<input type="text"/>	6
5	8
2	

$+$


A. 74  
B. 79  
C. 80  
D. 84



Slide 79

KW  
K# OP

[LOOK AT THE PYRAMID. WHAT SHAPE ARE THE FACES IN THIS PYRAMID?]



triangle      square      rectangle      kite

A                  B                  C                  D

Source: COT File Bank

Slide 80

KW  
K# OP

Penelope had 7 bracelets. Melissa had 5 bracelets. What math sentence could be used to find out the difference between how much more Penelope had than Mellissa?


A.  $7 - 5$   
B.  $7 + 5$   
C.  $5 - 7$   
 D.  $5 + 7$



Slide 81

KW  
K# OP

Find the sum.



A. 7¢  
B. 28¢  
C. 23¢  
D. 43¢

A

NSD

Slide 82

KW  
K# OP

What is another way to write 42?

A. 20 + 40  
B. 4 + 2  
C. 42 + 2  
D. 40 + 2

A

NSD

Slide 83

KW  
K# OP

What is another way to write 92?


A.  $90 + 20$   
B.  $9 + 2$   
C.  $90 + 2$   
D.  $9 + 20$

NS 2.1

Slide 84

KW  
K# OP

Add the coins. How much money in all?



A. 13 ¢  
B. 10 ¢  
C. 3 ¢  
D. 5 ¢



Grade 2 NS 5.1

Slide 85

KW  
K# OP

What is the digit in the tens place?  
596

A. 4  
B. 6  
C. 5  
D. 9





Slide 86

KW  
K# OP

Which number sentence answers the question?

Mike has 4 books on one shelf and 5 books on another shelf. How many books does Mike have?

A.  $9 - 2 = 7$   
B.  $5 + 2 = 7$   
C.  $5 - 4 = 1$   
D.  $4 + 5 = 9$





Slide 87

KW  
K# OP

2, 4, 6, 8, , 12

A. 9  
B. 10  
C. 11  
D. 12





Slide 88

KW  
K# OP

1. Which number sentence is true?

A.  $245 > 245$   
B.  $245 = 267$   
C.  $245 > 267$   
D.  $245 < 267$



Slide 89

KW  
K# OP

What is another way to write 21?

- A.  $20 + 10$
- B.  $20 + 2$
- C.  $20 + 1$
- D.  $2 + 1$

NS 2

Slide 90

KW  
K# OP

12  166

- A. >
- B. <
- C. =
- D. +

## Slide 91

KW  
K# OP

Which number sentence uses the same addends to get the sum of 8.

$3 + 5 = 8$

A.  $5 - 3 = 2$   
B.  $5 + 3 = 8$   
C.  $8 + 5 = 13$   
D.  $4 + 4 = 8$

2.AF.1.1

## Slide 92

KW  
K# OP

Which number sentence answers the question?

Linda has 81 rubber bands. Tom has 10 more than Linda. How many does Tom have?

A.  $81 - 10 = 71$   
B.  $81 + 10 = 91$   
C.  $80 + 1 = 81$   
D.  $40 + 40 = 80$

Slide 93

KW  
K# OP

Which number makes a true number sentence?  $72 < \underline{\quad}$

- A. 70
- B. 71
- C. 72
- D. 73

Grade 2 NS 1.3

Slide 94

KW  
K# OP

Which shows the numbers in order from least to greatest? 52, 37, 81

- A. 52, 37, 81
- B. 37, 52, 81
- C. 81, 52, 37
- D. 52, 81, 37

Grade 2 NS 1.3

Slide 95

KW  
K# OP

Which shows the numbers in order from least to greatest?


A. 42, 26, 64  
B. 42, 64, 26  
C. 26, 42, 64  
D. 64, 42, 26

Grade 2 NS 1.3

Slide 96

KW  
K# OP

What fractional part is shaded red?



A. 6  
B.  $\frac{6}{2}$   
C.  $\frac{2}{6}$   
D.  $\frac{4}{6}$





Slide 97

KW  
K# OP

About how long is a crayon?

- A. 3 centimeters
- B. 3 inches
- C. 3 feet
- D. 3 yards





Slide 98

KW  
K# OP

Solve the problem.  
 $27 + 45 =$

- A. 612
- B. 117
- C. 62
- D. 72





Slide 99

KW  
K# OP

Which number has 6 hundreds, 3 tens, and 5 ones?

A. 356  
B. 635  
C. 563  
D. 600





Slide 100

KW  
K# OP

Which of these can be used to check the answer to this problem?  
 $14 - 8 = 6$

A.  $3 + 3 = 6$   
B.  $14 - 7 = 7$   
C.  $14 - 6 = 8$   
D.  $8 + 6 = 14$





Slide 101

KW  
K# OP

What is another way to write seven hundred twenty-nine?

A.  $700 + 20 + 9$   
B.  $720 + 90 + 9$   
C.  $700 + 29 + 0$   
D.  $900 + 70 + 2$





Slide 102

KW  
K# OP

3. Which number has 3 hundreds, 7 tens, and 2 ones?

A. 327  
B. 372  
C. 300  
D. 732





Slide 103

KW  
K# OP

Which of these  
can be used to check the answer to this problem?

$$3 + 5 = 8$$

A.  $8 - 4 = 4$   
B.  $5 + 5 = 10$   
C.  $8 + 5 = 13$   
D.  $8 - 3 = 5$





Slide 104

KW  
K# OP

What is the digit in the tens place?

$$742$$


A. 0  
B. 7  
C. 2  
D. 4





Slide 105

KW  
K# OP

What fractional part is shaded red?



A. 5  
B.  $\frac{6}{5}$   
C.  $\frac{5}{6}$   
D.  $\frac{1}{6}$



 

Slide 106

KW  
K# OP

About how long is a pencil?

A. 8 centimeters  
B. 6 inches  
C. 2 feet  
D. 1 yards



 

Slide 107

KW  
K# OP

Solve the problem.  
 $59 + 26 =$

A. 82  
B. 75  
C. 715  
D. 85





Slide 108

KW  
K# OP

Find the difference of:

$$\begin{array}{r} 17 \\ - 6 \\ \hline \end{array}$$

A. 23  
B. 14  
C. 1  
D. 11

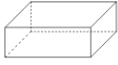


Slide 109



KW  
K#

OP

How many edges does this solid figure have?




A. 6  
B. 8  
C. 12  
D. 4





Slide 110

**Computer Lab**



- Responders in hand & line up for 25 - 30 minutes



## APPENDIX P: Sample Sentence Frames / Oral Stems

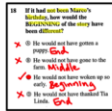
### Oral Sentence Stems

Beginning/ Early Intermediate

Intermediate

Early Advanced / Advanced

Prove/Disprove:



Partner A:

\_\_\_\_\_ is correct/incorrect because...

The correct/incorrect answer is \_\_\_\_\_ because...

Partner B:

I agree/disagree with you because...

I am in agreement/disagreement with you because...

Additionally, I would like to add...



**Camping**

Crack! Crack!

The fire crackles under the stars.

Sizzle! Sizzle!

The water sizzles above the fire.

Crunch! Crunch!

The campers crunching on potato chips.

Click! Clack! Click! Clack!

The tent poles clicking and clacking together.

Rustle! Rustle!

As we prepare our sleeping bags to go to sleep.

Chirp! Chirp!

The crickets say, "good-night".



Line \_\_\_ shows alliteration because...

\_\_\_\_\_ is an onomatopoeia because...

I found an example of alliteration in line \_\_\_\_\_. It is...

An example of an onomatopoeia in the poem \_\_\_\_\_, is \_\_\_\_\_ because...

**APPENDIX Q: Teacher created chants / Auditory cues / Kinesthetic learning**

## What's a SUFFIX?

### A suffix is...

a word part added to the **end** of a word that changes the word's meaning.

SUFFIX	MEANING	CHANT
<u>-ish</u>	like a _____	<p>It's so <u>-ish</u>, <u>-ish</u>, It's so <u>-ish</u>, <u>-ish</u>            To describe what it's like, add an <u>-ish</u> to the root!            He's acted babyish (Like a baby!)            That shirt is grayish (Like the color gray!)            It's so <u>-ish</u>, <u>-ish</u>, It's so <u>-ish</u>, <u>-ish</u>            Take the root, and describe what it's like:            add an <u>-ish</u>, <u>-ish</u></p>
<u>-ful</u>	full of _____	<p>Helpful, full of help            Peaceful, full of peace            Respectful, full of respect            Full of _____ is _____ <u>ful</u>!</p>

## Response to Literature

- In this passage /story
- The author explores the idea of...
- Throughout the novel the author refers to
- This story reminds me of
- The theme is significant because
- In chapter \_\_\_ the author mentions..
- Early in the story...
- According to the author...
- This part of the story is important because...
- This story makes me think of...
- I experienced something similar when...
- In another book I read...
- I understand the authors point because...
- In \_\_\_ the author emphasizes...
- The reoccurring \_\_\_ reminds us that...
- The book leaves us thinking about...
- By analyzing this text I learned...

## What's a PREFIX?

A **prefix** is...

a word part added to the **beginning** of a word that changes the word's meaning.

PREFIX		MEANING	CHANT
re-		again	RE you see, means again! Let's <u>REpeat</u> and say it again!
un-/im-/in-		not	UN-, IM-, IN- all mean NOT! Shake that finger NOT, NOT, NOT!
pre-		before	BEFORE you see it you <u>PREview</u> ! BEFORE you go there you <u>PREpare</u> ! BEFORE the root word's the <u>PREfix</u> !
dis-		opposite	DIS d-d-dis-dis OPPOSITE!

**I'm an Onomatopoeia**

(sung to the tune of "I've Been Workin on the Railroad")

I'm an **onomatopoeia**

Noises are my game

I'm an **onomatopoeia**

Ribbit, zip, zoom, pow, quack, bang



I'm an **onomatopoeia**

Noises are my game

I'm an **onomatopoeia**

Buzz, crunch, meow, ruff, tweet, neigh



## **Helping Verb Song (sung to the tune of Jingle Bells)**

**Helping Verbs! Helping Verbs!**

**There are 23...**

**Am, is, are!**

**Was and were!**

**Being, been, and be!**

**Have, has, had!**

**Do, does, did!**

**Should, shall, will, and would!**

**There are 5 more helping verbs:**

**May, might, must, can, could!**

**APPENDIX R: Sample Teacher Created Graphic Organizers**

Slide 1

What is the MAIN IDEA?

The main idea is what the story is mostly about.

The story, \_\_\_\_\_, is mostly about...

The main idea of \_\_\_\_\_ is...

Details give more information about the main idea.


First, \_\_\_\_\_.

Next, \_\_\_\_\_.

Finally, \_\_\_\_\_.

Slide 2

The 5 W's and H



**Who** are the main characters in the story?


The main characters in the story are...

My favorite character is \_\_\_\_\_ because...

**When and where** does the story take place?


The setting of the story takes place in \_\_\_\_\_ during...

If I were to visit this place I would \_\_\_\_\_ ...



- see
- smell
- taste
- feel
- hear


Slide 3

 **The 5 W's a H**

What \_\_\_\_\_?  
**is the problem in the story**

\_\_\_\_\_.


**The problem is...**

 How \_\_\_\_\_?  
**is the problem solved**

\_\_\_\_\_.

**The problem is solved when...**

Slide 4

 **The 5 W's and H**

**Why did the character \_\_\_\_\_?**

I think that the character chose to \_\_\_\_\_ because...

I think \_\_\_\_\_ made a wise/foolish decision when...

If I were \_\_\_\_\_ I would/would not have \_\_\_\_\_ because...

**Why is this story important?**

This story is significant because...




Slide 5

What \_\_\_\_\_?  
**is the author's purpose for writing**

---

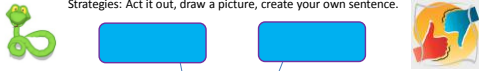
The author wrote the story to \_\_\_\_\_ because...



- entertain (fiction)
- explain (how-to, directions)
- persuade (advertisements)

Slide 6

Read the word. How many **synonyms** and **antonyms** can you think of for the word?  
Strategies: Act it out, draw a picture, create your own sentence.



Synonyms


Word

Antonyms

A synonym for \_\_\_\_\_ is \_\_\_\_\_.  
For example, \_\_\_\_\_.

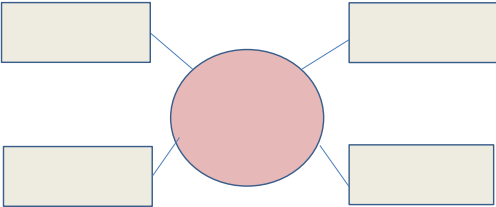
An antonym for \_\_\_\_\_ is \_\_\_\_\_.  
For example, \_\_\_\_\_.

Slide 7

Name: _____		Title: _____
<b>Cause:</b> Why an event happened		<b>Effect:</b> What happened

Slide 8

Interpret Information from Charts and Diagrams



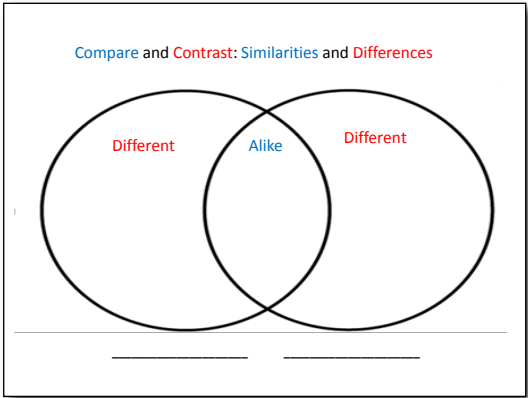
What question belongs in the circle?  
\_\_\_\_\_ is the question that belongs in the circle because...

\_\_\_\_\_ is an appropriate question to put in the circle for the reason that...

What are some words that could go in this diagram?  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ are words that could go in the diagram because...

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ are appropriate words that fit the diagram because...

Slide 9

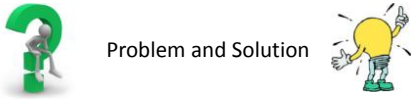


Slide 10

RC 2.4 Making Predictions

Context Clues: What do I learn from the text?	Prior Knowledge: What did I already know before reading?	Prediction: What do I think will happen next?
		I think _____ will happen because...
		Because _____, I predict that...
		It is possible that... I am making this prediction because...
		Based on the context clues and my prior knowledge, I predict that _____ because...

Slide 11



### Problem and Solution

Problem/Conflict: What goes wrong in the story.

The problem/conflict in the story is \_\_\_\_\_.

The details of the problem/conflict are \_\_\_\_\_.

Solution/Resolution: How the problem is solved

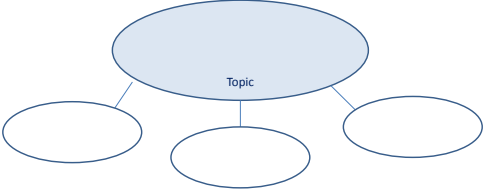
The problem is solved when \_\_\_\_\_.

A solution is reached when \_\_\_\_\_.

A resolution occurs when \_\_\_\_\_.

Slide 12

### RW 1.5 Levels of Specificity



Which word is a main heading for the other three words?

An appropriate heading for the other three words could be \_\_\_\_\_ because...

Which word names a group that includes the other three words?

The word \_\_\_\_\_ names a group that includes the other three words. This word is fitting for the topic because...

**APPENDIX S: Sample Data Reports from Adaptive Software**

ST Math Class report

Class level report for: H. Parsons, 2012-13 3rd Grade (group 1) Export Print

SCD ▾	Attn'd:		Standards Mastery	Syllabus Progress	Current Objective	Last Login
	L	H				
PBA001	59	0	11%	22%	Ordering and Comparing ... 2.4.3	Tuesday 10:59:50
BBA002	0	0	0%	0%		10/11/2012 08:23:51
ZBO003	77	0	54%	65%	Fraction Addition and Subt... 1.3.3	Tuesday 10:50:26
LWO004	73	0	37%	52%	Algebraic Expressions and... 1.5.2	Tuesday 10:51:56
CMA005	113	0	91%	98%	Challenge 1.5.7 ...	Tuesday 03:18:39
DWI006	99	0	68%	76%	Volume and Weight 1.3.3	Tuesday 11:18:00
YSU007	71	5	49%	64%	Fraction Addition and Subt... 1.1.2	Tuesday 10:59:43
DSE008	92	0	58%	69%	Money and Decimals 1.5.3	Today 07:55:08
DGA009	94	0	80%	92%	Multiplication of Multi Digits 1.4.4	Tuesday 10:50:47
RKL010	75	1	55%	66%	Fraction Addition and Subt... 1.4.1	Tuesday 10:50:22
TND011	57	0	13%	22%	Ordering and Comparing ... 2.4.4 ..	Tuesday 10:54:00
<b>CLASS AVERAGE</b>	<b>72</b>	<b>0</b>	<b>35%</b>	<b>46%</b>	<b>14 different objectives</b>	<b>10/30/2012</b>

Successmaker Reading Data

3rd Grade Reading													School:	Gilroy Prep
Report Dates: All assigned start dates													Teacher:	t tiger
Report Run: 10/31/12 - 11:50 AM													Grade:	NA
													Group:	NA
Student	Level Data				Usage			Instructional Performance			Mastery			AP
	Assigned Course Level	Current Course Level	IP Level	Gain	Time Spent	Total Sessions (minimum of 1 assessment)	Exercises Correct	Exercises Attempted	Exercises Percent Correct	Skills Assessed	Skills Mastered	Skills Percent Mastered		
Hiromi Alvarado	3.25	3.11	3.00	0.11	1:51	9	64	91	70%	3	2	67%		
Vanessa Baca	3.25	4.10	4.00	0.10	1:31	8	22	35	63%	1	1	100%	*	
Kaylin Battaglia	3.25	3.17	3.00	0.17	2:54	13	186	224	83%	8	8	100%	*	
Karla Berbera	3.25	3.11	3.00	0.11	2:24	22	77	86	90%	4	4	100%	*	
Ivan Bermudez Cruz	3.25	2.88	2.75	0.13	2:11	10	87	110	79%	2	2	100%	*	
Aileen Cruz	3.25	3.11	3.00	0.11	2:03	9	70	101	69%	2	1	50%		
Marisol Cruz Velasco	3.25	3.58	3.50	0.08	2:23	11	125	138	91%	7	7	100%	*	
Nicole Darr	3.25	In IP	In IP	In IP	2:05	10	30	40	75%	In IP	In IP	In IP		
Delaney Erb	3.25	3.29	3.25	0.04	2:20	10	28	32	88%	1	1	100%	*	
David Espino	3.25	3.13	3.00	0.13	2:15	12	83	99	84%	5	5	100%	*	
Zabdiel Gutierrez	3.25	3.11	3.00	0.11	2:13	11	71	86	83%	4	3	75%	*	
Melanie Hernandez - O	3.25	3.11	3.00	0.11	1:56	10	48	54	89%	2	2	100%	*	
Camberly Johnson	3.25	4.18	4.00	0.18	2:29	11	165	183	90%	9	9	100%	*	
Husai Lopez	3.25	3.16	3.00	0.15	2:44	16	127	153	83%	8	8	100%	*	
Andrea Madrigal	3.25	3.16	3.00	0.15	2:28	12	150	170	88%	8	8	100%	*	
Julian Mendoza	3.25	3.21	3.00	0.21	2:39	16	203	248	82%	10	9	90%	*	
Tiffany Mendoza	3.25	4.11	4.00	0.11	2:29	11	75	85	88%	4	4	100%	*	
Lupita Montes	3.25	3.10	3.00	0.10	1:35	10	39	56	70%	2	1	50%		
Evan Nadeau	3.25	3.26	3.25	0.01	2:10	10	22	24	92%	0	0	0%		
Orlando Orozco	3.25	3.61	3.50	0.10	2:31	12	163	192	85%	8	8	100%	*	
Reet Padda	3.25	4.38	4.25	0.13	2:26	11	173	185	94%	8	8	100%	*	
Shalin Palil	3.25	4.18	4.00	0.18	2:29	13	167	179	93%	9	9	100%	*	

Accelerated Reader Data



**Word Count Report**

4 of 4

Printed Wednesday, October 31, 2012 11:55:20 AM

School: Gilroy Prep School

Reporting Period: 10/1/2012 - 10/31/2012  
(October 2012 to today)

**Class: Timber Wolves (Toriumi - 3)**

Teacher: Toriumi, C.

Student	Reading Practice Quizzes			Other Reading Quizzes			Total Word Count
	Passed	Taken	Word Count	Passed	Taken	Word Count	
Woosley, Landon	13	13	598,798	0	0	0	598,798
Ndao, Tiara Platinum	2	2	448,012	0	0	0	448,012
Husainzada, Khadija Platinum	25	25	296,171	0	0	0	296,171
Perez, Ysabelle Platinum	2	2	271,027	0	0	0	271,027
Barrios, Brian Platinum	7	8	207,597	0	0	0	207,597
Suresh, Yashilla Platinum	5	5	198,165	0	0	0	198,165
Chang, Justin Platinum	12	12	181,740	0	0	0	181,740
Seaton, Joshua Gold	8	8	161,537	0	0	0	161,537
Panuco, Karla Silver	15	15	160,620	0	0	0	160,620
Wilson, Dylan Silver	6	6	143,095	0	0	0	143,095
Bodeman, Zen Silver	5	5	141,878	0	0	0	141,878
Scheid, Lucy Platinum	10	10	135,650	0	0	0	135,650
Madrigal, Carlos Gold	17	17	126,921	0	0	0	126,921
Perez Ruiz, Pablo Iron	13	13	121,539	0	0	0	121,539
Harp, Gabriel Bronze	7	7	117,184	0	0	0	117,184
Quist, Skylar Silver	16	16	116,239	0	0	0	116,239
Torres, Jenessa Bronze	22	23	115,845	0	0	0	115,845
Klair, Riya Silver	15	15	113,302	0	0	0	113,302
Orozco, Giovanni Bronze	4	4	111,823	0	0	0	111,823
Garcia, Daisy Bronze	16	16	109,166	0	0	0	109,166
Garcia, Sonia Bronze	18	18	104,523	0	0	0	104,523
Rebina, Cierra Gold	7	7	99,512	0	0	0	99,512
Sernas, Denise Silver	11	11	92,807	0	0	0	92,807
Duran, Genesis Bronze	18	18	90,642	0	0	0	90,642
Tomlin, Delanie	23	25	84,363	0	0	0	84,363
Tena, Analiza	18	20	81,978	0	0	0	81,978
Pluckhan, Ashton Bronze	10	11	77,513	0	0	0	77,513
Lopez Cid, Guillermo Iron	15	16	70,131	0	0	0	70,131
Figuerroa, Joseph	16	19	69,758	0	0	0	69,758
Barragan, Paula Iron	24	24	66,436	0	0	0	66,436
Jimenez, Vicente Bronze	5	5	38,835	0	0	0	38,835
<b>Total</b>	<b>385</b>	<b>396</b>	<b>4,752,807</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4,752,807</b>

**APPENDIX T: Letter of Support for MHPS entering El Dorado County Charter SELPA**



**EL DORADO COUNTY CHARTER  
SPECIAL EDUCATION LOCAL PLAN AREA**

VICKI L. BARBER, Ed.D., Superintendent  
David M. Toston, Executive Director

October 30, 2012

Gilroy Prep  
277 IOOF Ave  
Gilroy, CA 95020

To Whom It May Concern:

The El Dorado County Charter SELPA has enjoyed working with Gilroy Prep as a member. Pursuant to our admission policy, as a current member of the Charter SELPA Gilroy Prep would receive priority consideration if they apply for another Charter LEA.

Please contact me with any questions.

Sincerely,

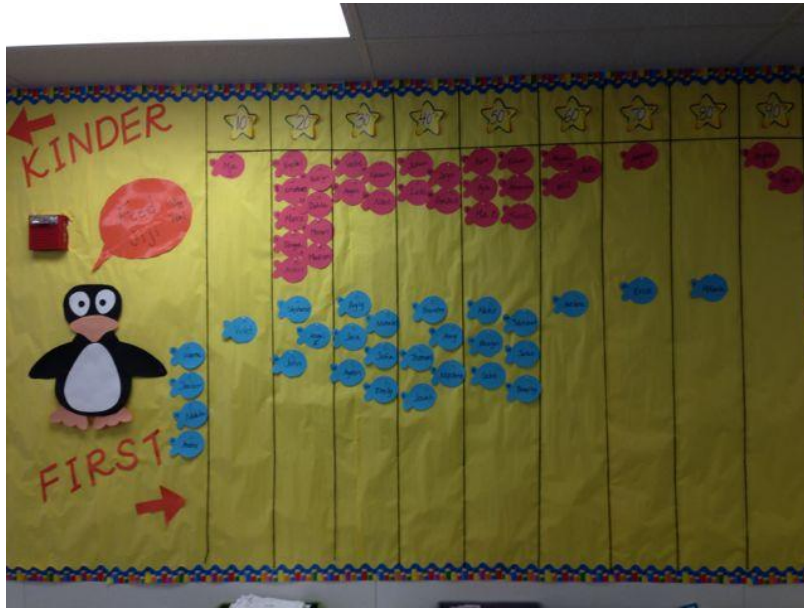
A handwritten signature in blue ink, appearing to read "David M. Toston", with a long horizontal flourish extending to the right.

David M. Toston  
Executive Director





### ST Math Progress Year to DATE



**SuccessMaker Math Progress to Goal by Grade**



### **APPENDIX V: Independent Learning Lab**

MHPS intends to utilize classroom space to create Independent Learning Labs so that all students have access to adaptive educational software. The lab time will also provide MHPS teachers more flexibility to pull out small groups to re-teach concepts that either students have been struggling with or concepts that are above grade-level and need introductory pre-teaching.

During Independent Learning Lab students spend time using the following educational software, i.e. Successmaker (SM) Language Arts/Math, ST Math, Accelerated Reader (AR) and Fast Math. The labs are outfitted with 30 computers or 30 iPads. Students also have access to Ipods to listen to audio books and take AR quizzes. Student progress using these programs is charted. See attached display of the types of charts seen in an Independent Learning Lab.

#### **Daily Independent Learning Lab Time by Grade**

Grade	SuccessMaker Reading	SuccessMaker Math	Spatial Temporal (ST) Math	Fast Math	Accelerated Reader
K	In classroom	20 min.	20 min.	10 min.	
1st	In classroom	20 min.	20 min.	10 min.	30 min.
2nd	20 min.	20 min.	20 min.	10 min.	30 min.
3rd	20 min.	20 min.	20 min.	10 min.	30 min.
4th	20 min.	20 min.	20 min.	10 min.	30 min.
5th	20 min.	20 min.	20 min.	10 min.	30 min.
6th	20 min.	20 min.	20 min.	10 min.	30 min.

**APPENDIX W: Navigator Schools Monthly Goals**

Navigator Schools Monthly Goals									
Kindergarten	ST Math	SM math	Math Test	Math Facts	Reading Fluency	AR Points	STAR Reading	SM Reading	ELA Test
September	12	0.2	75%	Add. 1-2's	3			0.2	75%
October	24	0.3	75%	Add. 1-4's	6			0.3	75%
November	36	0.4	75%	Add. 1-6's	9			0.4	75%
December	48	0.5	75%	Sub. 1-8's	12		1.4	0.5	75%
January	60	0.6	75%	Sub. 1-10's	15			0.6	75%
February	72	0.7	75%	Sub. 1-2's	18			0.7	75%
March	84	0.8	75%	Subt. 1-4's	22		1.75	0.8	75%
April	96	0.9	75%	Subt. 1-6's	26			0.9	75%
May	100	1	75%	Subt. 1-10's	60		2	1	75%
1st grade	ST Math	SM math	Math Test	Math Facts	Reading Fluency	AR Points	STAR Reading	SM Reading	ELA Test
September	12	1.2	75%	Add. 1-2's	33			1.2	75%
October	24	1.3	75%	Add. 1-4's	36			1.3	75%
November	36	1.4	75%	Add. 1-6's	39		1.3	1.4	75%
December	48	1.5	75%	Sub. 1-8's	42			1.5	75%
January	60	1.6	75%	Sub. 1-10's	45			1.6	75%
February	72	1.7	75%	Sub. 1-2's	48			1.7	75%
March	84	1.8	75%	Subt. 1-4's	52		1.75	1.8	75%
April	96	1.9	75%	Subt. 1-6's	56			1.9	75%
May	100	2	75%	Subt. 1-10's	60		2	2	75%
2nd Grade	ST Math	SM math	Math Test	Math Facts	Reading Fluency	AR Points	STAR Reading	SM Reading	ELA Test
September	12	2.2	75%	Add. 1-3's	63	Meet monthly goal	2	2.2	75%
October	24	2.3	75%	Add. 1-6's	66	Meet monthly goal		2.3	75%
November	36	2.4	75%	Add. 1-10's	69	Meet monthly goal	2.3	2.4	75%
December	48	2.5	75%	Sub. 1-3's	72	Meet monthly goal		2.5	75%
January	60	2.6	75%	Sub. 1-6's	75	Meet monthly goal		2.6	75%
February	72	2.7	75%	Sub. 1-10's	78	Meet monthly goal		2.7	75%
March	84	2.8	75%	Mult 2's	82	Meet monthly goal	2.75	2.8	75%
April	96	2.9	75%	Mult 2's 5's	86	Meet monthly goal		2.9	75%
May	100	3	75%	Mult 2,5,10's	90	Meet monthly goal	3	3	75%
3rd Grade	ST Math	SM math	Math Test	Math Facts	Reading Fluency	AR Points	STAR Reading	SM Reading	ELA Test
September	12	3.2	75%	Add 1-10's	93	Meet monthly goal	3	3.2	75%
October	24	3.3	75%	btaction 1-10	96	Meet monthly goal		3.3	75%
November	36	3.4	75%	Mult 2's-3's	99	Meet monthly goal	3.4	3.4	75%
December	48	3.5	75%	Mult 2-6's	102	Meet monthly goal		3.5	75%
January	60	3.6	75%	Mult 2-8's	105	Meet monthly goal		3.6	75%
February	72	3.7	75%	Mult 1-10's	108	Meet monthly goal		3.7	75%
March	84	3.8	75%	Mult 1-10's	112	Meet monthly goal	3.75	3.8	75%
April	96	3.9	75%	Mult 1-10's	116	Meet monthly goal		3.9	75%
May	100	4	75%	Mult 1-10's	120	Meet monthly goal	4	4	75%
4th Grade	ST Math	SM math	Math Test	Math Facts	Reading Fluency	AR Points	STAR Reading	SM Reading	ELA Test
September	12	4.2	75%	Mult 1-10's	123	Meet monthly goal	4	4.2	75%
October	24	4.3	75%	Mult 1-10's	126	Meet monthly goal		4.3	75%
November	36	4.4	75%	Div. 1-3's	129	Meet monthly goal	4.3	4.4	75%
December	48	4.5	75%	Div. 1-6's	132	Meet monthly goal		4.5	75%
January	60	4.6	75%	Div. 1-8's	135	Meet monthly goal		4.6	75%
February	72	4.7	75%	Div. 1-10's	138	Meet monthly goal		4.7	75%
March	84	4.8	75%	Div. 1-10's	142	Meet monthly goal	4.75	4.8	75%
April	96	4.9	75%	Div. 1-10's	146	Meet monthly goal		4.9	75%
May	100	5	75%	Div. 1-10's	150	Meet monthly goal	5	5	75%

**Appendix X: Parent / Student Handbook**

## **Appendix Y: MHPS Budget Narrative, Budget, Cash Flow and 5- Year Financials**

### **Morgan Hill Prep School Charter Petition Budget**

#### **Enrollment**

Morgan Hill Prep School (MHPS) will open with grades K-2 and 180 students (60 students per grade) in 2014-15 and reach its full capacity of 540 students with grades K-8 in 2020-21. Each year the school will add one new grade, maintaining 60 students in each grade. MHPS is confident in its ability to start at full capacity and continue to add a class of 60 students each year as Gilroy Prep School has been able to meet enrollment projections and build a waiting list. In Gilroy Prep School's second year there were 184 students in the lottery for Kindergarten with minimal outreach. The quality of education and word of mouth from enrolled families were responsible for the huge interest in year two. Currently, grade level waitlists range from twenty-three students to one hundred eighteen.

In Morgan Hill, an active recruitment process at local preschools will ensure that each incoming Kindergarten classes will be full. It is fully anticipated that waitlists will outpace attrition at the school.

#### **Demographics**

Demographic information is estimated based on data from Morgan Hill School District.

Free and Reduced Lunch: 50%

Economically Disadvantaged: 20%

English Learners: 25%

#### **Accounting:**

Like most charter schools, Morgan Hill Prep School will use accrual based accounting. This means that MHPS 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 MHPS won't receive cash proceeds from lottery funding until year two, the funds are still earned in year one.

## Revenue

### General Purpose Revenue

Revenues are based on School Services of California's projections for the 2013-14 school year. Based on SSC projections we are assuming a 2.2% increase in the rates in 2014-15 school year over the projected 2013-14 rates. To give an example of how we have projected rates:

Step 1: Take the 2013-14 rate from the School Services Dartboard of \$5,160

Step 2: Multiply by SSC recommended COLA of 2.2% ( $\$5,160 * 1.022 = \$5,274$ )

### Rates are as follows:

General Purpose Block Grant per ADA: K-3: \$5,274, 4-6: \$5,353, 7-8: \$5,515

Categorical Block Grant per ADA: \$416

Economically Disadvantaged and English Learner (Included in Categorical Block Grant): \$345 per Eligible Student

State Lottery Unrestricted: \$124 per ADA

State Lottery Restricted: \$30 per ADA

Morgan Hill Prep School is aware of the proposal for the Local Control Funding Formula, but is not currently planning that the LCFF will be implemented. Should the LCFF be approved, MHPS would receive additional funding as the LCFF would allow the school to receive money for Class Size reduction as well as fixing the inequities in the categorical funding system.

### Federal Funding

The budget includes funding from the Public Charter School Grant Program for startup operations in years 1 and 2. The amounts are based on the 2010-15 grant cycle. Morgan Hill Prep School 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 school is confident based on the successful



applications for funding of Gilroy Prep School and Hollister Prep School that they would have a very good chance of qualifying for funding in the first round.

Based on projected FRL counts, Morgan Hill Prep School will be applying for Title I, Title II and Title III funding. Projections for funding are \$350 per FRL student for Title I, \$26 per FRL student for Title II and \$100 per FRL student for Title III funding. To be conservative, we are not assuming that these amounts will increase over the first five years of the charter. Title funding will be used according to federal standards and will be used purely for supplementing the school's core program, including additional paraprofessionals and technology. Additionally, the required percent of funds will be spent on staff development.

### Child Nutrition

Since MHPS will be serving meals to students who qualify for free and reduced lunch, the school will receive both federal and state reimbursements. The federal reimbursement is estimated at 10% of the cost of total student meals and the state reimbursement is estimated at 75% of the cost of student meals.

### Special Education

Morgan Hill Prep School will be joining the El Dorado County SELPA, which is the same SELPA that Gilroy Prep School participates in and that Hollister Prep School will be participating in. Starting in year one, the school will receive \$432 per ADA for the state entitlement and starting in year two receive \$120 from federal entitlement. These amounts are both net of a 7% administrative fee charged by the El Dorado County SELPA.

### Other State Revenues

Morgan Hill Prep School 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.

Morgan Hill Prep School will also receive \$154/ADA from the State lottery. As a first year school, MHPS will not receive the funding during the first year of operations, but rather accrue the revenues in its second year of operations, as noted in page 1, “Accounting” section.

### Local Revenues

Morgan Hill Prep School is projecting direct sales for lunches. While assuming that most of the lunches served will be to students who are eligible for free or reduced priced meals, 10% of lunches served will be paid for. MHPS is also going to collect revenues for uniforms and estimates a collection rate of 75% of expenses.

While MHPS plans to actively fundraise and apply for available grants, the school is only estimating \$15K in fundraising per year. This figure is less than half of what Gilroy Prep School was able to raise in their first year of operation.

### Expenses

Expenses are largely based on the experience of Gilroy Prep School over the first two years of operation. Based on the success of both the academic program and the financials of Gilroy Prep School, MHPS expects that these are reasonable assumptions to make in ensuring that the school will be able to deliver a successful academic program, while maintaining financial stability. Most expense assumptions have been increased 3% per year 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 – The table below contains the starting salary for all positions as well as FTE for positions each year. All salaries will grow at 3%.

	Starting Salary	2014-15	2015-16	2016-17	2017-18	2018-19
Principal	\$ 110,000	1	1	1	1	1
Ast. Principal	\$ 80,000				1	1
Academic Coach	\$ 75,000	1	1	1	1	1
Office Manager	\$ 45,000	1	1	1	1	1
Special Ed. Teacher	\$ 80,000	0.5	0.5	1	1	1
Attendance/Food	\$ 30,000	0.5	0.5	0.75	1	1
Custodian	\$ 30,000	0.5	0.75	0.75	1	1
ELA Teacher	\$ 55,000	3	4	5	6	7
Math Teacher	\$ 55,000	2	2	3	3	4
Paraprofessional	\$ 20,000	2.5	3.5	3.5	4	4.5
PE Teacher	\$ 45,000			0.5	0.75	1
Science Teacher	\$ 55,000			0.5	0.75	1

The main driver for salary projections and FTE is what Gilroy Prep School pays employees. The school is also using some data from an EdTec study on charter school pay, as well as their experience working with over 100 charter schools in California.

Substitute pay assumes a 5% absence rate for teachers and a sub rate of \$150 per day.

Morgan Hill Prep School will offer a health plan to all full time employees with an average cost to the school of \$7,000 per employee. This cost is based on what GPS pays for employee health coverage and is above the charter school average of \$5,819. We realize that this is less expensive than the average district cost of roughly \$8,000, but charters typically experience lower benefits costs than tradition public school, as they have a younger workforce.

All full-time employees (teachers, certificated admin, coach, SPED, and office manager) will be offered benefits. Note that no instructional aides will be full time employees. MHPS intends to hire five part-time paraprofessionals equaling a total of 2.5 FTEs

Health care cost per employee increase at 8% per year.

All certificated employees will participate in STRS. Classified employees will participate in Social Security and all employees will participate in Medicare. MHPS will not offer PERS due to the rapidly escalating costs of participating in the program.

### Books and Supplies

Whenever possible, MHPS will employ the same purchasing practices used at GPS and attempt to purchase used equipment, furniture and textbooks whenever possible at a significant discount.

Morgan Hill Prep School is budgeting start up costs of \$125 per new student to purchase textbooks as well as \$75 for all students to purchase additional books and reference materials. In addition, the school is budgeting \$100 per student for instructional materials.

Cost of furniture is estimated at \$25,000 per year. Office supplies are being budgeted at \$300 per FTE.

MHPS will have a strong technological presence in the curriculum. MHPS has budgeted \$40,000 for initial technology purchases and an additional \$25,000 each year after to accommodate student growth and replace technology as needed. The use of warranted, refurbished computer systems will allow for a greater number of computers than full price new systems. There is also \$55,000 budgeted for educational software in year one with \$20,000 each year after. MHPS will negotiate multiyear payment plans to delay the effect to cash flow.

The food service program assumes that 60% of students will get breakfast and lunch at a total cost of \$4.50 per day per student.

### Services and Operating Expenses

Projections for Services and Operating expenses were estimated based on actual expenses that Gilroy Prep School has experienced.

Rent projections assume Prop 39 with Morgan Hill and assume that the district would increase oversight fees to 3%, rather than the 1% that would be charged if the district did not provide facilities. Gas and Electric are estimated to be an additional \$100 per student with additional expenses for waste, water and security.

Insurance is projected at \$150 per student based on what GPS currently pays in Gilroy.

Back office business services are based on the current contract that GPS has with Edtec, which is 6 % of governmental revenues.

MHPS is budgeting for professional development opportunities for staff with \$500 per FTE for conference fees and another \$250 per FTE for professional development activities.

MHPS will use a student information system and is budgeting \$15,800 per year for set-up, training and support. MHPS is also budgeting \$15,000 for technology services, since technology will be an important part of the instructional program.

There is \$10,000 budgeted for instructional consultants and another \$5,000 budgeted for any non instructional consultants that the school might need. Additionally, the school is planning on using Special Education Contractors to provide services as the school grows bigger, starting with \$20,000 of expense in 2015-16.

### Capital Outlay

Morgan Hill Prep School has budgeted \$20,000 per year for making necessary capital improvements to buildings or the site. Because the location of the school isn't known at this time, there are no specific plans for these funds, but MHPS believes that it is important to budget for necessary improvements or installations that are needed.

### Cash Flow

Once the charter is approved, the school will apply for a \$250K CDE Revolving Loan to help fund the initial purchase of equipment and manage the cash flow. We are conservatively estimating that the proceeds from the loan will only be \$150K. The CDE loan payback would occur over a three-year period. The proceeds from the CDE loan would be spent on initial start up materials and payroll. Because it is a loan and all funds are repaid, there are no spending reporting requirements as there would be with a grant. Should the CDE loan not be available, the school will seek a short term start up loan from Gilroy Prep School or Hollister Prep School and/or a bank loan. In the case that MHPS needs to get a bank loan, MHPS will consult MHUSD first.

The cash forecast assumes the 2013-14 deferral schedule continues as is throughout the five-year projection. The Special Advance Apportionment for growing schools has been included following historical disbursement patterns.

### APPENDIX Z: Navigator Schools Peer Coaching Checklist

## Navigator Schools Peer Coaching Checklist

1 – No Evidence   2- Little Evidence   3- Sufficient Evidence   4- Outstanding Evidence

<u>Overarching Navigator Goal</u>				
1	2	3	4	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Data driven instruction and intervention leading to improved student achievement

<u>Engaging and Supporting All Students in Learning</u>				
1	2	3	4	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Students are engaged >95% of time
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Inattention corrected within 5 <del>secs</del> .
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use of WBT (gestures, chants, mirror words, teach ok, class-class)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Creative Additions (songs, stories, regalia)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Variety of attention getters (bells, lights, call backs)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	All students respond chorally

<u>Understanding and Organizing Subject Matter for Student Learning</u>				
1	2	3	4	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Spiral review
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sufficient guided practice
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Independent practice
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Addressed content standards

<u>Planning Instruction and Designing Learning Experiences for All Students</u>				
1	2	3	4	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Frequent use of oral language practice
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Frequent use of partner talk
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Differentiation
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use of <u>Mob</u> .
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Higher Level Thinking (written or oral explanations, inquiries, experiments)

				<b><u>Creating and Maintaining Effective Environments for Student Learning</u></b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Class entrance procedures
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	High energy opener spiral
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Physical Environment (tools available, useful walls, seating)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Class exit procedures
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Routine/procedures maximize learning time
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Efficient transitions (count downs, music, timers)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Technology prepared

				<b><u>Assessing Students for Learning and Immediate Intervention</u></b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Two prove/disprove questions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Randomizing student responses
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Mobile monitoring of student work
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	"Boards up" strategy
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use of responders
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Intervention tracking

<b>Lesson Highlights</b>	
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<b>Suggestions</b>	
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**APPENDIX AA: Sexual Harassment Policy**

Navigator Schools  
Resolution 1(e) Adopting  
Sexual Harassment Policy

**Policy Statement**

The Navigator Schools Charter Schools are 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 the NAVIGATOR SCHOOLS Charter 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 NAVIGATOR SCHOOLS 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 NAVIGATOR SCHOOLS Charter 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. NAVIGATOR SCHOOLS Charter 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:

**APPENDIX AB: Navigator Schools Student Freedom of Speech/Expression: Publication Code Policy****Navigator Schools Student Freedom of Speech/Expression: Publication Code Policy**

*The Navigator Schools Board of Directors respects students' rights to express ideas and opinions, take stands, and support causes, whether controversial or not, through their speech, their writing, their clothing, and the printed materials they choose to post or distribute.*

Student freedom of expression shall be limited only as allowed by law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community. Expression shall be prohibited which is obscene, libelous, or slanderous. Also prohibited shall be material that so incites pupils as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or the substantial disruption of the orderly operation of the school

**Distribution of Circulars, Newspapers, and Other Printed Matter**

Students shall be allowed to distribute circulars, leaflets, newspapers, and pictorial or other printed matter, and to circulate petitions, subject to the following specific limitations:

1. Leaflets, pictorial and other printed matter to be distributed shall be submitted to the Executive Director or designee at least one school day prior to distribution.
2. Distribution, free or for a fee, may take place at any time except during instructional time and providing there is no substantial disruption in the school programs (as determined by the Executive Director).
3. The manner of distribution shall be such that coercion is not used to induce students to accept the printed matter or to sign petitions.
4. The solicitation of signatures must not take place in instructional classes or school offices, nor be substantially disruptive to the school program (as determined by the Executive Director).
5. Pupil editors of official school publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations of this section. However, it shall be the responsibility of the adviser or advisers of pupil publications to supervise the production

of the pupil staff, to maintain professional standards of English and journalism, and to maintain the provisions of this section.

6. There shall be no prior restraint of material prepared for official school publications except insofar as it violates this policy. School officials shall have the burden of showing justification without undue delay prior to a limitation of pupil expression under this section.

### **Buttons, Badges, and Other Insignia of Symbolic Expression**

Students shall be permitted to wear buttons, badges, armbands, and other insignia as a form of expression, subject to the prohibitions enumerated in this Policy.

### **Use of Bulletin Boards**

Students will be provided with bulletin boards, upon request, for use in posting student materials on campus locations convenient to student use. Where feasible, the location and quantity of such bulletin boards shall be by mutual agreement of student government representatives and the local school administration. Posted material must be in compliance with other sections of this Policy, particularly regarding the distribution of materials and prohibited speech.

### **Organized Demonstrations**

Students have the right to lawful organized on-campus demonstrations, subject to the provisions of this Policy and applicable law.

No organized demonstrations by school groups may take place during school hours off the school campus unless sanctioned by school authorities and supervised by a designated school authority. No individual student may demonstrate in the name of the school or as an official school group at any time unless authorized by the school to participate in the activity.

### **Enforcement**

1. The Executive Director or designee shall review material submitted in a reasonable amount of time and shall allow the approved material to be distributed according to the time and manner established by this Policy.

2. Any student may appeal the decision of the Executive Director or designee to the Board who shall render a decision within a reasonable period of time after receipt of the appeal. The appeal by the student must be made within five school days from the time the unsatisfactory decision was rendered.
  
3. Students who are considering actions in the areas covered by this Policy should be informed of the possible consequences of their action under each specific circumstance.

**APPENDIX AC: Navigator Schools Conflict of Interest Policy**

## Navigator Schools Conflict of Interest Policy

### Method for Resolving Issues of Conflict of Interest

The Board of Directors, officers and employees of GPS pledge that their prime responsibility as stewards of public funds and as providers of public education is to ensure that all enrolled students attain the highest education level possible and in a manner that adheres to the highest levels of ethical responsibility. To that end, the Directors, officers and employees of GPS declare their acceptance of the standards of practice set forth herein, and their solemn intent to honor them to the limits of their ability as outlined in the following Code of Ethics:

1. Not more than 49% of the people serving on the school's Board of may be comprised of: (a) people currently being compensated by the school for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (b) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.



2. Every Board Member has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Director shall be excused from the discussion and vote on any matter involving such Director relating to: (a) a “self-dealing transaction” (see below); (b) a conflict of interest, (c) indemnification of that Director uniquely; or (d) any other matter at the discretion of a majority of the Board.

3. The Board of Directors and the school shall not engage in any “self-dealing transactions,” except as approved by the Board. "Self-dealing transaction" means a transaction to which the school is a party and in which one or more of the Directors has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: a transaction that is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

4. Any Director, officer, or key employee having an interest in a contract, other transaction or program presented to or discussed by the Board of Directors for authorization, approval, or ratification shall make a prompt, full and frank disclosure to the Board of his or her interest prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction, which might reasonably be construed to be adverse to the Board’s interest. A person shall be deemed to have an "interest" in

a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the school, or is a Director, Trustee or Officer of or has a significant financial or influential interest in the entity contracting or dealing with the school.

5. Directors representing any not-for-profit corporation proposing to do business with the charter school shall disclose the nature and extent of such business propositions.

6. No Director, officer, or employee of a for-profit corporation having a business relationship with the charter school shall serve as voting member of the Board of Directors for the duration of such business relationship, provided, however, that this provision shall not apply to the following:

- Individuals associated with a partnership, limited liability corporation, or professional corporation, including but not limited to doctors, accountants and attorneys;
- Individuals associated with an educational entity (including but not limited to schools of education) some of whose faculty may be providing paid services directly or indirectly to such charter school;
- Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning, or other financial services organization; or
- Members of the faculty of the charter school.

7. In no instance shall a Director, officer, or employee of a for-profit educational management organization having a business relationship with the charter school serve as a voting member of

the Board of Directors for the duration of such business relationship.

8. Trustees, officers, or employees of any partner organization with the School other than a for profit management organization shall hold no more than 40% of total seats comprising the Board of Directors.

9. Directors shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, a Director shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters, and the Director's interest in the matter will be reflected in the Board minutes.

10. Directors shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.

11. Directors shall not use his or her position with the school to acquire any gift or privilege worth \$50 or more that is not available to a similarly situated person, unless that gift is for the use of the charter school.

12. Directors, officers, or employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.

**APPENDIX AD: Navigator Schools Homeless Education Policy**Navigator Schools Homeless Education Policy

Navigator Schools has designated Meghan Haun as the liaison for homeless children and youths. She may be reached at mhaun@navigatorschools.org or 408-337-5445.

Navigator Schools agrees to implement the following policy ensure that all children and youth who are homeless receive a free appropriate public education and are given opportunity to succeed in school, consistent with the McKinney-Vento Homeless Assistance Act and requirements of submitting the Consolidated Application for accessing federal categorical funding.

Navigator Schools will ensure that children and youth who are homeless are free from discrimination, segregation, and harassment.

Information regarding this policy, including the educational rights of children and youth identified as homeless will be distributed to all students upon enrollment and once during the school year, provided to students who seek to withdraw from Navigator Schools as well as other places where children, youth, and families who are homeless receive services, including family and youth shelters, motels, campgrounds, welfare departments, health departments, and other social service agencies. This policy is also available at (insert charter school URL)

**Definitions**

Children and youth experiencing homelessness means children and youth who are otherwise legally entitled to or eligible for a free public education and who lack a fixed, regular, and adequate nighttime residence, including:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, campgrounds, or trailer

parks due to a lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting placement in foster care.

- Children and youth who have a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
- Children and youth who are living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting.
- Migratory children and youth who are living in a situation described above.

A child or youth will be considered to be homeless for as long as he or she is in a living situation described above.

*Unaccompanied youth* means a youth not in the physical custody of a parent or guardian, who meets the definition of homeless as defined above. The more general term youth also includes unaccompanied youth.

*Enroll and enrollment* means attending school and participating fully in all school activities.

*Immediate* means without delay.

*Parent* means a person having legal or physical custody of a child or youth.

*Local liaison* is the staff person designated by Navigator Schools as the person responsible for carrying out the duties assigned to the local homeless education liaison by the McKinney-Vento Homeless Assistance Act.

## **Identification**

Children and youth who qualify as homeless in Navigator Schools will be identified.

Data will be collected on the number of children and youth experiencing homelessness in Navigator Schools where they are living; their academic achievement (including state and local assessments); and the reasons for any enrollment delays or interruptions in their education.

### **School Selection**

Each child and youth enrolled at Navigator Schools identified as homeless has the right to remain enrolled. Services that are required to be provided, including transportation to and from the Navigator Schools and services under federal and other programs, will not be considered in determining feasibility.

### **Enrollment**

Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including:

- Proof of residency
- Transcripts/school records Navigator Schools must contact the student's previous school to obtain school records. Initial placement of students whose records are not immediately available can be made based on the student's age and information gathered from the student, parent, and previous schools or teachers.)
- Immunizations or immunization/health/medical/physical records (If necessary, the school must refer students to the local liaison to assist with obtaining immunizations and/or immunization and other medical records.)
- Proof of guardianship
- Birth certificate
- Unpaid school fees
- Lack of clothing that conforms to dress code
- Any factor related to the student's living situation

Unaccompanied youth must be enrolled immediately in school. They may either enroll themselves or be enrolled by a parent, non-parent caretaker, older sibling, or local liaison.

### **Services**

Children and youth experiencing homelessness will be provided services comparable to services offered to other students in Navigator Schools, including:

- Transportation
- Title I, Part A services - Children and youth identified as homeless are automatically eligible for Title I, Part A services
- Educational services for which the student meets eligibility criteria, including special education and related services and programs for English language learners
- Vocational and technical education programs
- Gifted and talented programs
- Before- and after-school programs
- Free meals - On the day a child or youth identified as homeless enrolls in school, Navigator Schools must submit the student's name to its food service program coordinator for immediate eligibility.

When applying any standing policy regarding tardiness or absences, any tardiness or absence related to a child or youth's living situation will be excused.

## **Disputes**

If a dispute arises over any issue covered in this policy, the child or youth experiencing homelessness will be admitted immediately to Navigator Schools pending final resolution of the dispute. The student will also have the rights of a student who is homeless to all appropriate educational services, transportation, free meals, and Title I, Part A, services while the dispute is pending.

Navigator Schools will provide the parent or unaccompanied youth with a written explanation of its decision and the right to appeal and will refer the parent or youth to the local liaison immediately. The local liaison will ensure that the student is enrolled at Navigator Schools and is receiving other services to which he or she is entitled and will resolve the dispute as expeditiously as possible. The parent or unaccompanied youth will be given every opportunity to participate meaningfully in the resolution of the dispute. The local liaison will keep records of all disputes in order to determine whether particular issues or schools are repeatedly delaying or denying the enrollment of children and

youth identified as homeless. The parent, unaccompanied youth, or school district may appeal the Navigator School's decision as provided in Navigator Schools 's formal dispute resolution process.

### **Training**

The local liaison will conduct training regarding Title X requirements and sensitivity/awareness activities for all staff of Navigator Schools.

### **Coordination**

The local liaison will coordinate with and seek support from the local district and county coordinator for the Education of Homeless Children and Youth, public and private service providers in the community, housing and placement agencies, local liaisons in neighboring districts, and other organizations and agencies. Coordination will include conducting outreach and training through those agencies. Both public and private agencies will be encouraged to support the local liaison and Navigator Schools in implementing this policy.



**APPENDIX AE:** Navigator Schools Miscellaneous Policies

**Promotion / Retention** – Under development

**Child Abuse Mandated Reporting** – Navigator Schools requests a copy of MHUSD’s policy and we will adopt the same policy.

**Safety / Health Policy** – To be developed once a school site has been determined.

## **Budget, Cash Flow and 5-Year Financials**

### **Morgan Hill Prep School Charter Petition Budget**

#### **Enrollment**

Morgan Hill Prep School (MHPS) will open with grades K-2 and 180 students (60 students per grade) in 2014-15 and reach its full capacity of 540 students with grades K-8 in 2020-21. Each year the school will add one new grade, maintaining 60 students in each grade. MHPS is confident in its ability to start at full capacity and continue to add a class of 60 students each year as Gilroy Prep School has been able to meet enrollment projections and build a waiting list. In Gilroy Prep School's second year there were 184 students in the lottery for Kindergarten with minimal outreach. The quality of education and word of mouth from enrolled families were responsible for the huge interest in year two. Currently, grade level waitlists range from twenty-three students to one hundred eighteen.

In Morgan Hill, an active recruitment process at local preschools will ensure that each incoming Kindergarten classes will be full. It is fully anticipated that waitlists will outpace attrition at the school.

#### **Demographics**

Demographic information is estimated based on data from Morgan Hill School District.

Free and Reduced Lunch: 50%

Economically Disadvantaged: 20%

English Learners: 25%

#### **Accounting:**

Like most charter schools, Morgan Hill Prep School will use accrual based accounting. This means that MHPS 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 MHPS won't receive cash proceeds from lottery funding until year two, the funds are still earned in year one.

## Revenue

### General Purpose Revenue

Revenues are based on School Services of California's projections for the 2013-14 school year. Based on SSC projections we are assuming a 2.2% increase in the rates in 2014-15 school year over the projected 2013-14 rates. To give an example of how we have projected rates:

Step 1: Take the 2013-14 rate from the School Services Dashboard of \$5,160

Step 2: Multiply by SSC recommended COLA of 2.2% ( $\$5,160 * 1.022 = \$5,274$ )

### Rates are as follows:

General Purpose Block Grant per ADA: K-3: \$5,274, 4-6: \$5,353, 7-8: \$5,515

Categorical Block Grant per ADA: \$416

Economically Disadvantaged and English Learner (Included in Categorical Block Grant):  
\$345 per Eligible Student

State Lottery Unrestricted: \$124 per ADA

State Lottery Restricted: \$30 per ADA

Morgan Hill Prep School is aware of the proposal for the Local Control Funding Formula, but is not currently planning that the LCFF will be implemented. Should the LCFF be approved, MHPS would receive additional funding as the LCFF would allow the school to receive money for Class Size reduction as well as fixing the inequities in the categorical funding system.

### Federal Funding

The budget includes funding from the Public Charter School Grant Program for startup operations in years 1 and 2. The amounts are based on the 2010-15 grant cycle. Morgan Hill Prep School 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 school is confident based on the successful applications for funding of Gilroy Prep School and Hollister Prep School that they would have a very good chance of qualifying for funding in the first round.

Based on projected FRL counts, Morgan Hill Prep School will be applying for Title I, Title II and Title III funding. Projections for funding are \$350 per FRL student for Title I, \$26 per FRL student for Title II and \$100 per FRL student for Title III funding. To be

conservative, we are not assuming that these amounts will increase over the first five years of the charter. Title funding will be used according to federal standards and will be used purely for supplementing the school's core program, including additional paraprofessionals and technology. Additionally, the required percent of funds will be spent on staff development.

#### Child Nutrition

Since MHPS will be serving meals to students who qualify for free and reduced lunch, the school will receive both federal and state reimbursements. The federal reimbursement is estimated at 10% of the cost of total student meals and the state reimbursement is estimated at 75% of the cost of student meals.

#### Special Education

Morgan Hill Prep School will be joining the El Dorado County SELPA, which is the same SELPA that Gilroy Prep School participates in and that Hollister Prep School will be participating in. Starting in year one, the school will receive \$432 per ADA for the state entitlement and starting in year two receive \$120 from federal entitlement. These amounts are both net of a 7% administrative fee charged by the El Dorado County SELPA.

#### Other State Revenues

Morgan Hill Prep School 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.

Morgan Hill Prep School will also receive \$154/ADA from the State lottery. As a first year school, MHPS will not receive the funding during the first year of operations, but rather accrue the revenues in its second year of operations, as noted in page 1, "Accounting" section.

#### Local Revenues

Morgan Hill Prep School is projecting direct sales for lunches. While assuming that most of the lunches served will be to students who are eligible for free or reduced priced meals, 10% of lunches served will be paid for. MHPS is also going to collect revenues for uniforms and estimates a collection rate of 75% of expenses.

While MHPS plans to actively fundraise and apply for available grants, the school is only estimating \$15K in fundraising per year. This figure is less than half of what Gilroy Prep School was able to raise in their first year of operation.

## Expenses

Expenses are largely based on the experience of Gilroy Prep School over the first two years of operation. Based on the success of both the academic program and the financials of Gilroy Prep School, MHPS expects that these are reasonable assumptions to make in ensuring that the school will be able to deliver a successful academic program, while maintaining financial stability. Most expense assumptions have been increased 3% per year 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 – The table below contains the starting salary for all positions as well as FTE for positions each year. All salaries will grow at 3%.

	Starting Salary	2014-15	2015-16	2016-17	2017-18	2018-19
Principal	\$ 110,000	1	1	1	1	1
Ast. Principal	\$ 80,000				1	1
Academic Coach	\$ 75,000	1	1	1	1	1
Office Manager	\$ 45,000	1	1	1	1	1
Special Ed. Teacher	\$ 80,000	0.5	0.5	1	1	1
Attendance/Food	\$ 30,000	0.5	0.5	0.75	1	1
Custodian	\$ 30,000	0.5	0.75	0.75	1	1
ELA Teacher	\$ 55,000	3	4	5	6	7
Math Teacher	\$ 55,000	2	2	3	3	4
Paraprofessional	\$ 20,000	2.5	3.5	3.5	4	4.5
PE Teacher	\$ 45,000			0.5	0.75	1
Science Teacher	\$ 55,000			0.5	0.75	1

The main driver for salary projections and FTE is what Gilroy Prep School pays employees. The school is also using some data from an EdTec study on charter school pay, as well as their experience working with over 100 charter schools in California.

Substitute pay assumes a 5% absence rate for teachers and a sub rate of \$150 per day.

Morgan Hill Prep School will offer a health plan to all full time employees with an average cost to the school of \$7,000 per employee. This cost is based on what GPS pays for employee health coverage and is above the charter school average of \$5,819. We realize that this is less expensive than the average district cost of roughly \$8,000, but charters typically experience lower benefits costs than tradition public school, as they have a younger workforce.

All full-time employees (teachers, certificated admin, coach, SPED, and office manager) will be offered benefits. Note that no instructional aides will be full time employees. MHPS intends to hire five part-time paraprofessionals equaling a total of 2.5 FTEs

Health care cost per employee increase at 8% per year.

All certificated employees will participate in STRS. Classified employees will participate in Social Security and all employees will participate in Medicare. MHPS will not offer PERS due to the rapidly escalating costs of participating in the program.

### Books and Supplies

Whenever possible, MHPS will employ the same purchasing practices used at GPS and attempt to purchase used equipment, furniture and textbooks whenever possible at a significant discount.

Morgan Hill Prep School is budgeting start up costs of \$125 per new student to purchase textbooks as well as \$75 for all students to purchase additional books and reference materials. In addition, the school is budgeting \$100 per student for instructional materials.

Cost of furniture is estimated at \$25,000 per year. Office supplies are being budgeted at \$300 per FTE.

MHPS will have a strong technological presence in the curriculum. MHPS has budgeted \$40,000 for initial technology purchases and an additional \$25,000 each year after to accommodate student growth and replace technology as needed. The use of warrantied, refurbished computer systems will allow for a greater number of computers than full price new systems. There is also \$55,000 budgeted for educational software in year one with \$20,000 each year after. MHPS will negotiate multiyear payment plans to delay the effect to cash flow.

The food service program assumes that 60% of students will get breakfast and lunch at a total cost of \$4.50 per day per student.

### Services and Operating Expenses

Projections for Services and Operating expenses were estimated based on actual expenses that Gilroy Prep School has experienced.

Rent projections assume Prop 39 with Morgan Hill and assume that the district would increase oversight fees to 3%, rather than the 1% that would be charged if the district did not provide facilities. Gas and Electric are estimated to be an additional \$100 per student with additional expenses for waste, water and security.

Insurance is projected at \$150 per student based on what GPS currently pays in Gilroy.

Back office business services are based on the current contract that GPS has with Edtec, which is 6 % of governmental revenues.

MHPS is budgeting for professional development opportunities for staff with \$500 per FTE for conference fees and another \$250 per FTE for professional development activities.

MHPS will use a student information system and is budgeting \$15,800 per year for set-up, training and support. MHPS is also budgeting \$15,000 for technology services, since technology will be an important part of the instructional program.

There is \$10,000 budgeted for instructional consultants and another \$5,000 budgeted for any non instructional consultants that the school might need. Additionally, the school is planning on using Special Education Contractors to provide services as the school grows bigger, starting with \$20,000 of expense in 2015-16.

### Capital Outlay

Morgan Hill Prep School has budgeted \$20,000 per year for making necessary capital improvements to buildings or the site. Because the location of the school isn't known at this time, there are no specific plans for these funds, but MHPS believes that it is important to budget for necessary improvements or installations that are needed.

### Cash Flow

Once the charter is approved, the school will apply for a \$250K CDE Revolving Loan to help fund the initial purchase of equipment and manage the cash flow. We are conservatively estimating that the proceeds from the loan will only be \$150K. The CDE loan payback would occur over a three-year period. The proceeds from the CDE loan would be spent on initial start up materials and payroll. Because it is a loan and all funds are repaid, there are no spending reporting requirements as there would be with a grant. Should the CDE loan not be available, the school will seek a short term start up loan from Gilroy Prep School or Hollister Prep School and/or a bank loan. In the case that MHPS needs to get a bank loan, MHPS will consult MHUSD first.

The cash forecast assumes the 2013-14 deferral schedule continues as is throughout the five-year projection. The Special Advance Apportionment for growing schools has been included following historical disbursement patterns.

**Morgan Hill Prep School**  
Budget Summary

	<u>2014/15</u>	<u>2015/16</u>	<u>2016/17</u>	<u>2017/18</u>	<u>2018/19</u>
	Budget	Budget	Budget	Budget	Budget
<b>SUMMARY</b>					
<b>Revenue</b>					
General Block Grant	901,772	1,231,200	1,585,398	1,961,598	2,358,375
Federal Income	533,450	310,304	208,355	258,327	310,304
Other State Income	229,856	303,440	390,449	481,699	576,965
Other Local Revenue	10,248	14,022	18,014	22,233	26,688
Fundraising and Grants	15,000	15,450	15,914	16,391	16,883
<b>Total Revenue</b>	<b>1,690,326</b>	<b>1,874,417</b>	<b>2,218,130</b>	<b>2,740,248</b>	<b>3,289,214</b>
<b>Expenses</b>					
Compensation and Benefits	863,931	1,100,963	1,327,006	1,606,149	1,885,641
Books & Supplies	279,230	264,205	318,312	375,870	436,089
Services & Operating Exp.	286,033	358,390	425,719	507,588	591,406
Capital Outlay	20,000	20,600	21,218	21,855	22,510
<b>Total Expenses</b>	<b>1,449,194</b>	<b>1,744,157</b>	<b>2,092,254</b>	<b>2,511,461</b>	<b>2,935,646</b>
<b>Operating Income (excluding Depreciation)</b>	<b>241,132</b>	<b>130,260</b>	<b>125,876</b>	<b>228,787</b>	<b>353,568</b>
<i>Operating Income (including Depreciation)</i>	<i>257,132</i>	<i>142,740</i>	<i>134,730</i>	<i>233,907</i>	<i>354,842</i>
<b>Fund Balance</b>					
Beginning Balance (Unaudited)	-	241,132	371,392	497,268	726,055
Audit Adjustment	-				
Beginning Balance (Audited)	-				
Operating Income (including Depreciation)	257,132	142,740	134,730	233,907	354,842
<b>Ending Fund Balance (including Depreciation)</b>	<b>257,132</b>	<b>383,872</b>	<b>506,122</b>	<b>731,175</b>	<b>1,080,897</b>
CDE Recommended Reserve (5% of Expenses)	72,460	87,208	104,613	125,573	146,782



**Morgan Hill Prep School**  
Budget Summary

	<u>2014/15</u>	<u>2015/16</u>	<u>2016/17</u>	<u>2017/18</u>	<u>2018/19</u>
	Budget	Budget	Budget	Budget	Budget
<b>DETAIL</b>					
<b>Enrollment</b>					
K to 3	180	240	240	240	240
4 to 6	-	-	60	120	180
7 to 8	-	-	-	-	-
9 to 12	-	-	-	-	-
Total Enrollment	<u>180</u>	<u>240</u>	<u>300</u>	<u>360</u>	<u>420</u>
<b>Attendance Rates</b>					
K to 3	95.0%	95.0%	95.0%	95.0%	95.0%
4 to 6	95.0%	95.0%	95.0%	95.0%	95.0%
7 to 8	95.0%	95.0%	95.0%	95.0%	95.0%
9 to 12	95.0%	95.0%	95.0%	95.0%	95.0%
Average	<u>95.0%</u>	<u>95.0%</u>	<u>95.0%</u>	<u>95.0%</u>	<u>95.0%</u>
<b>ADA</b>					
K to 3	171	228	228	228	228
4 to 6	-	-	57	114	171
7 to 8	-	-	-	-	-
9 to 12	-	-	-	-	-
Total ADA	<u>171</u>	<u>228</u>	<u>285</u>	<u>342</u>	<u>399</u>
Economically Disadvantaged	36	48	60	72	84
Free Lunch	72	96	120	144	168
Reduced Lunch	18	24	30	36	42
English Language Learners	45	60	75	90	105

# Morgan Hill Prep School

## Budget Summary

	<u>2014/15</u>	<u>2015/16</u>	<u>2016/17</u>	<u>2017/18</u>	<u>2018/19</u>
	Budget	Budget	Budget	Budget	Budget
<b>REVENUE</b>					
General Purpose Block Grant (K - 3)	901,772	1,231,200	1,264,488	1,301,196	1,339,044
General Purpose Block Grant (4 - 6)	-	-	320,910	660,402	1,019,331
Subtotal General Purpose Block Grant	<u>901,772</u>	<u>1,231,200</u>	<u>1,585,398</u>	<u>1,961,598</u>	<u>2,358,375</u>
<b>General Block Grant</b>					
8015 Charter Schools General Purpose Entitlement - State Aid	181,816	271,258	385,471	521,686	678,477
8096 Charter Schools in Lieu of Property Taxes	719,956	959,942	1,199,927	1,439,912	1,679,898
<b>SUBTOTAL - General Block Grant</b>	<u>901,772</u>	<u>1,231,200</u>	<u>1,585,398</u>	<u>1,961,598</u>	<u>2,358,375</u>
<b>8100 Federal Revenue</b>					
8182 Special Education Reimbursement	-	27,360	35,226	43,539	52,320
8220 Child Nutrition Programs	65,610	90,104	116,009	143,388	172,304
8291 Title I	31,500	31,500	42,000	52,500	63,000
8292 Title II	2,340	2,340	3,120	3,900	4,680
8293 Title III	9,000	9,000	12,000	15,000	18,000
8298 Implementation Grant	425,000	150,000	-	-	-
<b>SUBTOTAL - Federal Income</b>	<u>533,450</u>	<u>310,304</u>	<u>208,355</u>	<u>258,327</u>	<u>310,304</u>
<b>8300 Other State Revenues</b>					
8311 New Schools Categorical Payment	21,717	28,956	36,195	43,434	50,673
8381 Special Education - Entitlement (State)	73,949	101,557	130,754	161,612	194,204
8520 Child Nutrition - State	8,748	12,014	15,468	19,118	22,974
8560 State Lottery Revenue	26,334	35,112	43,890	52,668	61,446
8592 Categorical Block Grant	71,128	97,128	124,830	154,242	185,136
0 Educationally Disadvantaged Block Grant	27,980	-	-	-	-
0 Educationally Disadvantaged Block Grant	-	28,674	39,312	50,625	62,532
<b>SUBTOTAL - Other State Income</b>	<u>229,856</u>	<u>303,440</u>	<u>390,449</u>	<u>481,699</u>	<u>576,965</u>
<b>8600 Other Local Revenue</b>					
8634 Food Service Sales	8,748	12,014	15,468	19,118	22,974
8636 Uniforms	1,350	1,854	2,387	2,950	3,545
8660 Interest	150	155	159	164	169
<b>SUBTOTAL - Local Revenues</b>	<u>10,248</u>	<u>14,022</u>	<u>18,014</u>	<u>22,233</u>	<u>26,688</u>
<b>8800 Donations/Fundraising</b>					
8802 Donations - Private	15,000	15,450	15,914	16,391	16,883
<b>SUBTOTAL - Fundraising and Grants</b>	<u>15,000</u>	<u>15,450</u>	<u>15,914</u>	<u>16,391</u>	<u>16,883</u>
<b>TOTAL REVENUE</b>	<u><b>1,690,326</b></u>	<u><b>1,874,417</b></u>	<u><b>2,218,130</b></u>	<u><b>2,740,248</b></u>	<u><b>3,289,214</b></u>

**Morgan Hill Prep School**  
Budget Summary

	<u>2014/15</u>	<u>2015/16</u>	<u>2016/17</u>	<u>2017/18</u>	<u>2018/19</u>
	Budget	Budget	Budget	Budget	Budget
<b>EXPENSES</b>					
<b>1000</b>	<b>Certificated Salaries</b>				
1100	330,000	453,200	572,886	710,273	855,387
1103	8,100	10,800	13,500	16,200	18,900
1148	40,000	41,200	42,436	65,564	90,041
1150	37,500	38,625	79,568	81,955	84,413
1300	110,000	113,300	116,699	120,200	123,806
	<b>525,600</b>	<b>657,125</b>	<b>825,089</b>	<b>994,191</b>	<b>1,172,547</b>
<b>2000</b>	<b>Classified Salaries</b>				
2100	100,000	144,200	148,526	174,836	202,592
2400	60,000	61,800	71,611	81,955	84,413
2930	15,000	18,540	23,870	32,782	33,765
	<b>175,000</b>	<b>224,540</b>	<b>244,007</b>	<b>289,573</b>	<b>320,770</b>
<b>3000</b>	<b>Employee Benefits</b>				
3100	39,600	50,135	60,392	73,923	88,212
3300	23,837	29,760	36,366	42,601	47,875
3400	70,000	105,840	122,472	158,725	201,050
3500	8,876	7,112	6,608	8,624	10,388
3600	21,018	26,450	32,073	38,513	44,799
	<b>163,331</b>	<b>219,298</b>	<b>257,910</b>	<b>322,385</b>	<b>392,324</b>

**Morgan Hill Prep School**  
Budget Summary

	<u>2014/15</u>	<u>2015/16</u>	<u>2016/17</u>	<u>2017/18</u>	<u>2018/19</u>
	Budget	Budget	Budget	Budget	Budget
<b>4000 Books &amp; Supplies</b>					
4100 Approved Textbooks & Core Curricula Materials	22,500	7,725	7,957	8,195	8,441
4200 Books & Other Reference Materials	13,500	18,540	23,870	29,504	35,454
4315 Custodial Supplies	7,200	9,888	12,731	15,735	18,909
4320 Educational Software	55,000	20,000	20,600	21,218	21,855
4325 Instructional Materials & Supplies	18,000	24,720	31,827	39,338	47,271
4330 Office Supplies	3,750	4,820	5,888	7,458	8,610
4335 PE Supplies	2,500	2,575	2,652	2,732	2,814
4350 Uniforms	1,800	2,472	3,183	3,934	4,727
4410 Classroom Furniture, Equipment & Supplies	10,000	10,300	10,609	10,927	11,255
4420 Computers (individual items less than \$5k)	40,000	25,000	25,750	26,523	27,318
4430 Non Classroom Related Furniture, Equipment & Supplies	15,000	15,450	15,914	16,391	16,883
4710 Student Food Services	87,480	120,139	154,679	191,184	229,739
4720 Other Food	2,500	2,575	2,652	2,732	2,814
	-	-	-	-	-
<b>SUBTOTAL - Books and Supplies</b>	<u>279,230</u>	<u>264,205</u>	<u>318,312</u>	<u>375,870</u>	<u>436,089</u>

## Morgan Hill Prep School

### Budget Summary

	<u>2014/15</u>	<u>2015/16</u>	<u>2016/17</u>	<u>2017/18</u>	<u>2018/19</u>
	Budget	Budget	Budget	Budget	Budget
<b>5000 Services &amp; Other Operating Expenses</b>					
5210 Conference Fees	6,250	8,034	9,813	12,430	14,350
5215 Travel - Mileage, Parking, Tolls	2,500	3,214	3,925	4,972	5,740
5305 Dues & Membership - Professional	3,500	3,605	3,713	3,825	3,939
5450 Insurance - Other	27,000	37,080	47,741	59,007	70,907
5510 Utilities - Gas and Electric	18,000	24,720	31,827	39,338	47,271
5520 Security	2,500	2,575	2,652	2,732	2,814
5525 Utilities - Waste	900	1,236	1,591	1,967	2,364
5530 Utilities - Water	1,800	2,472	3,183	3,934	4,727
5615 Repairs and Maintenance - Building	6,000	6,180	6,365	6,556	6,753
5616 Repairs and Maintenance - Computers	2,500	2,575	2,652	2,732	2,814
5631 Other Rentals, Leases and Repairs 1	10,000	10,300	10,609	10,927	11,255
5803 Accounting Fees	7,500	7,725	7,957	8,195	8,441
5812 Business Services	80,381	96,835	113,205	140,038	168,231
5815 Consultants - Instructional	10,000	10,300	10,609	10,927	11,255
5824 District Oversight Fees	30,026	36,936	47,562	58,848	70,751
5836 Fingerprinting	1,000	1,030	1,061	1,093	1,126
5839 Fundraising Expenses	1,000	1,030	1,061	1,093	1,126
5843 Interest - Loans Less than 1 Year	525	350	175	-	-
5845 Legal Fees	5,000	5,150	5,305	5,464	5,628
5848 Licenses and Other Fees	2,000	2,060	2,122	2,185	2,251
5851 Marketing and Student Recruiting	2,500	2,575	2,652	2,732	2,814
5854 Consultants - Other 1	5,000	5,150	5,305	5,464	5,628
5857 Payroll Fees	3,125	4,017	4,907	6,215	7,175
5860 Printing and Reproduction	1,800	2,472	3,183	3,934	4,727
5863 Professional Development	3,125	4,017	4,907	6,215	7,175
5869 Special Education Contract Instructors	-	20,000	30,000	40,000	50,000
5875 Staff Recruiting	1,500	1,545	1,591	1,639	1,688
5878 Student Assessment	3,600	4,944	6,365	7,868	9,454
5880 Student Health Services	4,500	6,180	7,957	9,835	11,818
5881 Student Information System	15,800	16,274	16,762	17,265	17,783
5887 Technology Services	15,000	15,450	15,914	16,391	16,883
5905 Communications - Cell Phones	9,000	9,270	9,548	9,835	10,130
5910 Communications - Internet / Website Fees	1,800	1,854	1,910	1,967	2,026
5915 Postage and Delivery	900	1,236	1,591	1,967	2,364
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>286,033</b>	<b>358,390</b>	<b>425,719</b>	<b>507,588</b>	<b>591,406</b>

**Morgan Hill Prep School**  
Budget Summary

		<u>2014/15</u>	<u>2015/16</u>	<u>2016/17</u>	<u>2017/18</u>	<u>2018/19</u>
		Budget	Budget	Budget	Budget	Budget
<b>6000</b>	<b>Capital Outlay</b>					
6100	Sites & Improvement of Sites	20,000	20,600	21,218	21,855	22,510
	<b>SUBTOTAL - Capital Outlay</b>	<b>20,000</b>	<b>20,600</b>	<b>21,218</b>	<b>21,855</b>	<b>22,510</b>
<b>TOTAL EXPENSES</b>		<b>1,449,194</b>	<b>1,744,157</b>	<b>2,092,254</b>	<b>2,511,461</b>	<b>2,935,646</b>
	Depreciation - Prior Years	-	4,000	8,120	12,364	16,735
	Depreciation - Current Year	4,000	4,120	4,244	4,371	4,502
<b>6900</b>	<b>SUBTOTAL - Depreciation</b>	<b>4,000</b>	<b>8,120</b>	<b>12,364</b>	<b>16,735</b>	<b>21,237</b>
<b>TOTAL EXPENSES including Depreciation</b>		<b>1,433,194</b>	<b>1,731,677</b>	<b>2,083,400</b>	<b>2,506,341</b>	<b>2,934,372</b>

**Morgan Hill Prep School**

Monthly Cash Flows

	2014/15												AP/AR	
	Actual & Projected													
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Forecast	
<b>Beginning Cash</b>	-	269,586	186,104	124,592	180,839	125,284	69,728	227,734	182,592	185,444	170,320	141,592		
<b>Revenue</b>														
General Block Grant	-	43,197	86,395	124,868	57,596	57,596	88,505	57,596	102,347	68,545	50,894	50,397	901,772	113,834
Federal Income	225,000	-	-	6,561	6,561	6,561	173,697	6,561	6,561	23,697	6,561	6,561	533,450	65,129
Other State Income	-	-	-	37,545	875	875	17,723	11,733	6,376	4,978	24,409	3,611	229,856	121,732
Local Revenues	-	540	1,430	920	920	920	920	920	920	920	920	920	10,248	0
Fundraising and Grants	100	1,355	1,355	1,355	1,355	1,355	1,355	1,355	1,355	1,355	1,355	1,355	15,000	-
<b>Total Revenue</b>	<b>225,100</b>	<b>45,092</b>	<b>89,179</b>	<b>171,249</b>	<b>67,307</b>	<b>67,307</b>	<b>282,200</b>	<b>78,165</b>	<b>117,558</b>	<b>99,494</b>	<b>84,138</b>	<b>62,843</b>	<b>1,690,326</b>	<b>300,695</b>
<b>Expenses</b>														
Compensation & Benefits	12,416	60,916	80,298	79,854	78,966	78,966	80,298	79,410	79,144	79,055	77,304	77,304	863,931	-
Books & Supplies	60,089	39,711	32,995	6,551	15,299	15,299	15,299	15,299	15,299	15,299	15,299	15,299	279,230	17,496
Services & Other Operating Expenses	33,008	11,005	32,124	23,322	23,322	23,322	23,322	23,322	23,322	23,322	23,322	23,322	286,033	0
Capital Outlay	-	20,000	-	-	-	-	-	-	-	-	-	-	20,000	-
<b>Total Expenses</b>	<b>105,514</b>	<b>131,631</b>	<b>145,417</b>	<b>109,726</b>	<b>117,587</b>	<b>117,587</b>	<b>118,918</b>	<b>118,031</b>	<b>117,764</b>	<b>117,675</b>	<b>115,924</b>	<b>115,924</b>	<b>1,449,194</b>	<b>17,496</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>119,586</b>	<b>(86,539)</b>	<b>(56,238)</b>	<b>61,522</b>	<b>(50,280)</b>	<b>(50,280)</b>	<b>163,282</b>	<b>(39,865)</b>	<b>(206)</b>	<b>(18,181)</b>	<b>(31,786)</b>	<b>(53,081)</b>	<b>241,132</b>	<b>283,199</b>
Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prior Year Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Accounts Receivable (current yr)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Accounts Payable (current yr)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	-	3,058	3,058	3,058	3,058	3,058	3,058	3,058	3,058	3,058	3,058	3,058		
Loan Proceeds	150,000	-	-	-	-	-	-	-	-	-	-	-	-	-
Loan Payments	-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,334)	(8,334)	-	-	-	-	-	-
Capital Expenditure	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Changes (prepaids etc)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Ending Cash</b>	<b>269,586</b>	<b>186,104</b>	<b>124,592</b>	<b>180,839</b>	<b>125,284</b>	<b>69,728</b>	<b>227,734</b>	<b>182,592</b>	<b>185,444</b>	<b>170,320</b>	<b>141,592</b>	<b>91,569</b>		

**Morgan Hill Prep School**

Monthly Cash Flows

	2015/16 Projected												Forecast	AP/AR
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun		
<b>Beginning Cash</b>	<b>91,569</b>	<b>206,981</b>	<b>145,567</b>	<b>100,903</b>	<b>86,861</b>	<b>14,784</b>	<b>8,932</b>	<b>14,627</b>	<b>7,230</b>	<b>108,948</b>	<b>142,250</b>	<b>140,330</b>		
<b>Revenue</b>														
General Block Grant	-	43,197	87,172	98,448	59,446	60,973	100,149	60,973	184,103	129,122	91,455	90,394	1,231,200	225,768
Federal Income	-	-	40,236	11,746	11,746	49,246	28,882	11,746	49,246	28,882	11,746	49,246	310,304	17,578
Other State Income	-	-	2,053	13,819	6,089	10,121	27,091	24,599	9,537	16,396	33,772	4,959	303,440	155,004
Local Revenues	-	742	1,958	1,258	1,258	1,258	1,258	1,258	1,258	1,258	1,258	1,258	14,022	0
Fundraising and Grants	-	-	1,545	1,545	1,545	1,545	1,545	1,545	1,545	1,545	1,545	1,545	15,450	-
<b>Total Revenue</b>	<b>-</b>	<b>43,939</b>	<b>132,964</b>	<b>126,817</b>	<b>80,085</b>	<b>123,143</b>	<b>158,926</b>	<b>100,121</b>	<b>245,690</b>	<b>177,203</b>	<b>139,776</b>	<b>147,403</b>	<b>1,874,417</b>	<b>398,351</b>
<b>Expenses</b>														
Compensation & Benefits	29,962	76,114	100,738	100,383	99,672	99,672	100,738	100,027	99,814	99,743	97,539	96,561	1,100,963	-
Books & Supplies	-	42,761	46,477	6,092	18,106	18,106	18,106	18,106	18,106	18,106	18,106	18,106	264,205	24,028
Services & Other Operating Expenses	19,259	31,124	40,886	29,680	29,680	29,680	29,680	29,680	29,680	29,680	29,680	29,680	358,390	0
Capital Outlay	-	8,240	8,240	458	458	458	458	458	458	458	458	458	20,600	0
<b>Total Expenses</b>	<b>49,221</b>	<b>158,240</b>	<b>196,342</b>	<b>136,612</b>	<b>147,915</b>	<b>147,915</b>	<b>148,982</b>	<b>148,271</b>	<b>148,057</b>	<b>147,986</b>	<b>145,782</b>	<b>144,804</b>	<b>1,744,157</b>	<b>24,028</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>(49,221)</b>	<b>(114,301)</b>	<b>(63,379)</b>	<b>(9,795)</b>	<b>(67,830)</b>	<b>(24,772)</b>	<b>9,944</b>	<b>(48,150)</b>	<b>97,632</b>	<b>29,216</b>	<b>(6,006)</b>	<b>2,599</b>	<b>130,260</b>	<b>374,323</b>
Prior Year Revenue	215,766	48,801	22,962	-	-	13,167	-	-	-	-	-	-		
Prior Year Expenses	(17,496)	-	-	-	-	-	-	-	-	-	-	-		
Change in Accounts Receivable (current yr)														
Change in Accounts Payable (current yr)						10,000		45,000				(55,000)		
Summerholdback for Teachers	(33,636)	4,086	4,086	4,086	4,086	4,086	4,086	4,086	4,086	4,086	4,086	4,086		
Loan Proceeds	-	-	-	-	-	-	-	-	-	-	-	-		
Loan Payments	-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,334)	(8,334)	-	-	-	-		
Capital Expenditure														
Other Balance Sheet Changes (prepaids etc)														
<b>Ending Cash</b>	<b>206,981</b>	<b>145,567</b>	<b>100,903</b>	<b>86,861</b>	<b>14,784</b>	<b>8,932</b>	<b>14,627</b>	<b>7,230</b>	<b>108,948</b>	<b>142,250</b>	<b>140,330</b>	<b>92,015</b>		



**Morgan Hill Prep School**

Monthly Cash Flows

	2016/17 Projected												Forecast	AP/AR
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun		
<b>Beginning Cash</b>	<b>92,015</b>	<b>257,993</b>	<b>219,338</b>	<b>143,028</b>	<b>147,863</b>	<b>69,891</b>	<b>8,091</b>	<b>39,190</b>	<b>6,378</b>	<b>80,839</b>	<b>128,539</b>	<b>126,433</b>		
<b>Revenue</b>														
General Block Grant	-	57,596	116,352	137,744	79,555	81,832	140,281	81,832	218,974	160,799	108,661	107,193	1,585,398	294,576
Federal Income	-	-	3,523	15,124	15,124	15,124	37,972	15,124	15,124	37,972	15,124	15,124	208,355	23,025
Other State Income	-	-	2,605	17,563	7,751	12,869	34,240	30,966	12,564	21,065	43,572	6,385	390,449	200,868
Local Revenues	-	955	2,518	1,616	1,616	1,616	1,616	1,616	1,616	1,616	1,616	1,616	18,014	0
Fundraising and Grants	-	-	1,591	1,591	1,591	1,591	1,591	1,591	1,591	1,591	1,591	1,591	15,914	-
<b>Total Revenue</b>	<b>-</b>	<b>58,551</b>	<b>126,589</b>	<b>173,638</b>	<b>105,637</b>	<b>113,032</b>	<b>215,700</b>	<b>131,129</b>	<b>249,869</b>	<b>223,043</b>	<b>170,564</b>	<b>131,909</b>	<b>2,218,130</b>	<b>518,470</b>
<b>Expenses</b>														
Compensation & Benefits	32,387	89,552	121,702	121,372	120,711	120,711	121,702	121,041	120,843	120,777	118,104	118,104	1,327,006	-
Books & Supplies	-	42,761	47,381	8,166	23,633	23,633	23,633	23,633	23,633	23,633	23,633	23,633	318,312	30,936
Services & Other Operating Expenses	23,248	35,470	47,088	35,546	35,546	35,546	35,546	35,546	35,546	35,546	35,546	35,546	425,719	0
Capital Outlay	-	8,487	8,487	472	472	472	472	472	472	472	472	472	21,218	0
<b>Total Expenses</b>	<b>55,635</b>	<b>176,270</b>	<b>224,659</b>	<b>165,555</b>	<b>180,362</b>	<b>180,362</b>	<b>181,353</b>	<b>180,692</b>	<b>180,494</b>	<b>180,428</b>	<b>177,755</b>	<b>177,755</b>	<b>2,092,254</b>	<b>30,936</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>(55,635)</b>	<b>(117,719)</b>	<b>(98,070)</b>	<b>8,083</b>	<b>(74,725)</b>	<b>(67,330)</b>	<b>34,347</b>	<b>(49,563)</b>	<b>69,375</b>	<b>42,615</b>	<b>(7,191)</b>	<b>(45,846)</b>	<b>125,876</b>	<b>487,534</b>
Prior Year Revenue	290,587	73,978	25,008	-	-	8,778	-	-	-	-	-	-		
Prior Year Expenses	(24,028)	-	-	-	-	-	-	-	-	-	-	-		
Change in Accounts Receivable (current yr)														
Change in Accounts Payable (current yr)								20,000				(20,000)		
Summerholdback for Teachers	(44,945)	5,085	5,085	5,085	5,085	5,085	5,085	5,085	5,085	5,085	5,085	5,085		
Loan Proceeds	-	-	-	-	-	-	-	-	-	-	-	-		
Loan Payments	-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,334)	(8,334)	-	-	-	-		
Capital Expenditure														
Other Balance Sheet Changes (prepaids etc)														
<b>Ending Cash</b>	<b>257,993</b>	<b>219,338</b>	<b>143,028</b>	<b>147,863</b>	<b>69,891</b>	<b>8,091</b>	<b>39,190</b>	<b>6,378</b>	<b>80,839</b>	<b>128,539</b>	<b>126,433</b>	<b>65,672</b>		

**Morgan Hill Prep School**  
Monthly Cash Flows

	2017/18 Projected												Forecast	AP/AR
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun		
<b>Beginning Cash</b>	<b>65,672</b>	<b>298,534</b>	<b>271,940</b>	<b>189,079</b>	<b>212,208</b>	<b>136,032</b>	<b>80,743</b>	<b>151,540</b>	<b>106,564</b>	<b>189,591</b>	<b>251,866</b>	<b>245,379</b>		
<b>Revenue</b>														
General Block Grant	-	71,996	145,638	182,605	99,916	103,152	186,211	103,152	254,019	194,508	125,923	123,992	1,961,598	370,485
Federal Income	-	-	4,354	18,693	18,693	18,693	47,253	18,693	18,693	47,253	18,693	18,693	258,327	28,619
Other State Income	-	-	3,399	22,809	10,007	16,685	43,419	38,402	15,279	25,392	53,776	7,891	481,699	244,640
Local Revenues	-	1,180	3,108	1,994	1,994	1,994	1,994	1,994	1,994	1,994	1,994	1,994	22,233	0
Fundraising and Grants	-	-	1,639	1,639	1,639	1,639	1,639	1,639	1,639	1,639	1,639	1,639	16,391	-
<b>Total Revenue</b>	<b>-</b>	<b>73,176</b>	<b>158,139</b>	<b>227,740</b>	<b>132,249</b>	<b>142,162</b>	<b>280,516</b>	<b>163,879</b>	<b>291,624</b>	<b>270,785</b>	<b>202,024</b>	<b>154,210</b>	<b>2,740,248</b>	<b>643,744</b>
<b>Expenses</b>														
Compensation & Benefits	27,815	104,088	159,841	159,410	144,105	144,105	145,399	144,536	144,277	144,191	144,191	144,191	1,606,149	-
Books & Supplies	-	51,397	57,017	8,475	27,593	27,593	27,593	27,593	27,593	27,593	27,593	27,593	375,870	38,237
Services & Other Operating Expenses	28,292	40,880	54,541	42,653	42,653	42,653	42,653	42,653	42,653	42,653	42,653	42,653	507,588	0
Capital Outlay	-	8,742	8,742	486	486	486	486	486	486	486	486	486	21,855	0
<b>Total Expenses</b>	<b>56,107</b>	<b>205,107</b>	<b>280,141</b>	<b>211,023</b>	<b>214,836</b>	<b>214,836</b>	<b>216,130</b>	<b>215,268</b>	<b>215,009</b>	<b>214,923</b>	<b>214,923</b>	<b>214,923</b>	<b>2,511,461</b>	<b>38,237</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>(56,107)</b>	<b>(131,931)</b>	<b>(122,002)</b>	<b>16,717</b>	<b>(82,588)</b>	<b>(72,674)</b>	<b>64,386</b>	<b>(51,388)</b>	<b>76,615</b>	<b>55,863</b>	<b>(12,898)</b>	<b>(60,713)</b>	<b>228,787</b>	<b>605,507</b>
Prior Year Revenue	375,843	98,925	32,729	-	-	10,973	-	-	-	-	-	-		
Prior Year Expenses	(30,936)	-	-	-	-	-	-	-	-	-	-	-		
Change in Accounts Receivable (current yr)														
Change in Accounts Payable (current yr)														
Summerholdback for Teachers	(55,938)	6,412	6,412	6,412	6,412	6,412	6,412	6,412	6,412	6,412	6,412	6,412		
Loan Proceeds	-	-	-	-	-	-	-	-	-	-	-	-		
Loan Payments	-	-	-	-	-	-	-	-	-	-	-	-		
Capital Expenditure														
Other Balance Sheet Changes (prepaids etc)														
<b>Ending Cash</b>	<b>298,534</b>	<b>271,940</b>	<b>189,079</b>	<b>212,208</b>	<b>136,032</b>	<b>80,743</b>	<b>151,540</b>	<b>106,564</b>	<b>189,591</b>	<b>251,866</b>	<b>245,379</b>	<b>191,078</b>		

**Morgan Hill Prep School**  
Monthly Cash Flows

	2018/19 Projected												Forecast	AP/AR
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun		
<b>Beginning Cash</b>	<b>191,078</b>	<b>481,346</b>	<b>538,107</b>	<b>448,184</b>	<b>489,170</b>	<b>396,095</b>	<b>328,900</b>	<b>427,516</b>	<b>373,530</b>	<b>455,946</b>	<b>525,334</b>	<b>508,179</b>		
<b>Revenue</b>														
General Block Grant	-	86,395	175,019	232,409	120,501	124,880	237,290	124,880	289,238	230,246	143,241	140,791	2,358,375	453,486
Federal Income	-	-	5,232	22,462	22,462	22,462	56,734	22,462	22,462	56,734	22,462	22,462	310,304	34,366
Other State Income	-	-	4,243	28,380	12,401	20,735	53,031	46,072	18,117	29,808	64,543	9,483	576,965	290,152
Local Revenues	-	1,418	3,732	2,393	2,393	2,393	2,393	2,393	2,393	2,393	2,393	2,393	26,688	0
Fundraising and Grants	-	-	1,688	1,688	1,688	1,688	1,688	1,688	1,688	1,688	1,688	1,688	16,883	-
<b>Total Revenue</b>	<b>-</b>	<b>87,813</b>	<b>189,914</b>	<b>287,333</b>	<b>159,446</b>	<b>172,159</b>	<b>351,136</b>	<b>197,496</b>	<b>333,899</b>	<b>320,869</b>	<b>234,327</b>	<b>176,818</b>	<b>3,289,214</b>	<b>778,004</b>
<b>Expenses</b>														
Compensation & Benefits	35,804	49,259	194,017	194,017	177,217	177,217	177,217	176,178	176,178	176,178	176,178	176,178	1,885,641	-
Books & Supplies	-	56,046	62,669	9,737	32,711	32,711	32,711	32,711	32,711	32,711	32,711	32,711	436,089	45,948
Services & Other Operating Expenses	33,569	46,535	62,151	49,906	49,906	49,906	49,906	49,906	49,906	49,906	49,906	49,906	591,406	0
Capital Outlay	-	9,004	9,004	500	500	500	500	500	500	500	500	500	22,510	0
<b>Total Expenses</b>	<b>69,373</b>	<b>160,843</b>	<b>327,842</b>	<b>254,160</b>	<b>260,334</b>	<b>260,334</b>	<b>260,334</b>	<b>259,296</b>	<b>259,296</b>	<b>259,296</b>	<b>259,296</b>	<b>259,296</b>	<b>2,935,646</b>	<b>45,948</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>(69,373)</b>	<b>(73,030)</b>	<b>(137,927)</b>	<b>33,173</b>	<b>(100,889)</b>	<b>(88,175)</b>	<b>90,802</b>	<b>(61,800)</b>	<b>74,603</b>	<b>61,574</b>	<b>(24,969)</b>	<b>(82,477)</b>	<b>353,568</b>	<b>732,056</b>
Prior Year Revenue	468,408	121,978	40,191	-	-	13,167	-	-	-	-	-	-		
Prior Year Expenses	(38,237)	-	-	-	-	-	-	-	-	-	-	-		
Change in Accounts Receivable (current yr)														
Change in Accounts Payable (current yr)														
Summerholdback for Teachers	(70,531)	7,813	7,813	7,813	7,813	7,813	7,813	7,813	7,813	7,813	7,813	7,813		
Loan Proceeds	-	-	-	-	-	-	-	-	-	-	-	-		
Loan Payments	-	-	-	-	-	-	-	-	-	-	-	-		
Capital Expenditure														
Other Balance Sheet Changes (prepaids etc)														
<b>Ending Cash</b>	<b>481,346</b>	<b>538,107</b>	<b>448,184</b>	<b>489,170</b>	<b>396,095</b>	<b>328,900</b>	<b>427,516</b>	<b>373,530</b>	<b>455,946</b>	<b>525,334</b>	<b>508,179</b>	<b>433,515</b>		





# Intent to Enroll Form 2014/2015

**STUDENT INFORMATION:**

Student Name	Evan M.J. HERTZER
Parent Name	GILLIAN L.J. HERTZER
Street Address	15735 La Jolla Ct, Morgan Hill, CA 95037
Phone Number / Email	408. 776. 2062
My student will be in grade ___?	1st
Date of Birth	12. 25. 07
Current Age	almost 6
Email Address	jillsela@sbcglobal.net

Are you a resident of the Morgan Hill Unified School District?  YES  NO (circle one)

Please list the school your son/daughter last attended : Paradise Valley

Do you have another child in MHPS? YES  NO (circle one)

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child or children in Morgan Hill Prep School for the 2014/2015 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 Gilroy Unified School District, and the District may contact me directly to verify my response.

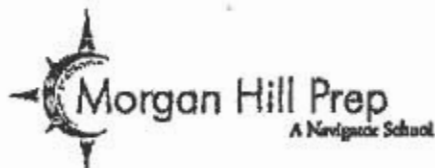
*Gillian Hertz*

7 Oct 2013

SIGNATURE OF PARENT/LEGAL GUARDIAN:

DATE:

**Gilroy Prep School**  
277 IOOF Ave.  
Gilroy, California 95020  
831-235-6650



## Intent to Enroll Form 2014/15

### STUDENT INFORMATION:

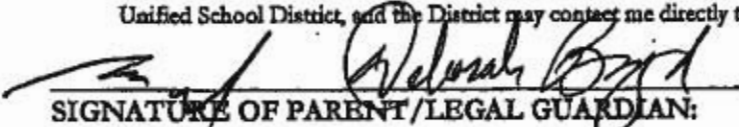
Student Name	Michael Boyd
Parent Name	Stefen Boyd / Deborah Boyd
Street Address	530 La Barea Dr
Phone Number / Email	408-462-2693
In Fall of 2014, my student will be in grade ___?	5
Date of Birth	2/28/2006
Current Age	7
Email Address	stefenanddebbie@boyd.com

Are you a resident of the Morgan Hill Unified School District?  YES  NO (circle one)

Please list the school your son/daughter last attended: Paradise Valley Elementary

Do you have another child in MHPS? YES  NO (circle one)

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child or children in Morgan Hill Prep School for the 2014/2015 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 Morgan Hill Unified School District, and the District may contact me directly to verify my response.

  
SIGNATURE OF PARENT/LEGAL GUARDIAN:

3/12/2013

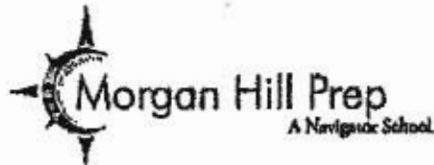
DATE:

**Morgan Hill Prep School**

277 IOOF Ave.

Gilroy, California 95020

831-235-6650



## Intent to Enroll Form 2014/15

### STUDENT INFORMATION:

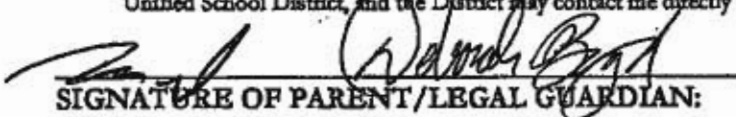
Student Name	Hannah Boyd
Parent Name	Stefen Boyd / Deborah Boyd
Street Address	530 La Barea Dr
Phone Number / Email	408-462-2693
In Fall of 2014, my student will be in grade ___?	3
Date of Birth	2/28/2006
Current Age	7
Email Address	stefenanddebbie@boyd.com

Are you a resident of the Morgan Hill Unified School District?  YES  NO (circle one)

Please list the school your son/daughter last attended: Paradise Valley Elementary

Do you have another child in MHPS? YES  NO (circle one)

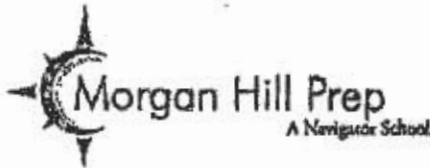
By signing below, I am indicating that I am meaningfully interested in enrolling the above named child or children in Morgan Hill Prep School for the 2014/2015 school year. I understand that signing this form does not guarantee enrollment in the Charter School. I further understand that this information will be disclosed to the Morgan Hill Unified School District, and the District may contact me directly to verify my response.

  
SIGNATURE OF PARENT/LEGAL GUARDIAN:

3/12/2013

DATE:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, California 95020  
831-235-6650



## Intent to Enroll Form 2014/15

### STUDENT INFORMATION:

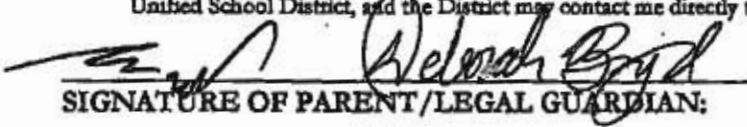
Student Name	Andrew Boyd
Parent Name	Stefen Boyd / Deborah Boyd
Street Address	530 La Barea Dr
Phone Number / Email	408-462-2693
In Fall of 2014, my student will be in grade ___?	3
Date of Birth	2/28/2006
Current Age	7
Email Address	stefenanddebbie@boyd.com

Are you a resident of the Morgan Hill Unified School District?  YES  NO (circle one)

Please list the school your son/daughter last attended: Paradise Valley Elementary

Do you have another child in MHPS? YES  NO (circle one)

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child or children in Morgan Hill Prep School for the 2014/2015 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 Morgan Hill Unified School District, and the District may contact me directly to verify my response.

  
SIGNATURE OF PARENT/LEGAL GUARDIAN:

3/12/2013

DATE:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, California 95020  
831-235-6650





## Intent to Enroll Form 2014/15

**STUDENT INFORMATION:**

Student Name	NAXEN CRUZ CASTILLO
Parent Name	JENNIFER CASTILLO
Street Address	920 VIA VIVALDI MORGAN HILL, CA 95037
Phone Number / Email	408.612.3713 (HM) 408.691.2757 (CELL)
In Fall of 2014, my student will be in grade ___?	1st grade
Date of Birth	10/22/07
Current Age	5
Email Address	jenncastillo75@yahoo.com

Are you a resident of the Morgan Hill Unified School District?  YES  NO (circle one)

Please list the school your son/daughter last attended : PARADISE VALLEY

Do you have another child in MHPS? YES  NO (circle one)

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child or children in Morgan Hill Prep School for the 2014/2015 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 Morgan Hill Unified School District, and the District may contact me directly to verify my response.

Jennifer Castillo  
SIGNATURE OF PARENT/LEGAL GUARDIAN:

4/1/13  
DATE:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, California 95020  
831-235-6650



## Intent to Enroll Form 2014/15

### STUDENT INFORMATION:

Student Name	Morgan Bailey
Parent Name	Cristina Bailey
Street Address	555 Le Sabre Ct., Morgan Hill
Phone Number / Email	408.590.0108 cristinabwatsone@yahoo.com
In Fall of 2014, my student will be in grade <u>K</u> ?	Kindergarten
Date of Birth	07/02/09
Current Age	3 1/2
Email Address	cristinabwatsone@yahoo.com

Are you a resident of the Morgan Hill Unified School District? YES  NO  (circle one)

Please list the school your son/daughter last attended: Laugh, Play & Learn

Do you have another child in MHPS? YES  NO  (circle one)

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child or children in Morgan Hill Prep School for the 2014/2015 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 Morgan Hill Unified School District, and the District may contact me directly to verify my response.

Cristina Bailey  
SIGNATURE OF PARENT/LEGAL GUARDIAN:

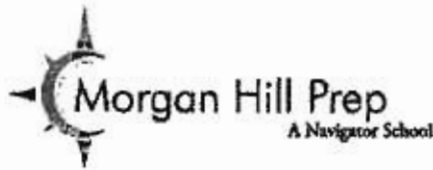
02-22-13  
DATE:

**Morgan Hill Prep School**

277 IOOF Ave.

Gilroy, California 95020

831-235-6650



## Intent to Enroll Form 2014/15

**STUDENT INFORMATION:**

Student Name	Abigail Dominguez
Parent Name	Ralph + Karla Dominguez
Street Address	15400 Vineyard Blvd # 514 M.H.
Phone Number / Email	(408) 710 8461 Vegakarla79@yahoo.com
In Fall of 2014, my student will be in grade ___?	KS
Date of Birth	07/10/09
Current Age	3
Email Address	Vegakarla79@yahoo.com

Are you a resident of the Morgan Hill Unified School District?  YES  NO (circle one)

Please list the school your son/daughter last attended : \_\_\_\_\_

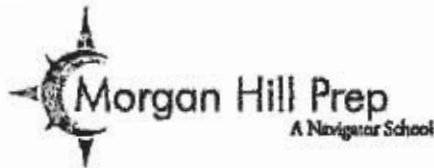
Do you have another child in MHPS? YES  NO (circle one)

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child or children in Morgan Hill Prep School for the 2014/2015 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 Morgan Hill Unified School District, and the District may contact me directly to verify my response.

SIGNATURE OF PARENT/LEGAL GUARDIAN:

2/25/13  
DATE:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, California 95020  
831-235-6650



# Forma de Inscripción para 2014/2015

**Información del estudiante:**

Nombre del Estudiante	Nathan		
Nombre de los padres	Berenice Serrano		
Dirección	170 whrite AV		
Número de teléfono	(408) 621-8378		
Email			
Grado del estudiante i Otono 2014	Kindergarten	Edad Ahora	3 años
Fecha de Nacimiento	10-07-08		
Dirección de correo electrónico			

Reside en el area del distrito escolar Morgan Hill Unified?  SI  NO (circule uno)

Favor de escribir el nombre de la escuela previa de su alumno/a: PA.W

Al firmar abajo, estoy indicando que estoy verdaderamente interesado en inscribir al niño mencionado arriba (o niños) en Morgan Hill Prep Escuela para el año escolar 2014/2015 Yo entiendo que el firmar esta forma no me garantiza la inscripción en la Escuela Charter. Yo también entiendo que esta información será discutida con el Distrito Escolar Morgan Hill Unified, y que el Distrito pudiera ponerse en contacto conmigo para verificar mi respuesta.

[Signature]  
FIRMA DEL PADRE/GUARDIAN LEGAL:

2/23/13  
FECHA:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, CA 95020  
831-235-6650



## Intent to Enroll Form 2014/15

### STUDENT INFORMATION:

Student Name	Tristan Macutay
Parent Name	Theresa + Jason Macutay
Street Address	16995 Malaga Dr. Morgan Hill CA 95037
Phone Number / Email	408-892-7850
In Fall of 2014, my student will be in grade ___?	K
Date of Birth	12-2-08
Current Age	4
Email Address	Theresa_Basuil@yahoo.com

Are you a resident of the Morgan Hill Unified School District?  YES  NO (circle one)

Please list the school your son/daughter last attended : \_\_\_\_\_

Do you have another child in MHPS? YES  NO (circle one)

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child or children in Morgan Hill Prep School for the 2014/2015 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 Morgan Hill Unified School District, and the District may contact me directly to verify my response.

Theresa B. Macutay  
SIGNATURE OF PARENT/LEGAL GUARDIAN:

2-2-15  
DATE:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, California 95020  
831-235-6650





## Forma de Inscripción para 2014/2015

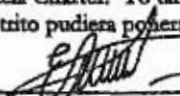
### Información del estudiante:

Nombre del Estudiante	Aaron Gallardo Durán		
Nombre de los padres	Edith Durán / Jose Gallardo		
Dirección	17937 Monterey Rd. Apt. 308		
Número de teléfono Email	408)722 4488 duranderek@hotmail.com		
Grado del estudiante i Otono 2014	K año	Edad Ahora	4 años
Fecha de Nacimiento	Enero / 16 / 2009		
Dirección de correo electrónico			

Reside en el area del distrito escolar Morgan Hill Unified?  SI  NO (circule uno)

Favor de escribir el nombre de la escuela previa de su alumno/a: El Toro

Al firmar abajo, estoy indicando que estoy verdaderamente interesado en inscribir al niño mencionado arriba (o niños) en Morgan Hill Prep Escuela para el año escolar 2014/2015 Yo entiendo que el firmar esta forma no me garantiza la inscripción en la Escuela Charter. Yo también entiendo que esta información será discutida con el Distrito Escolar Morgan Hill Unified, y que el Distrito pudiera ponerse en contacto conmigo para verificar mi respuesta.

  
FIRMA DEL PADRE/GUARDIAN LEGAL:

2/9/13  
FECHA:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, CA 95020  
831-235-6650



## Intent to Enroll Form 2014/15

### STUDENT INFORMATION:

Student Name	Shayla Sanchez
Parent Name	Veronica Sanchez
Street Address	110255 De Witt Av. Morgan Hill 95087
Phone Number / Email	408.840.9880
In Fall of 2014, my student will be in grade ___?	<del>First Grade</del> Kinder
Date of Birth	11/08/2008
Current Age	4
Email Address	werdusco@hotmail.com

Are you a resident of the Morgan Hill Unified School District?  YES NO (circle one)

Please list the school your son/daughter last attended : San Martin Gwinn

Do you have another child in MHPS?  YES NO (circle one)

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child or children in Morgan Hill Prep School for the 2014/2015 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 Morgan Hill Unified School District, and the District may contact me directly to verify my response.

  
SIGNATURE OF PARENT/LEGAL GUARDIAN:

1/10/13  
DATE:

**Morgan Hill Prep School**

277 IOOF Ave.

Gilroy, California 95020

831-235-6650





# Forma de Inscripción para 2014/2015

**Información del estudiante:**

Nombre del Estudiante	Stephanie C. Castillo		
Nombre de los padres	Dora Castillo		
Dirección	185 Cosmos Ave Apt #B		
Número de teléfono	(408) 778-5704		
Email			
Grado del estudiante i Otono 2014	K	Edad Ahora	4
Fecha de Nacimiento	11/24/08		
Dirección de correo electrónico			

Reside en el area del distrito escolar Morgan Hill Unified?  SI  NO (circule uno)

Favor de escribir el nombre de la escuela previa de su alumno/a: \_\_\_\_\_

Al firmar abajo, estoy indicando que estoy verdaderamente interesado en inscribir al niño mencionado arriba (o niños) en Morgan Hill Prep Escuela para el año escolar 2014/2015 Yo entiendo que el firmar esta forma no me garantiza la inscripción en la Escuela Charter. Yo también entiendo que esta información será discutida con el Distrito Escolar Morgan Hill Unified, y que el Distrito pudiera ponerse en contacto conmigo para verificar mi respuesta.

Dora Castillo  
FIRMA DEL PADRE/GUARDIAN LEGAL:

2/9/13  
FECHA:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, CA 95020  
831-235-6650



## Forma de Inscripción para 2014/2015

**Información del estudiante:**

Nombre del Estudiante	Kevin Garcia		
Nombre de los padres	Pedro y Berenice		
Dirección	17865 Serene Dr Morgan hill CA 95037		
Número de teléfono	408-659-51-22		
Email			
Grado del estudiante i Otono 2014	<input checked="" type="checkbox"/> Kinder	Edad Ahora	4 años
Fecha de Nacimiento	12-01-2008		
Dirección de correo electrónico			

Reside en el area del distrito escolar Morgan Hill Unified?  SI      NO (circule uno)

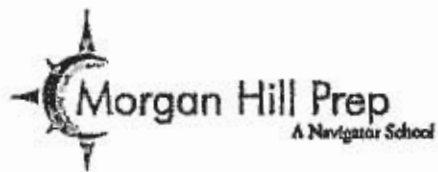
Favor de escribir el nombre de la escuela previa de su alumno/a: el tara

Al firmar abajo, estoy indicando que estoy verdaderamente interesado en inscribir al niño mencionado arriba (o niños) en Morgan Hill Prep Escuela para el año escolar 2014/2015 Yo entiendo que el firmar esta forma no me garantiza la inscripción en la Escuela Charter. Yo también entiendo que esta información será discutida con el Distrito Escolar Morgan Hill Unified, y que el Distrito pudiera ponerse en contacto conmigo para verificar mi respuesta.

Pedro Garcia C.  
FIRMA DEL PADRE/GUARDIAN LEGAL:

1-11-2013  
FECHA:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, CA 95020  
831-235-6650



## Forma de Inscripción para 2014/2015

### Información del estudiante:

Nombre del Estudiante	Jocelyn Alvarez		
Nombre de los padres	Lourdes Ramirez		
Dirección	105 Cosmo Ave Apt B		
Número de teléfono Email	(408) 706-3260		
Grado del estudiante i Otono 2014	K	Edad Ahora	4
Fecha de Nacimiento	2/27/09		
Dirección de correo electrónico			

Reside en el area del distrito escolar Morgan Hill Unified?  SI  NO (círcule uno)

Favor de escribir el nombre de la escuela previa de su alumno/a: \_\_\_\_\_

Al firmar abajo, estoy indicando que estoy verdaderamente interesado en inscribir al niño mencionado arriba (o niños) en Morgan Hill Prep Escuela para el año escolar 2014/2015 Yo entiendo que el firmar esta forma no me garantiza la inscripción en la Escuela Charter. Yo también entiendo que esta información será discutida con el Distrito Escolar Morgan Hill Unified, y que el Distrito pudiera ponerse en contacto conmigo para verificar mi respuesta.

Lourdes Ramirez  
FIRMA DEL PADRE/GUARDIAN LEGAL:

2/9/13  
FECHA:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, CA 95020  
831-235-6650



## Forma de Inscripción para 2014/2015

**Información del estudiante:**

Nombre del Estudiante		OSCAR ARELLANO	
Nombre de los padres		Elvia Arellano	
Dirección		16460 del Monte AVE APT A	
Número de teléfono		Email (408) 706-12-71	
Grado del estudiante i Otono 2014	K	Edad Ahora	4 9 <sup>o</sup> Meses
Fecha de Nacimiento		03-01-2009	
Direccion de correo electronico			

Reside en el area del distrito escolar Morgan Hill Unified?  SI  NO (circule uno)

Favor de escribir el nombre de la escuela previa de su alumno/a: \_\_\_\_\_

Al firmar abajo, estoy indicando que estoy verdaderamente interesado en inscribir al niño mencionado arriba (o niños) en Morgan Hill Prep Escuela para el año escolar 2014/2015 Yo entiendo que el firmar esta forma no me garantiza la inscripción en la Escuela Charter. Yo también entiendo que esta información será discutida con el Distrito Escolar Morgan Hill Unified, y que el Distrito pudiera ponerse en contacto conmigo para verificar mi respuesta.

Elvia Arellano  
FIRMA DEL PADRE/GUARDIAN LEGAL:

02-09-2013  
FECHA:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, CA 95020  
831-235-6650



## Forma de Inscripción para 2014/2015

### Información del estudiante:

Nombre del Estudiante	Luis Anthony Hernandez		
Nombre de los padres	Martha Vazquez		
Dirección	140 Wright Ave #C Morgan Hill CA 95037		
Número de teléfono	(831) 207-9399	Yadira12342@gmail.com	
Email			
Grado del estudiante i Otono 2014	Kindergarten <del>Kindergarten</del>	Edad Ahora	4
Fecha de Nacimiento	6-2-09		
Dirección de correo electronico	Yadira.12342@gmail.com		

Reside en el area del distrito escolar Morgan Hill Unified?  SI  NO (circule uno)

Favor de escribir el nombre de la escuela previa de su alumno/a: Prescol PAWASH

Al firmar abajo, estoy indicando que estoy verdaderamente interesado en inscribir al niño mencionado arriba (o niños) en Morgan Hill Prep Escuela para el año escolar 2014/2015 Yo entiendo que el firmar esta forma no me garantiza la inscripción en la Escuela Charter. Yo también entiendo que esta información será discutida con el Distrito Escolar Morgan Hill Unified, y que el Distrito pudiera ponerse en contacto conmigo para verificar mi respuesta.

Martha Vazquez

FIRMA DEL PADRE/GUARDIAN LEGAL:

2-23-13

FECHA:

**Morgan Hill Prep School**

277 IOOF Ave.

Gilroy, CA 95020

831-235-6650



## Forma de Inscripción para 2014/2015

### Información del estudiante:

Nombre del Estudiante	Cindy Avellano		
Nombre de los padres	Maria Sandoval		
Dirección	135 Cosmo Ave Apt "A" Morgan Hill		
Número de teléfono	408-807-43-65- / 408-843-84-62		
Email			
Grado del estudiante i Otono 2014	<del>1st</del> K	Edad Ahora	4
Fecha de Nacimiento	1-15-2009		
Dirección de correo electrónico			

Reside en el area del distrito escolar Morgan Hill Unified?  SI NO (circule uno)

Favor de escribir el nombre de la escuela previa de su alumno/a: PAWALSH

Al firmar abajo, estoy indicando que estoy verdaderamente interesado en inscribir al niño mencionado arriba (o niños) en Morgan Hill Prep Escuela para el año escolar 2014/2015 Yo entiendo que el firmar esta forma no me garantiza la inscripción en la Escuela Charter. Yo también entiendo que esta información será discutida con el Distrito Escolar Morgan Hill Unified, y que el Distrito pudiera ponerse en contacto conmigo para verificar mi respuesta.

Maria Sandoval  
FIRMA DEL PADRE/GUARDIAN LEGAL:

1-22-2013  
FECHA:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, CA 95020  
831-235-6650



## Forma de Inscripción para 2014/2015

**Información del estudiante:**

Nombre del Estudiante	Jarrit Alvarado		
Nombre de los padres	Jarrit Lustre Ramiro Alvarado		
Dirección	14700 Murphy Ave San Martin CA		
Número de teléfono	408 7107005		
Email			
Grado del estudiante i Otono 2014	<del>K</del> K	Edad Ahora	4
Fecha de Nacimiento	01-27-09		
Dirección de correo electrónico			

Reside en el area del distrito escolar Morgan Hill Unified?  SI  NO (circule uno)

Favor de escribir el nombre de la escuela previa de su alumno/a: Jackson

Al firmar abajo, estoy indicando que estoy verdaderamente interesado en inscribir al niño mencionado arriba (o niños) en Morgan Hill Prep Escuela para el año escolar 2014/2015 Yo entiendo que el firmar esta forma no me garantiza la inscripción en la Escuela Charter. Yo también entiendo que esta información será discutida con el Distrito Escolar Morgan Hill Unified, y que el Distrito pudiera ponerse en contacto conmigo para verificar mi respuesta.

Jarrit Lustre  
FIRMA DEL PADRE/GUARDIAN LEGAL:

1/10/13  
FECHA:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, CA 95020  
831-235-6650



# Intent to Enroll Form 2014/15

**STUDENT INFORMATION:**

Student Name	Christian Martinez
Parent Name	Raquel Diaz & German Martinez
Street Address	230 Nda Hill Terr #2 Morgan Hill CA 95037
Phone Number / Email	(408) 782 6516 raquel.diaz86@yahoo.com
In Fall of 2014, my student will be in grade <u>  </u> ?	K
Date of Birth	10/18/2008
Current Age	4 yrs
Email Address	

Are you a resident of the Morgan Hill Unified School District?  YES NO (circle one)

Please list the school your son/daughter last attended: \_\_\_\_\_

Do you have another child in MHPS?  YES NO (circle one)

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child or children in Morgan Hill Prep School for the 2014/2015 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 Morgan Hill Unified School District, and the District may contact me directly to verify my response.

Raquel D  
SIGNATURE OF PARENT/LEGAL GUARDIAN:

2/9/13  
DATE:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, California 95020  
831-235-6650





## Intent to Enroll Form 2014/15

**STUDENT INFORMATION:**

Student Name	Ruth Venegas
Parent Name	Juana Venegas
Street Address	170 wright av. apt #23
Phone Number / Email	(408) 722-4976
In Fall of 2014, my student will be in grade ___?	K
Date of Birth	11-08-08
Current Age	4.
Email Address	

Are you a resident of the Morgan Hill Unified School District?  YES  NO (circle one)

Please list the school your son/daughter last attended: P.A. WAISH.

Do you have another child in MHPS? YES  NO  (circle one)

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child or children in Morgan Hill Prep School for the 2014/2015 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 Morgan Hill Unified School District, and the District may contact me directly to verify my response.

Juana Venegas  
SIGNATURE OF PARENT/LEGAL GUARDIAN:

2/12/13  
DATE:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, California 95020  
831-235-6650



## Intent to Enroll Form 2014/15

### STUDENT INFORMATION:

Student Name	Rachel Romero.
Parent Name	Dao Romero.
Street Address	32 La Crosse Morgan Hill
Phone Number / Email	(408) 859-2006.
In Fall of 2014, my student will be in grade <del>A</del> ?	- K
Date of Birth	2/15/2009
Current Age	4
Email Address	rdromero89@gmail.com

Are you a resident of the Morgan Hill Unified School District?  YES  NO (circle one)

Please list the school your son/daughter last attended : \_\_\_\_\_

Do you have another child in MHPS? YES  NO  (circle one)

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child or children in Morgan Hill Prep School for the 2014/2015 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 Morgan Hill Unified School District, and the District may contact me directly to verify my response.

SIGNATURE OF PARENT/LEGAL GUARDIAN: \_\_\_\_\_

DATE: \_\_\_\_\_

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, California 95020  
831-235-6650



# Intent to Enroll Form 2014/15

## STUDENT INFORMATION:

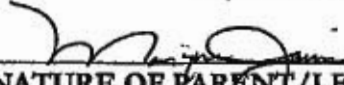
Student Name	Malachi Viramontes
Parent Name	Monique Jaimez
Street Address	17671 Crest Ave #2
Phone Number / Email	(408) 762-8536
In Fall of 2014, my student will be in grade <u>K</u> ?	
Date of Birth	6-17-09
Current Age	3½
Email Address	moniquej2@hotmail.com

Are you a resident of the Morgan Hill Unified School District?  YES  NO (circle one)

Please list the school your son/daughter last attended : \_\_\_\_\_

Do you have another child in MHPS? YES  NO (circle one)

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child or children in Morgan Hill Prep School for the 2014/2015 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 Morgan Hill Unified School District, and the District may contact me directly to verify my response.

  
SIGNATURE OF PARENT/LEGAL GUARDIAN:

2.23.13  
DATE:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, California 95020  
831-235-6650



## Intent to Enroll Form 2014/15

### STUDENT INFORMATION:

Student Name	Francheska Gamez
Parent Name	Frank Gamez
Street Address	P.O. Box 2201 Morgan Hill Ca 95037
Phone Number / Email	(408) 476-6945
In Fall of 2014, my student will be in grade <u>K</u> ?	K
Date of Birth	8/06/09
Current Age	3
Email Address	

Are you a resident of the Morgan Hill Unified School District?  YES  NO (circle one)

Please list the school your son/daughter last attended: \_\_\_\_\_

Do you have another child in MHPS? YES  NO  (circle one)

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child or children in Morgan Hill Prep School for the 2014/2015 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 Morgan Hill Unified School District, and the District may contact me directly to verify my response.

Frank Gamez  
SIGNATURE OF PARENT/LEGAL GUARDIAN:

2/12/13  
DATE:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, California 95020  
831-235-6650



## Intent to Enroll Form 2014/15

### STUDENT INFORMATION:

Student Name	Cesar Arellano
Parent Name	Jose R. Arellano & Sandra J. Arellano
Street Address	125 Coomo Avenue Apt. B, Morgan Hill CA
Phone Number / Email	(408) 779-7816
In Fall of 2014, my student will be in grade ___?	K
Date of Birth	01-23-2009
Current Age	4 yrs
Email Address	

Are you a resident of the Morgan Hill Unified School District?  YES NO (circle one)

Please list the school your son/daughter last attended : \_\_\_\_\_

Do you have another child in MHPS?  YES NO (circle one)

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child or children in Morgan Hill Prep School for the 2014/2015 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 Morgan Hill Unified School District, and the District may contact me directly to verify my response.

Sandra J. Arellano  
SIGNATURE OF PARENT/LEGAL GUARDIAN:

02-12-2013  
DATE:

Morgan Hill Prep School  
277 IOOF Ave.  
Gilroy, California 95020  
831-235-6650



## Forma de Inscripción para 2014/2015


**Información del estudiante:**

Nombre del Estudiante	Karla Gonzalez		
Nombre de los padres	Silvia Moreno o Carlos Gonzalez		
Dirección	175 Cosmo Av. Apt C		
Número de teléfono	(408) 843-6108 (408) 722 9140		
E-mail			
Grado del estudiante i Otono 2014	K	Edad Ahora	3 1/2
Fecha de Nacimiento	10/10/08		
Dirección de correo electronico	Carlosmks1985@hotmail.com		

Reside en el area del distrito escolar Morgan Hill Unified?    SI                      NO (circule uno)

Favor de escribir el nombre de la escuela previa de su alumno/a: \_\_\_\_\_

Al firmar abajo, estoy indicando que estoy verdaderamente interesado en inscribir al niño mencionado arriba (o niños) en Morgan Hill Prep Escuela para el año escolar 2014/2015. Yo entiendo que el firmar esta forma no me garantiza la inscripción en la Escuela Charter. Yo también entiendo que esta información será discutida con el Distrito Escolar Morgan Hill Unified, y que el Distrito pudiera ponerse en contacto conmigo para verificar mi respuesta.

  
 \_\_\_\_\_  
 FIRMA DEL PADRE/GUARDIAN LEGAL:

02/02/12  
 \_\_\_\_\_  
 FECHA:

**Morgan Hill Prep School**  
 277 IOOF Ave.  
 Gilroy, CA 95020  
 831-235-6650



## Forma de Inscripción para 2014/2015

### Información del estudiante:

Nombre del Estudiante <i>Joselyn Delacruz</i>			
Nombre de los padres <i>Norma Alvarez</i>			
Dirección <i>17937 Monterey Rd#</i>			
Número de teléfono <i>Email (408) 840-6047</i>			
Grado del estudiante i Otono 2014 <del>1</del>		<i>K.</i>	Edad Ahora <i>3</i>
Fecha de Nacimiento <i>Marzo - 9 - 2009</i>			
Direccion de correo electronico <i>Judithnalvarez@yahoo.com</i>			

Reside en el area del distrito escolar Morgan Hill Unified?  SI  NO (circule uno)

Favor de escribir el nombre de la escuela previa de su alumno/a: *Nestroom*

Al firmar abajo, estoy indicando que estoy verdaderamente interesado en inscribir al niño mencionado arriba (o niños) en Morgan Hill Prep Escuela para el año escolar 2014/2015. Yo entiendo que el firmar esta forma no me garantiza la inscripción en la Escuela Charter. Yo también entiendo que esta información será discutida con el Distrito Escolar Morgan Hill Unified, y que el Distrito pudiera ponerse en contacto conmigo para verificar mi respuesta.

*[Signature]*  
FIRMA DEL PADRE/GUARDIAN LEGAL:

*2-9-13*  
FECHA:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, CA 95020  
831-235-6650



## Forma de Inscripción para 2014/2015

### Información del estudiante:

Nombre del Estudiante	Jimena Flores		
Nombre de los padres	Rocio Dominguez / Hernan Flores.		
Dirección	17941 Monterrey Rd. #102		
Número de teléfono Email			
Grado del estudiante i Otono 2014	K.	Edad Ahora	4
Fecha de Nacimiento	Diciembre 2 - 2008.		
Dirección de correo electrónico			

Reside en el area del distrito escolar Morgan Hill Unified?  SI  NO (circule uno)

Favor de escribir el nombre de la escuela previa de su alumno/a: Paradise.

Al firmar abajo, estoy indicando que estoy verdaderamente interesado en inscribir al niño mencionado arriba (o niños) en Morgan Hill Prep Escuela para el año escolar 2014/2015 Yo entiendo que el firmar esta forma no me garantiza la inscripción en la Escuela Charter. Yo también entiendo que esta información será discutida con el Distrito Escolar Morgan Hill Unified, y que el Distrito pudiera ponerse en contacto conmigo para verificar mi respuesta.

*Rocio Dominguez*  
FIRMA DEL PADRE/GUARDIÁN LEGAL:

2-15-2013.  
FECHA:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, CA 95020  
831-235-6650





## Forma de Inscripción para 2014/2015

### Información del estudiante:

Nombre del Estudiante	Gicela Avarado Ochoa		
Nombre de los padres	Rogelio Avarado R. Maria Cristina Ochoa S.		
Dirección	17800. Crest ave apt. #02. Morgan Hill 95037.		
Número de teléfono	(408) 516-71-89 (408) 722-43-64		
Email			
Grado del estudiante i Otono 2014	K.	Edad Ahora	3 1/2
Fecha de Nacimiento	08/18/09.		
Dirección de correo electrónico			

Reside en el area del distrito escolar Morgan Hill Unified?  SI  NO (circule uno)

Favor de escribir el nombre de la escuela previa de su alumno/a: P.A Walsh.

Al firmar abajo, estoy indicando que estoy verdaderamente interesado en inscribir al niño mencionado arriba (o niños) en Morgan Hill Prep Escuela para el año escolar 2014/2015 Yo entiendo que el firmar esta forma no me garantiza la inscripción en la Escuela Charter. Yo también entiendo que esta información será discutida con el Distrito Escolar Morgan Hill Unified, y que el Distrito pudiera ponerse en contacto conmigo para verificar mi respuesta.

Rogelio Avarado R.  
FIRMA DEL PADRE/GUARDIAN LEGAL:

2/11/2013  
FECHA:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, CA 95020  
831-235-6650



## Intent to Enroll Form 2014/15

**STUDENT INFORMATION:**

Student Name	Ruby Lamas
Parent Name	Estela Zamudio
Street Address	840 el cerrito way apt C. Gilroy.
Phone Number / Email	408) 710-8657
In Fall of 2014, my student will be in grade ___?	1K.
Date of Birth	6-15-2009
Current Age	3
Email Address	

Are you a resident of the Morgan Hill Unified School District? YES  NO (circle one)

Please list the school your son/daughter last attended : \_\_\_\_\_

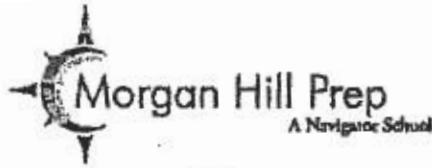
Do you have another child in MHPS? YES NO (circle one)

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child or children in Morgan Hill Prep School for the 2014/2015 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 Morgan Hill Unified School District, and the District may contact me directly to verify my response.

Estela Z León  
SIGNATURE OF PARENT/LEGAL GUARDIAN:

2-11-2013  
DATE:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, California 95020  
831-235-6650



## Intent to Enroll Form 2014/15

### STUDENT INFORMATION:

Student Name	Amarah Isabella Luna
Parent Name	Alicia Luna
Street Address	160 Mathilda Ct Apt B
Phone Number / Email	(408) 843-7075
In Fall of 2014, my student will be in grade ___?	Kindergarden
Date of Birth	7-7-09
Current Age	3
Email Address	bubbles2155@yahoo.com

Are you a resident of the Morgan Hill Unified School District?  YES  NO (circle one)

Please list the school your son/daughter last attended: JACKSON

Do you have another child in MHPS?  YES  NO (circle one)

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child or children in Morgan Hill Prep School for the 2014/2015 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 Morgan Hill Unified School District and the District may contact me directly to verify my response.

SIGNATURE OF PARENT/LEGAL GUARDIAN: \_\_\_\_\_

DATE: \_\_\_\_\_

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, California 95020  
831-235-6650



## Forma de Inscripción para 2014/2015

### Información del estudiante:

Nombre del Estudiante	Omar Ismael Arellano Gaspar		
Nombre de los padres	Jose Luis Arellano		
Dirección	190 Matilda St Morgan Hill		
Número de teléfono	408-778-7083		
Email			
Grado del estudiante i Otono 2014	Kinder	Edad Ahora	3
Fecha de Nacimiento	07-17-2009		
Dirección de correo electrónico			

Reside en el area del distrito escolar Morgan Hill Unified?  SI  NO (circule uno)

Favor de escribir el nombre de la escuela previa de su alumno/a: Panther Jackson

Al firmar abajo, estoy indicando que estoy verdaderamente interesado en inscribir al niño mencionado arriba (o niños) en Morgan Hill Prep Escuela para el año escolar 2014/2015. Yo entiendo que el firmar esta forma no me garantiza la inscripción en la Escuela Charter. Yo también entiendo que esta información será discutida con el Distrito Escolar Morgan Hill Unified, y que el Distrito pudiera ponerse en contacto conmigo para verificar mi respuesta.

Jose Luis Arellano  
FIRMA DEL PADRE/GUARDIAN LEGAL:

1-22-2013  
FECHA:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, CA 95020  
831-235-6650



## Intent to Enroll Form 2014/15

### STUDENT INFORMATION:

Student Name	MAYLIN Simental
Parent Name	Rosa Simental
Street Address	17941 monterex Rd # 101
Phone Number / Email	(408) 430-9074
In Fall of 2014, my student will be in grade ___?	K
Date of Birth	3-30 09
Current Age	5
Email Address	

Are you a resident of the Morgan Hill Unified School District?  YES NO (circle one)

Please list the school your son/daughter last attended: \_\_\_\_\_

Do you have another child in MHPS?  YES NO (circle one)

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child or children in Morgan Hill Prep School for the 2014/2015 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 Morgan Hill Unified School District, and the District may contact me directly to verify my response.

Rosa Simental  
SIGNATURE OF PARENT/LEGAL GUARDIAN:

2-9-15  
DATE:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, California 95020  
831-235-6650



## Forma de Inscripción para 2014/2015

**Información del estudiante:**

Nombre del Estudiante	Ashley G Resendiz		
Nombre de los padres <i>Nancy</i>	Nancy Herrera		
Dirección	17939 Monterey Rd # 302		
Número de teléfono Email	(408) 612-2096		
Grado del estudiante i Otono 2014	Ki	Edad Ahora	3 años
Fecha de Nacimiento	Agosto 10 2009		
Dirección de correo electrónico			

Reside en el area del distrito escolar Morgan Hill Unified?    SI                      NO (circule uno)

Favor de escribir el nombre de la escuela previa de su alumno/a: \_\_\_\_\_

Al firmar abajo, estoy indicando que estoy verdaderamente interesado en inscribir al niño mencionado arriba (o niños) en Morgan Hill Prep Escuela para el año escolar 2014/2015 Yo entiendo que el firmar esta forma no me garantiza la inscripción en la Escuela Charter. Yo también entiendo que esta información será discutida con el Distrito Escolar Morgan Hill Unified, y que el Distrito pudiera ponerse en contacto conmigo para verificar mi respuesta.

Nancy Herrera  
FIRMA DEL PADRE/GUARDIAN LEGAL:

02-09-13  
FECHA:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, CA 95020  
831-235-6650



## Intent to Enroll Form 2014/15

**STUDENT INFORMATION:**

Student Name	Leo Negrete
Parent Name	Nohemi Quintero
Street Address	16530 Monterey Rd #133 Morgan Hill CA 95037
Phone Number / Email	(408) 836-1522
In Fall of 2014, my student will be in grade ___?	Kinder
Date of Birth	8.24.09
Current Age	3 1/2
Email Address	memeq77@yahoo.com

Are you a resident of the Morgan Hill Unified School District?  YES  NO (circle one)

Please list the school your son/daughter last attended : \_\_\_\_\_

Do you have another child in MHPS? YES  NO  (circle one)

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child or children in Morgan Hill Prep School for the 2014/2015 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 Morgan Hill Unified School District, and the District may contact me directly to verify my response.

Nohemi Quintero  
SIGNATURE OF PARENT/LEGAL GUARDIAN:

Feb. 11. 13  
DATE:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, California 95020  
831-235-6650



## Forma de Inscripción para 2014/2015

### Información del estudiante:

Nombre del Estudiante	Emily Berumen		
Nombre de los padres	Irene Jarquin		
Dirección	17941 Monterrey Rd. Apt #303 MH.		
Número de teléfono Email	408) 728-3710		
Grado del estudiante i Otono 2014	Kinden.	Edad Ahora	3
Fecha de Nacimiento	4/30/09.		
Dirección de correo electronico			

Reside en el area del distrito escolar Morgan Hill Unified?  SI  NO (circule uno)

Favor de escribir el nombre de la escuela previa de su alumno/s: P.A Wash.

Al firmar abajo, estoy indicando que estoy verdaderamente interesado en inscribir al niño mencionado arriba (o niños) en Morgan Hill Prep Escuela para el año escolar 2014/2015 Yo entiendo que el firmar esta forma no me garantiza la inscripción en la Escuela Charter. Yo también entiendo que esta información será discutida con el Distrito Escolar Morgan Hill Unified, y que el Distrito pudiera ponerse en contacto conmigo para verificar mi respuesta.

[Signature]  
FIRMA DEL PADRE/GUARDIAN LEGAL:

02/11/13  
FECHA:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, CA 95020  
831-235-6650





## Forma de Inscripción para 2014/2015

### Información del estudiante:

Nombre del Estudiante	Belinda Olvera.		
Nombre de los padres	María Mendieta		
Dirección	Main Ave 1985 B		
Número de teléfono	408 706 1206		
Email			
Grado del estudiante i Otono 2014	Quiv K.	Edad Ahora	3. años
Fecha de Nacimiento	6/4/09		
Dirección de correo electrónico			

Reside en el area del distrito escolar Morgan Hill Unified?  SI  NO (circule uno)

Favor de escribir el nombre de la escuela previa de su alumno/a: P.A Walsh.

Al firmar abajo, estoy indicando que estoy verdaderamente interesado en inscribir al niño mencionado arriba (o niños) en Morgan Hill Prep Escuela para el año escolar 2014/2015 Yo entiendo que el firmar esta forma no me garantiza la inscripción en la Escuela Charter. Yo también entiendo que esta información será discutida con el Distrito Escolar Morgan Hill Unified, y que el Distrito puede ponerse en contacto conmigo para verificar mi respuesta.

FIRMA DEL PADRE/GUARDIAN LEGAL:

2/11/13.  
FECHA:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, CA 95020  
831-235-6650



## Forma de Inscripción para 2014/2015

### Información del estudiante:

Nombre del Estudiante	Richard Carrero		
Nombre de los padres	Procelia Carrero		
Dirección	400 Peebles Ave Apt B		
Número de teléfono	(408) 710-9331		
Email (4)			
Grado del estudiante i Otono 2014	Kindergarten	Edad Ahora	4
Fecha de Nacimiento	6/11/4/2008		
Dirección de correo electrónico			

Reside en el area del distrito escolar Morgan Hill Unified?  SI  NO (circule uno)

Favor de escribir el nombre de la escuela previa de su alumno/a: PA walsh

Al firmar abajo, estoy indicando que estoy verdaderamente interesado en inscribir al niño mencionado arriba (o niños) en Morgan Hill Prep Escuela para el año escolar 2014/2015. Yo entiendo que el firmar esta forma no me garantiza la inscripción en la Escuela Charter. Yo también entiendo que esta información será discutida con el Distrito Escolar Morgan Hill Unified, y que el Distrito pudiera ponerse en contacto conmigo para verificar mi respuesta.

Procelia Carrero  
FIRMA DEL PADRE/GUARDIAN LEGAL:

2/11/2013  
FECHA:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, CA 95020  
831-235-6650



## Forma de Inscripción para 2014/2015

### Información del estudiante:

Nombre del Estudiante	Hermione Ketz Patricia		
Nombre de los padres	María Patricia Salvador Ketz		
Dirección	140 E. Edmondson #A Morgan Hill Ca.		
Número de teléfono	408) 607-6185		
Email	Patricia.marie@uphsd.com		
Grado del estudiante i Otono 2014	5 años (K)	Edad Ahora	3 años 6 meses
Fecha de Nacimiento	8-16-09		
Dirección de correo electrónico	Patricia.marie@uphsd.com		

Reside en el area del distrito escolar Morgan Hill Unified?  SI  NO (circule uno)

Favor de escribir el nombre de la escuela previa de su alumno/a: El Toro

Al firmar abajo, estoy indicando que estoy verdaderamente interesado en inscribir al niño mencionado arriba (o niños) en Morgan Hill Prep Escuela para el año escolar 2014/2015 Yo entiendo que el firmar esta forma no me garantiza la inscripción en la Escuela Charter. Yo también entiendo que esta información será discutida con el Distrito Escolar Morgan Hill Unified, y que el Distrito pudiera ponerse en contacto conmigo para verificar mi respuesta.

María Patricia

FIRMA DEL PADRE/GUARDIAN LEGAL:

2-11-13

FECHA:

**Morgan Hill Prep School**

277 IOOF Ave.

Gilroy, CA 95020

831-235-6650



# Forma de Inscripción para 2014/2015

**Información del estudiante:**

Nombre del Estudiante	Noemy Rodriguez - Alexis Ortiz		
Nombre de los padres	Fiorentina Ortiz		
Dirección	#E 145 Como Ave Morgan Hill CA		
Número de teléfono			
Email			
Grado del estudiante i Otono 2014	2nd	Edad Ahora	5 AÑOS
Fecha de Nacimiento	02 04 07 / 01 26 08		
Dirección de correo electrónico			

Reside en el area del distrito escolar Morgan Hill Unified? SI NO (circule uno)

Favor de escribir el nombre de la escuela previa de su alumno/a: P A WASS

Al firmar abajo, estoy indicando que estoy verdaderamente interesado en inscribir al niño mencionado arriba (o niños) en Morgan Hill Prep Escuela para el año escolar 2014/2015 Yo entiendo que el firmar esta forma no me garantiza la inscripción en la Escuela Charter. Yo también entiendo que esta información será discutida con el Distrito Escolar Morgan Hill Unified, y que el Distrito pudiera ponerse en contacto conmigo para verificar mi respuesta.

[Signature]  
FIRMA DEL PADRE/GUARDIAN LEGAL:

01 10 13  
FECHA:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, CA 95020  
831-235-6650



## Forma de Inscripción para 2014/2015

### Información del estudiante:

Nombre del Estudiante	Noemy Rodriguez - Alexis Ortiz		
Nombre de los padres	Fiorentina Ortiz		
Dirección	#E 145 Cosmo Ave Morgan Hill CA		
Número de teléfono			
Email			
Grado del estudiante i Otono 2014	← 2 <sup>nd</sup>	1 <sup>st</sup>	Edad Ahora 5 AÑOS
Fecha de Nacimiento	02 04 07 / 01 26 08		
Dirección de correo electronico			

Reside en el area del distrito escolar Morgan Hill Unified? SI NO (círcule uno)

Favor de escribir el nombre de la escuela previa de su alumno/a: A WASS

Al firmar abajo, estoy indicando que estoy verdaderamente interesado en inscribir al niño mencionado arriba (o niños) en Morgan Hill Prep Escuela para el año escolar 2014/2015 Yo entiendo que el firmar esta forma no me garantiza la inscripción en la Escuela Charter. Yo también entiendo que esta información será discutida con el Distrito Escolar Morgan Hill Unified, y que el Distrito pudiera ponerse en contacto conmigo para verificar mi respuesta.

FIRMA DEL PADRE/GUARDIAN LEGAL:

01 10 13  
FECHA:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, CA 95020  
831-235-6650



# Intent to Enroll Form 2014/15

**STUDENT INFORMATION:**

Student Name	Kimiko Carpenter
Parent Name	Todd & Kristine Carpenter
Street Address	12620 Santa Teresa Blvd., San Martin
Phone Number / Email	(408) 833-9109 ToddCarpenter@sbjglobal.net
In Fall of 2014, my student will be in grade ___?	KINDERGARTEN 1st
Date of Birth	9/11/08
Current Age	4
Email Address	

Are you a resident of the Morgan Hill Unified School District?  YES NO (circle one)

Please list the school your son/daughter last attended : NIA - First Steps

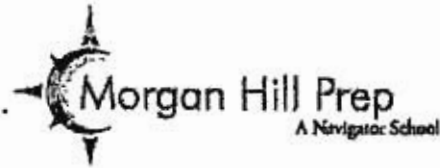
Do you have another child in MHPS?  YES NO (circle one)

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child or children in Morgan Hill Prep School for the 2014/2015 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 Morgan Hill Unified School District, and the District may contact me directly to verify my response.

*Todd Carpenter*  
SIGNATURE OF PARENT/LEGAL GUARDIAN:

2/12/13  
DATE:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, California 95020  
831-235-6650



## Intent to Enroll Form 2014/15

**STUDENT INFORMATION:**

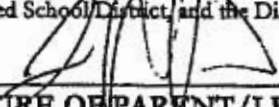
Student Name	Saora Van Diest
Parent Name	Jesse Van Diest
Street Address	17825 Garden way
Phone Number / Email	6408 706 1035
In Fall of 2014, my student will be in grade ___?	<del>2</del> 1st
Date of Birth	12/23/07
Current Age	5
Email Address	Jay-vee-diest@yahoo.com

Are you a resident of the Morgan Hill Unified School District?  YES  NO . (circle one)

Please list the school your son/daughter last attended : St. John preschool Pt. Walsh

Do you have another child in MHPS? YES  NO (circle one)

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child or children in Morgan Hill Prep School for the 2014/2015 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 Morgan Hill Unified School District, and the District may contact me directly to verify my response.

  
 \_\_\_\_\_  
 SIGNATURE OF PARENT/LEGAL GUARDIAN:

2/23/15  
 \_\_\_\_\_  
 DATE:

**Morgan Hill Prep School**  
 277 IOOF Ave.  
 Gilroy, California 95020  
 831-235-6650



## Intent to Enroll Form 2014/15

### STUDENT INFORMATION:

Student Name	Jacob Rodriguez
Parent Name	Claudia Perez
Street Address	16310 Paradise Valley Ln
Phone Number / Email	(408) 3109068
In Fall of 2014, my student will be in grade ___?	Kindergarten 1st
Date of Birth	03/07/08
Current Age	5 year old
Email Address	ponch_20_hills@yahoo.com

Are you a resident of the Morgan Hill Unified School District?  YES  NO (circle one)

Please list the school your son/daughter last attended: Preschool

Do you have another child in MHPS? YES  NO (circle one)

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child or children in Morgan Hill Prep School for the 2014/2015 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 Morgan Hill Unified School District, and the District may contact me directly to verify my response.

Claudia Perez  
SIGNATURE OF PARENT/LEGAL GUARDIAN:

2/21/13  
DATE:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, California 95020  
831-235-6650





# Intent to Enroll Form 2014/15

**STUDENT INFORMATION:**

Student Name	James Gutar
Parent Name	Lizelda Gutar
Street Address	2505 Gitana Ct. Morgan Hill, CA 95037
Phone Number / Email	408-779-2491    daclipa93@yahoo.com
In Fall of 2014, my student will be in grade ___?	<del>Kindergarten</del> First
Date of Birth	03-23-2008
Current Age	4
Email Address	daclipa93@yahoo.com

Are you a resident of the Morgan Hill Unified School District?     YES    NO    (circle one)

Please list the school your son/daughter last attended: \_\_\_\_\_

Do you have another child in MHPS?     YES    NO    (circle one)

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child or children in Morgan Hill Prep School for the 2014/2015 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 Morgan Hill Unified School District, and the District may contact me directly to verify my response.

Lynda F. Gutar - J  
SIGNATURE OF PARENT/LEGAL GUARDIAN:

03-05-13  
DATE:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, California 95020  
831-235-6650



# Intent to Enroll Form 2014/15

## STUDENT INFORMATION:

Student Name	Kiomara Isabel Banuelos
Parent Name	Gabriela L Gomez
Street Address	2260 Lincoln Ave #C San Martin CA 95046
Phone Number / Email	(408) 659-5101
In Fall of 2014, my student will be in grade <u>1</u> ?	
Date of Birth	3/4/08
Current Age	5
Email Address	fourtogette@gmail.com

Are you a resident of the Morgan Hill Unified School District?  YES  NO (circle one)

Please list the school your son/daughter last attended: P.P. Walsh Elementary

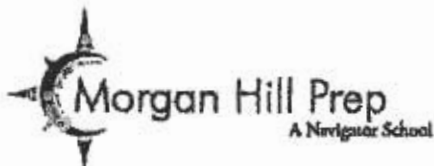
Do you have another child in MHPS? YES  NO (circle one)

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child or children in Morgan Hill Prep School for the 2014/2015 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 Morgan Hill Unified School District, and the District may contact me directly to verify my response.

Gabriela L. Gomez  
SIGNATURE OF PARENT/LEGAL GUARDIAN:

2/5/13  
DATE:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, California 95020  
831-235-6650



# Intent to Enroll Form 2014/15

Ava Luvano

**STUDENT INFORMATION:**

Student Name	<del>Ava Luvano</del>
Parent Name	Yvette Mojica
Street Address	705 Roosevelt San Martin Ca
Phone Number / Email	408-683-4713
In Fall of 2014, my student will be in grade ___?	2nd 1st
Date of Birth	01-18-2008
Current Age	6
Email Address	

Are you a resident of the Morgan Hill Unified School District?  YES NO (circle one)

Please list the school your son/daughter last attended: San Martin

Do you have another child in MHPS?  YES NO (circle one)

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child or children in Morgan Hill Prep School for the 2014/2015 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 Morgan Hill Unified School District, and the District may contact me directly to verify my response.

Yvette Mojica  
SIGNATURE OF PARENT/LEGAL GUARDIAN:

2-11-13  
DATE:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, California 95020  
831-235-6650



# Intent to Enroll Form 2014/15

## STUDENT INFORMATION:

Student Name	Arjun Swaminathan
Parent Name	Aida Cazares
Street Address	1000 Creekside Ct. Morgan Hill, CA 95037
Phone Number / Email	408) 683-2547
In Fall of 2014, my student will be in grade <u>1</u> ?	1st
Date of Birth	11/20/07
Current Age	5
Email Address	AIDA CAZARES@gmail.com

Are you a resident of the Morgan Hill Unified School District?  YES NO (circle one)

Please list the school your son/daughter last attended: EL TORO

Do you have another child in MHPS? YES  NO (circle one)

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child or children in Morgan Hill Prep School for the 2014/2015 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 Morgan Hill Unified School District, and the District may contact me directly to verify my response.

Aida Cazares  
SIGNATURE OF PARENT/LEGAL GUARDIAN:

2/26/13  
DATE:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, California 95020  
831-235-6650



# Forma de Inscripción para 2014/2015

**Información del estudiante:**

Nombre del Estudiante	Luis Correl		
Nombre de los padres	Diana Correl		
Dirección	310 EAST DUNNE AVE. APT 203		
Número de teléfono Email	(908) 787 6373 DESURIEL@VERIZON.NET		
Grado del estudiante i Otono 2014	Kindergarten 1st	Edad Ahora	4 años 6 meses
Fecha de Nacimiento	06/07/08		
Dirección de correo electrónico			

Reside en el area del distrito escolar Morgan Hill Unified?  SI  NO (circule uno)

Favor de escribir el nombre de la escuela previa de su alumno/a: CDC TORO

Al firmar abajo, estoy indicando que estoy verdaderamente interesado en inscribir al niño mencionado arriba (o niños) en Morgan Hill Prep Escuela para el año escolar 2014/2015. Yo entiendo que el firmar esta forma no me garantiza la inscripción en la Escuela Charter. Yo también entiendo que esta información será discutida con el Distrito Escolar Morgan Hill Unified, y que el Distrito pudiera ponerse en contacto conmigo para verificar mi respuesta.

[Signature]  
FIRMA DEL PADRE/GUARDIAN LEGAL:

1-10-13  
FECHA:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, CA 95020  
831-235-6650



# Intent to Enroll Form 2014/15

**STUDENT INFORMATION:**

Student Name	JACK GUNTER
Parent Name	ANGELA GUNTER
Street Address	87 LA CROSSE DR
Phone Number / Email	408.778.5689
In Fall of 2014, my student will be in grade ___?	<del>Kindergarten</del> 1st
Date of Birth	4/8/08
Current Age	4
Email Address	ang.gunter@yahoo.com

Are you a resident of the Morgan Hill Unified School District?  YES  NO (circle one)

Please list the school your son/daughter last attended: PRE-SCHOOL - LAUGH, PLAY + LEARN

Do you have another child in MHPS? YES  NO (circle one)

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child or children in Morgan Hill Prep School for the 2014/2015 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 Morgan Hill Unified School District, and the District may contact me directly to verify my response.

Angela Gunter  
SIGNATURE OF PARENT/LEGAL GUARDIAN:

4/27/13  
DATE:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, California 95020  
831-235-6650



# Intent to Enroll Form 2014/15

**STUDENT INFORMATION:**

Student Name	Majica Linana Luvano
Parent Name	Messeny Majica
Street Address	405 Roosevelt Ave San Martin, CA.
Phone Number / Email	408-683-4713
In Fall of 2014, my student will be in grade <u>1st</u> ?	1st
Date of Birth	1-15-2008
Current Age	6
Email Address	

Are you a resident of the Morgan Hill Unified School District?  YES NO (circle one)

Please list the school your son/daughter last attended: San Martin

Do you have another child in MHPS?  YES NO (circle one)

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child or children in Morgan Hill Prep School for the 2014/2015 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 Morgan Hill Unified School District, and the District may contact me directly to verify my response.

Linana Majica  
SIGNATURE OF PARENT/LEGAL GUARDIAN:

2-11-13  
DATE:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, California 95020  
831-235-6650



## Intent to Enroll Form 2014/15

### STUDENT INFORMATION:

Student Name	Evelyn Mancilla
Parent Name	Lorena Sandoval
Street Address	17941 Monterey St #204
Phone Number / Email	(408) 706- <del>722</del> 1692
In Fall of 2014, my student will be in grade #?	1 <sup>st</sup>
Date of Birth	11-27-07
Current Age	5
Email Address	NO

Are you a resident of the Morgan Hill Unified School District?  YES  NO (circle one)

Please list the school your son/daughter last attended: \_\_\_\_\_

Do you have another child in MHPS?  YES  NO (circle one)

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child or children in Morgan Hill Prep School for the 2014/2015 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 Morgan Hill Unified School District, and the District may contact me directly to verify my response.

Lorena S.  
SIGNATURE OF PARENT/LEGAL GUARDIAN:

2/9/13  
DATE:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, California 95020  
831-235-6650





# Forma de Inscripción para 2014/2015

## Información del estudiante:

Nombre del Estudiante	Yasmin Perez de Jesus		
Nombre de los padres	Teresa de Jesus		
Dirección	170 wright Ave Apt 7B		
Número de teléfono	408) 843 7959		
Email			
Grado del estudiante i Otono 2014	202-1 <sup>st</sup>	Edad Ahora	5
Fecha de Nacimiento	05-29-2008		
Dirección de correo electronico			

Reside en el area del distrito escolar Morgan Hill Unified?  SI  NO (circule uno)

Favor de escribir el nombre de la escuela previa de su alumno/a: P.W. FA Walsh

Al firmar abajo, estoy indicando que estoy verdaderamente interesado en inscribir al niño mencionado arriba (o niños) en Morgan Hill Prep Escuela para el año escolar 2014/2015 Yo entiendo que el firmar esta forma no me garantiza la inscripción en la Escuela Charter. Yo también entiendo que esta información será discutida con el Distrito Escolar Morgan Hill Unified, y que el Distrito pudiera ponerse en contacto conmigo para verificar mi respuesta.

[Signature]  
FIRMA DEL PADRE/GUARDIAN LEGAL:

02-23-2013  
FECHA:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, CA 95020  
831-235-6650



## Forma de Inscripción para 2014/2015

### Información del estudiante:

Nombre del Estudiante	Daniela Alvarez		
Nombre de los padres	Cesar Alvarez		
Dirección	74 A Main Hill		
Número de teléfono			
Email	(408) 840-6047		
Grado del estudiante i Otono 2014	2 <sup>nd</sup> 1 <sup>st</sup>	Edad Ahora	5
Fecha de Nacimiento	4-20-2008		
Dirección de correo electrónico			

Reside en el area del distrito escolar Morgan Hill Unified? SI NO (circule uno)

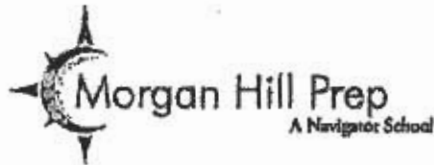
Favor de escribir el nombre de la escuela previa de su alumno/a: Toro

Al firmar abajo, estoy indicando que estoy verdaderamente interesado en inscribir al niño mencionado arriba (o niños) en Morgan Hill Prep Escuela para el año escolar 2014/2015 Yo entiendo que el firmar esta forma no me garantiza la inscripción en la Escuela Charter. Yo también entiendo que esta información será discutida con el Distrito Escolar Morgan Hill Unified, y que el Distrito pudiera ponerse en contacto conmigo para verificar mi respuesta.

[Signature]  
FIRMA DEL PADRE/GUARDIAN LEGAL:

2-9-13  
FECHA:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, CA 95020  
831-235-6650



## Intent to Enroll Form 2014/15

### STUDENT INFORMATION:

Student Name	Alisa Marcia
Parent Name	Victor
Street Address	105 Cosmo Ave Apt A
Phone Number / Email	408 595-9632
In Fall of 2014, my student will be in grade ___?	<del>2nd</del> 1st
Date of Birth	5/14/08
Current Age	5
Email Address	

Are you a resident of the Morgan Hill Unified School District?  YES  NO (circle one)

Please list the school your son/daughter last attended: Jackson

Do you have another child in MHPS? YES  NO  (circle one)

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child or children in Morgan Hill Prep School for the 2014/2015 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 Morgan Hill Unified School District, and the District may contact me directly to verify my response.

Victor Marcia  
SIGNATURE OF PARENT/LEGAL GUARDIAN:

2/9/13  
DATE:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, California 95020  
831-235-6650



## Intent to Enroll Form 2014/15

### STUDENT INFORMATION:

Student Name	Melissa Perez
Parent Name	Carmen Perez
Street Address	16050 Church St # B
Phone Number / Email	(408) 776-3184
In Fall of 2014, my student will be in grade ___?	<del>2<sup>nd</sup></del> 1 <sup>st</sup>
Date of Birth	08-08-08
Current Age	5 yrs
Email Address	

Are you a resident of the Morgan Hill Unified School District?  YES  NO (circle one)

Please list the school your son/daughter last attended: Paradise

Do you have another child in MHPS? YES  NO  (circle one)

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child or children in Morgan Hill Prep School for the 2014/2015 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 Morgan Hill Unified School District, and the District may contact me directly to verify my response.

Carmen Perez  
SIGNATURE OF PARENT/LEGAL GUARDIAN:

02-16-13  
DATE:

Morgan Hill Prep School  
277 IOOF Ave.  
Gilroy, California 95020  
831-235-6650



# Forma de Inscripción para 2014/2015

**Información del estudiante:**

Nombre del Estudiante	Javier J Garcia		
Nombre de los padres	Teofila Lustre		
Dirección	7865 Serene Dr Morgan Hill ca 95037		
Número de teléfono	408-500 7968		
Email			
Grado del estudiante i Otono 2014	2 <sup>da</sup> 1 <sup>st</sup>	Edad Ahora	5
Fecha de Nacimiento	4-18-2008		
Dirección de correo electronico			

Reside en el area del distrito escolar Morgan Hill Unified?  SI  NO (circule uno)

Favor de escribir el nombre de la escuela previa de su alumno/a: 91 for o

Al firmar abajo, estoy indicando que estoy verdaderamente interesado en inscribir al niño mencionado arriba (o niños) en Morgan Hill Prep Escuela para el año escolar 2014/2015 Yo entiendo que el firmar esta forma no me garantiza la inscripción en la Escuela Charter. Yo también entiendo que esta información será discutida con el Distrito Escolar Morgan Hill Unified, y que el Distrito pudiera ponerse en contacto conmigo para verificar mi respuesta.

Teofila Lustre  
FIRMA DEL PADRE/GUARDIAN LEGAL:

2-11-13  
FECHA:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, CA 95020  
831-235-6650



## Forma de Inscripción para 2014/2015

### Información del estudiante:

Nombre del Estudiante	Jose Valencia		
Nombre de los padres	Norma Gregoria		
Dirección	1000 San Bruno Ave. Mth		
Número de teléfono Email	408 (831) 676-6122.		
Grado del estudiante i Otono 2014	1 <sup>st</sup>	Edad Ahora	5
Fecha de Nacimiento	03/22/2008		
Dirección de correo electrónico			

Reside en el area del distrito escolar Morgan Hill Unified?  SI  NO (circule uno)

Favor de escribir el nombre de la escuela previa de su alumno/a: P.A Wash

Al firmar abajo, estoy indicando que estoy verdaderamente interesado en inscribir al niño mencionado arriba (o niños) en Morgan Hill Prep Escuela para el año escolar 2014/2015 Yo entiendo que el firmar esta forma no me garantiza la inscripción en la Escuela Charter. Yo también entiendo que esta información será discutida con el Distrito Escolar Morgan Hill Unified, y que el Distrito pudiera ponerse en contacto conmigo para verificar mi respuesta.

Norma Gregoria  
FIRMA DEL PADRE/GUARDIÁN LEGAL:

2-11-13  
FECHA:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, CA 95020  
831-235-6650



# Intent to Enroll Form 2014/15

**STUDENT INFORMATION:**

Student Name	Mariana Lopez
Parent Name	Daniela Lopez
Street Address	7150 church st apt D
Phone Number / Email	108-665-0106
In Fall of 2014, my student will be in grade ___?	2 <sup>nd</sup> grade 1st
Date of Birth	03-25-08
Current Age	5
Email Address	zoe.bluc25@yahoo.com

Are you a resident of the Morgan Hill Unified School District?  YES NO (circle one)

Please list the school your son/daughter last attended : JASON

Do you have another child in MHPS? YES  NO (circle one)

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child or children in Morgan Hill Prep School for the 2014/2015 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 Morgan Hill Unified School District, and the District may contact me directly to verify my response.

[Signature]  
SIGNATURE OF PARENT/LEGAL GUARDIAN:

03-11-13  
DATE:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, California 95020  
831-235-6650



## Forma de Inscripción para 2014/2015

### Información del estudiante:

Nombre del Estudiante	Monserrath Covina		
Nombre de los padres	Gabriela Ruiz		
Dirección	1647 Del Monte AV Apt #C Morgan Hill		
Número de teléfono	408-665-5590		
Email			
Grado del estudiante i Otono 2014	Kindergarten	Edad Ahora	5 años
Fecha de Nacimiento	noviembre 15 07		
Dirección de correo electrónico			

Reside en el area del distrito escolar Morgan Hill Unified?  SI  NO (circule uno)

Favor de escribir el nombre de la escuela previa de su alumno/a: \_\_\_\_\_

Al firmar abajo, estoy indicando que estoy verdaderamente interesado en inscribir al niño mencionado arriba (o niños) en Morgan Hill Prep Escuela para el año escolar 2014/2015 Yo entiendo que el firmar esta forma no me garantiza la inscripción en la Escuela Charter. Yo también entiendo que esta información será discutida con el Distrito Escolar Morgan Hill Unified, y que el Distrito pudiera ponerse en contacto conmigo para verificar mi respuesta.

Gabriela Ruiz  
FIRMA DEL PADRE/GUARDIAN LEGAL:

2/09/13  
FECHA:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, CA 95020  
831-235-6650





## Forma de Inscripción para 2014/2015

### Información del estudiante:

Nombre del Estudiante	Aaden Hernandez		
Nombre de los padres	Francisco y Mayra Hernandez		
Dirección	17937 monterey Rd # 205 <small>Morgan Hill Esc. Charter</small>		
Número de teléfono	408 825 3017 - 408 825 3015		
Email			
Grado del estudiante i Otono 2014	Kinder 1st	Edad Ahora	4 años
Fecha de Nacimiento	7-21-08		
Dirección de correo electronico			

Reside en el area del distrito escolar Morgan Hill Unified?  SI  NO (circule uno)

Favor de escribir el nombre de la escuela previa de su alumno/a: \_\_\_\_\_

Al firmar abajo, estoy indicando que estoy verdaderamente interesado en inscribir al niño mencionado arriba (o niños) en Morgan Hill Prep Escuela para el año escolar 2014/2015 Yo entiendo que el firmar esta forma no me garantiza la inscripción en la Escuela Charter. Yo también entiendo que esta información será discutida con el Distrito Escolar Morgan Hill Unified, y que el Distrito pudiera ponerse en contacto conmigo para verificar mi respuesta.

*Francisco Hernandez*  
FIRMA DEL PADRE/GUARDIAN LEGAL:

2-16-13  
FECHA:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, CA 95020  
831-235-6650



# Intent to Enroll Form 2014/15

**STUDENT INFORMATION:**

Student Name	Mackenzie Mendoza-Magallanes
Parent Name	Elena Magallanes
Street Address	P.O. Box 1385, Morgan Hill, CA 95038 16500 Monterey St. #151, Morgan Hill, CA 95037
Phone Number / Email	408-396-8620 amanele1@verizon.net
In Fall of 2014, my student will be in grade <u>1st</u> ?	1st Grade
Date of Birth	3-22-08
Current Age	4 yrs & 11 months
Email Address	amanele1@verizon.net

Are you a resident of the Morgan Hill Unified School District?  YES NO (circle one) (pending)  
 Please list the school your son/daughter last attended : NONE at the moment: Paradise soon  
 Do you have another child in MHPS? YES  NO (circle one)

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child or children in Morgan Hill Prep School for the 2014/2015 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 Morgan Hill Unified School District, and the District may contact me directly to verify my response.

Elena Magallanes  
 SIGNATURE OF PARENT/LEGAL GUARDIAN:

09/13/2013  
 DATE:

**Morgan Hill Prep School**  
 277 IOOF Ave.  
 Gilroy, California 95020  
 831-235-6650



## Intent to Enroll Form 2014/15

**STUDENT INFORMATION:**

Student Name	Sarah Seminas
Parent Name	Elizabeth & Dean Seminas
Street Address	774 Mendocino Wy.
Phone Number / Email	(408) 313-9004      1kurze@hotmail.com
In Fall of 2014, my student will be in grade ___?	1st grade
Date of Birth	7-18-08
Current Age	4
Email Address	1kurze@hotmail.com

Are you a resident of the Morgan Hill Unified School District?  YES  NO (circle one)

Please list the school your son/daughter last attended: Paradise Valley

Do you have another child in MHPSP?  YES  NO (circle one)

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child or children in Morgan Hill Prep School for the 2014/2015 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 Morgan Hill Unified School District, and the District may contact me directly to verify my response.

Elizabeth Seminas  
SIGNATURE OF PARENT/LEGAL GUARDIAN:

2-17-13  
DATE:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, California 95020  
831-235-6650



## Forma de Inscripción para 2014/2015

Información del estudiante: L

Nombre del Estudiante	Luis HONTHONI-Hernandez		
Nombre de los padres	Luis E. Hernandez		
Dirección	140. Wright		
Número de teléfono	(831) 794-4664		
Email			
Grado del estudiante i Otono 2014	1st	Edad Ahora	4
Fecha de Nacimiento	7/13/2008		
Dirección de correo electrónico			

Reside en el area del distrito escolar Morgan Hill Unified?  SI  NO (circule uno)

Favor de escribir el nombre de la escuela previa de su alumno/a: P. A. Walsh

Al firmar abajo, estoy indicando que estoy verdaderamente interesado en inscribir al niño mencionado arriba (o niños) en Morgan Hill Prep Escuela para el año escolar 2014/2015. Yo entiendo que el firmar esta forma no me garantiza la inscripción en la Escuela Charter. Yo también entiendo que esta información será discutida con el Distrito Escolar Morgan Hill Unified, y que el Distrito pudiera ponerse en contacto conmigo para verificar mi respuesta.

Luis E. Hernandez  
FIRMA DEL PADRE/GUARDIAN LEGAL:

2/23/13  
FECHA:

Morgan Hill Prep School  
277 IOOF Ave.  
Gilroy, CA 95020  
831-235-6650



## Intent to Enroll Form 2014/15

### STUDENT INFORMATION:

Student Name	Abigail Gastelum
Parent Name	Angelica Jimenez
Street Address	65 Wright Ave #A
Phone Number / Email	408) 779-9968
In Fall of 2014, my student will be in grade ___?	1st
Date of Birth	8/20/08
Current Age	4
Email Address	ngastelum97@gmail.com

Are you a resident of the Morgan Hill Unified School District?  YES  NO (circle one)

Please list the school your son/daughter last attended: P.A Walsh.

Do you have another child in MHPS?  YES  NO (circle one)

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child or children in Morgan Hill Prep School for the 2014/2015 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 Morgan Hill Unified School District, and the District may contact me directly to verify my response.

Angelica Jimenez  
SIGNATURE OF PARENT/LEGAL GUARDIAN:

2/23/13  
DATE:

**Morgan Hill Prep School**

277 IOOF Ave.

Gilroy, California 95020

831-235-6650



## Intent to Enroll Form 2014/15

### STUDENT INFORMATION:

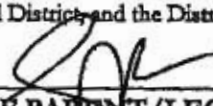
Student Name	Anthony Cazarez
Parent Name	Leticia Cazarez
Street Address	13005 Sylamore Ave San Martin CA 95046
Phone Number / Email	(408) 9140433 Lpelayo19@gmail.com
In Fall of 2014, my student will be in grade <u>6</u> ?	1st
Date of Birth	3/21/08
Current Age	4
Email Address	

Are you a resident of the Morgan Hill Unified School District?  YES  NO (circle one)

Please list the school your son/daughter last attended: First steps

Do you have another child in MHPS? YES  NO (circle one)

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child or children in Morgan Hill Prep School for the 2014/2015 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 Morgan Hill Unified School District, and the District may contact me directly to verify my response.

  
SIGNATURE OF PARENT/LEGAL GUARDIAN:

2/12/13  
DATE:

**Morgan Hill Prep School**

277 IOOF Ave.

Gilroy, California 95020

831-235-6650



## Intent to Enroll Form 2014/15

### STUDENT INFORMATION:

Student Name	Jorge Albarran
Parent Name	Jorge Albarran
Street Address	16530 Montezuma Rd # 324
Phone Number / Email	(408) 782-1297 or (408) 767 1880
In Fall of 2014, my student will be in grade ___?	first grade
Date of Birth	7-8-08
Current Age	4.5 yrs
Email Address	Jorgealbarran36@yahoo.com

Are you a resident of the Morgan Hill Unified School District? YES  NO (circle one)

Please list the school your son/daughter last attended: None

Do you have another child in MHPS? YES NO  (circle one)

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child or children in Morgan Hill Prep School for the 2014/2015 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 Morgan Hill Unified School District, and the District may contact me directly to verify my response.

Jorge Albarran  
SIGNATURE OF PARENT/LEGAL GUARDIAN:

2-12-13  
DATE:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, California 95020  
831-235-6650



## Intent to Enroll Form 2014/15

### STUDENT INFORMATION:

Student Name <i>Brianna Huskins</i>	
Parent Name <i>Amy Jonathans</i>	
Street Address <i>17880 Monterey Rd #15</i>	
Phone Number / Email <i>(408) 430-9592</i>	
In Fall of 2014, my student will be in grade <i>L</i> ?	
Date of Birth <i>8/16/07</i>	
Current Age <i>5</i>	
Email Address <i>amyjonathans@yahoo.com</i>	

Are you a resident of the Morgan Hill Unified School District?  YES NO (circle one)

Please list the school your son/daughter last attended: *El Toro*

Do you have another child in MHPS?  YES NO (circle one)

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child or children in Morgan Hill Prep School for the 2014/2015 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 Morgan Hill Unified School District, and the District may contact me directly to verify my response.

*[Signature]*  
SIGNATURE OF PARENT/LEGAL GUARDIAN:

*2/12/13*  
DATE:

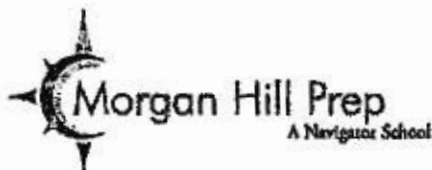
**Morgan Hill Prep School**

277 IOOF Ave.

Gilroy, California 95020

831-235-6650





# Forma de Inscripción para 2014/2015

**Información del estudiante:**

Nombre del Estudiante	Aileen Mateos		
Nombre de los padres	Jesús Mateos		
Dirección	18555 Butterfield Blvd		
Número de teléfono	(408) 722-5529		
Email			
Grado del estudiante i Otono 2014	KINDER FIRST	Edad Ahora	5
Fecha de Nacimiento	11/11/08		
Dirección de correo electrónico	amateosmj@yahoo.com		

Reside en el area del distrito escolar Morgan Hill Unified?  SI  NO (circule uno)

Favor de escribir el nombre de la escuela previa de su alumno/a: EL TORO CDC

Al firmar abajo, estoy indicando que estoy verdaderamente interesado en inscribir al niño mencionado arriba (o niños) en Morgan Hill Prep Escuela para el año escolar 2014/2015 Yo entiendo que el firmar esta forma no me garantiza la inscripción en la Escuela Charter. Yo también entiendo que esta información será discutida con el Distrito Escolar Morgan Hill Unified, y que el Distrito pudiera ponerse en contacto conmigo para verificar mi respuesta.

Jesús Mateos  
FIRMA DEL PADRE/GUARDIAN LEGAL:

2/12/13  
FECHA:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, CA 95020  
831-235-6650



## Forma de Inscripción para 2014/2015

**Información del estudiante:**

Nombre del Estudiante	Sophia Ciproz		
Nombre de los padres	Martha Keyua		
Dirección	17975 Monterey Rd Spc 6		
Número de teléfono	(408) 504-0325		
Email			
Grado del estudiante i Otono 2014	1 <sup>ra</sup>	Edad Ahora	4
Fecha de Nacimiento	03-26-2008		
Dirección de correo electrónico			

Reside en el area del distrito escolar Morgan Hill Unified?  SI  NO (circule uno)

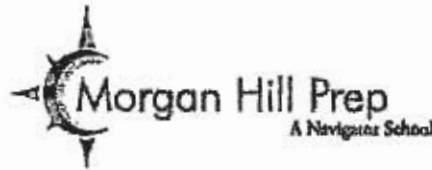
Favor de escribir el nombre de la escuela previa de su alumno/a: P. Walsh

Al firmar abajo, estoy indicando que estoy verdaderamente interesado en inscribir al niño mencionado arriba (o niños) en Morgan Hill Prep Escuela para el año escolar 2014/2015. Yo entiendo que el firmar esta forma no me garantiza la inscripción en la Escuela Charter. Yo también entiendo que esta información será discutida con el Distrito Escolar Morgan Hill Unified, y que el Distrito pudiera ponerse en contacto conmigo para verificar mi respuesta.

Martha Keyua  
FIRMA DEL PADRE/GUARDIAN LEGAL:

02-11-2013  
FECHA:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, CA 95020  
831-235-6650



## Forma de Inscripción para 2014/2015

**Información del estudiante:**

Nombre del Estudiante	Jacqueline Casas		
Nombre de los padres	Maribel Casas		
Dirección	15305 Foothill Ave Morgan Hill		
Número de teléfono	(408) 840 6224		
Email			
Grado del estudiante i Otono 2014	1	Edad Ahora	4 años
Fecha de Nacimiento	06-04-2008		
Dirección de correo electrónico			

Reside en el area del distrito escolar Morgan Hill Unified? SI NO (circule uno)

Favor de escribir el nombre de la escuela previa de su alumno/a: San Martin

Al firmar abajo, estoy indicando que estoy verdaderamente interesado en inscribir al niño mencionado arriba (o niños) en Morgan Hill Prep Escuela para el año escolar 2014/2015 Yo entiendo que el firmar esta forma no me garantiza la inscripción en la Escuela Charter. Yo también entiendo que esta información será discutida con el Distrito Escolar Morgan Hill Unified, y que el Distrito pudiera ponerse en contacto conmigo para verificar mi respuesta.

Maribel Casas  
FIRMA DEL PADRE/GUARDIAN LEGAL:

02-11-13  
FECHA:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, CA 95020  
831-235-6650



## Forma de Inscripción para 2014/2015

**Información del estudiante:**

Nombre del Estudiante	KEVIN MORENO		
Nombre de los padres	OLGA LEON		
Dirección	17939 MONTEREY RD #204		
Número de teléfono	408) 706-3316		
Email			
Grado del estudiante i Otono 2014	1 <sup>o</sup>	Edad Ahora	4
Fecha de Nacimiento	09-01-2008		
Dirección de correo electrónico			

Reside en el area del distrito escolar Morgan Hill Unified?  SI  NO (circule uno)

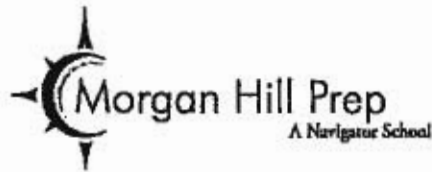
Favor de escribir el nombre de la escuela previa de su alumno/a: P.A. WALSH

Al firmar abajo, estoy indicando que estoy verdaderamente interesado en inscribir al niño mencionado arriba (o niños) en Morgan Hill Prep Escuela para el año escolar 2014/2015 Yo entiendo que el firmar esta forma no me garantiza la inscripción en la Escuela Charter. Yo también entiendo que esta información será discutida con el Distrito Escolar Morgan Hill Unified, y que el Distrito pudiera ponerse en contacto conmigo para verificar mi respuesta.

[Signature]  
FIRMA DEL PADRE/GUARDIAN LEGAL:

02-09-13  
FECHA:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, CA 95020  
831-235-6650



## Forma de Inscripción para 2014/2015

**Información del estudiante:**

Nombre del Estudiante	Eduardo Guzman		
Nombre de los padres	<del>105 Scheller Ave. Abigail Guzman</del>		
Dirección	105 Scheller Ave. Morgan Hill CA.		
Número de teléfono	(408) 707-9404		
Email			
Grado del estudiante i Otono 2014	1 grade	Edad Ahora	- 4
Fecha de Nacimiento	5-4-08		
Dirección de correo electronico	Zunika-1chizi@hotmail.com		

Reside en el area del distrito escolar Morgan Hill Unified? SI  NO (circule uno)

Favor de escribir el nombre de la escuela previa de su alumno/a: \_\_\_\_\_

Al firmar abajo, estoy indicando que estoy verdaderamente interesado en inscribir al niño mencionado arriba (o niños) en Morgan Hill Prep Escuela para el año escolar 2014/2015 Yo entiendo que el firmar esta forma no me garantiza la inscripción en la Escuela Charter. Yo también entiendo que esta información será discutida con el Distrito Escolar Morgan Hill Unified, y que el Distrito pudiera ponerse en contacto conmigo para verificar mi respuesta.

Abigail Guzman  
FIRMA DEL PADRE/GUARDIAN LEGAL:

2-11-13  
FECHA:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, CA 95020  
831-235-6650



## Intent to Enroll Form 2014/15

**STUDENT INFORMATION:**

Student Name	Camila Soto
Parent Name	Citlali Flores
Street Address	18550 Hale ave. Morgan Hill
Phone Number / Email	(408) 779-6510 (cfcotho@gmail)
In Fall of 2014, my student will be in grade ___?	primero
Date of Birth	07/15/2008
Current Age	4
Email Address	

Are you a resident of the Morgan Hill Unified School District?  YES  NO (circle one)

Please list the school your son/daughter last attended: P.A. Wash

Do you have another child in MHPS? YES  NO (circle one)

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child or children in Morgan Hill Prep School for the 2014/2015 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 Morgan Hill Unified School District, and the District may contact me directly to verify my response.

CITLALI FLORES  
SIGNATURE OF PARENT/LEGAL GUARDIAN:

08/01/2013  
DATE:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, California 95020  
831-235-6650



## Forma de Inscripción para 2014/2015

**Información del estudiante:**

Nombre del Estudiante	Julissa Flores		
Nombre de los padres	Tanya Flores		
Dirección	17945 Monterey St. Ste C.		
Número de teléfono	408.3105907		
Email			
Grado del estudiante i Otono 2014	1st	Edad Ahora	4
Fecha de Nacimiento	07.16.08		
Dirección de correo electrónico			

Reside en el area del distrito escolar Morgan Hill Unificad  SI  NO (circule uno)

Favor de escribir el nombre de la escuela previa de su alumno/a: P.A Walsh.

Al firmar abajo, estoy indicando que estoy verdaderamente interesado en inscribir al niño mencionado arriba (o niños) en Morgan Hill Prep Escuela para el año escolar 2014/2015 Yo entiendo que el firmar esta forma no me garantiza la inscripción en la Escuela Charter. Yo también entiendo que esta información será discutida con el Distrito Escolar Morgan Hill Unified, y que el Distrito pudiera ponerse en contacto conmigo para verificar mi respuesta.

Tanya Flores 02.11.13  
 FIRMA DEL PADRE/GUARDIAN LEGAL: FECHA:

**Morgan Hill Prep School**  
 277 IOOF Ave.  
 Gilroy, CA 95020  
 831-235-6650



# Forma de Inscripción para 2014/2015

**Información del estudiante:**

Nombre del Estudiante	Diana P. Gleri AXEL V. Mendez		
Nombre de los padres	Consuelo Gleri		
Dirección	17939 Montroy en #303 Morgan Hill		
Número de teléfono	408) 310-6022		
Email	408) 310-6022		
Grado del estudiante i Otono 2014	1ro	Edad Ahora	4 años
Fecha de Nacimiento	6/10/2008		
Dirección de correo electronico	Diana-bonita@hotmail.com		

Reside en el area del distrito escolar Morgan Hill Unified?  SI  NO (círcule uno)

Favor de escribir el nombre de la escuela previa de su alumno/a: P.A. Watch

Al firmar abajo, estoy indicando que estoy verdaderamente interesado en inscribir al niño mencionado arriba (o niños) en Morgan Hill Prep Escuela para el año escolar 2014/2015 Yo entiendo que el firmar esta forma no me garantiza la inscripción en la Escuela Charter. Yo también entiendo que esta información será discutida con el Distrito Escolar Morgan Hill Unified, y que el Distrito pudiera ponerse en contacto conmigo para verificar mi respuesta.

[Signature]  
 FIRMA DEL PADRE/GUARDIAN LEGAL:

2/08/13  
 FECHA:

**Morgan Hill Prep School**  
 277 IOOF Ave.  
 Gilroy, CA 95020  
 831-235-6650





# Intent to Enroll Form 2014/15

**STUDENT INFORMATION:**

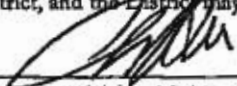
Student Name	Nicholas Pfeil
Parent Name	Aurawan & Kevin Pfeil
Street Address	404 Denali Dr. Morgan Hill, CA 95037
Phone Number / Email	408-386-3363 sammipfeil@yahoo.com
In Fall of 2014, my student will be in grade	1st
Date of Birth	June 23, 2008
Current Age	4 1/2
Email Address	sammipfeil@yahoo.com

Are you a resident of the Morgan Hill Unified School District?  YES  NO (circle one)

Please list the school your son/daughter last attended: ~~Barrett~~ San Martin / Gilroy

Do you have another child in MHPS? YES NO (circle one)

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child or children in Morgan Hill Prep School for the 2014/2015 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 Morgan Hill Unified School District, and the District may contact me directly to verify my response.

  
SIGNATURE OF PARENT/LEGAL GUARDIAN:

1/10/2013  
DATE:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, California 95020  
831-235-6650



# Forma de Inscripción para 2014/2015

**Información del estudiante:**

Nombre del Estudiante	Vanessa Castillo		
Nombre de los padres	Maria del Rosario Castillo		
Dirección	16550 del Monte #C MORGAN HILL CA 95037		
Número de teléfono	(408) 706-36-38		
Email			
Grado del estudiante i Otono 2014	1st grade	Edad Ahora	4 años
Fecha de Nacimiento	08-17-08		
Dirección de correo electronico			

Reside en el area del distrito escolar Morgan Hill Unified?  SI  NO (circule uno)

Favor de escribir el nombre de la escuela previa de su alumno/a: Jackson

Al firmar abajo, estoy indicando que estoy verdaderamente interesado en inscribir al niño mencionado arriba (o niños) en Morgan Hill Prep Escuela para el año escolar 2014/2015 Yo entiendo que el firmar esta forma no me garantiza la inscripción en la Escuela Charter. Yo también entiendo que esta información será discutida con el Distrito Escolar Morgan Hill Unified, y que el Distrito pudiera ponerse en contacto conmigo para verificar mi respuesta.

Maria R Castillo  
FIRMA DEL PADRE/GUARDIAN LEGAL:

02-09-13  
FECHA:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, CA 95020  
831-235-6650



## Intent to Enroll Form 2014/15

### STUDENT INFORMATION:

Student Name	Damary Martinez
Parent Name	Sandra Chacon
Street Address	160 Mathilda Court # C
Phone Number / Email	408 776-9284
In Fall of 2014, my student will be in grade <u>1</u> ?	First Grade
Date of Birth	4/15/2008
Current Age	4
Email Address	

Are you a resident of the Morgan Hill Unified School District?  YES  NO (circle one)

Please list the school your son/daughter last attended: Jackson

Do you have another child in MHPS?  YES  NO (circle one)

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child or children in Morgan Hill Prep School for the 2014/2015 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 Morgan Hill Unified School District, and the District may contact me directly to verify my response.

Sandra Chacon  
SIGNATURE OF PARENT/LEGAL GUARDIAN:

02-09-13  
DATE:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, California 95020  
831-235-6650



## Forma de Inscripción para 2014/2015

### Información del estudiante:

Nombre del Estudiante	A Jesus zarate		
Nombre de los padres	Ana y manuel		
Dirección	618 Kalana Ave Morgan Hill		
Número de teléfono	408 8491746		
Email			
Grado del estudiante i Otono 2014	primer grado	Edad Ahora	4 años
Fecha de Nacimiento	3-14-2008		
Dirección de correo electronico	no		

Reside en el area del distrito escolar Morgan Hill Unified?  SI  NO (circule uno)

Favor de escribir el nombre de la escuela previa de su alumno/a: PA. Walsh

Al firmar abajo, estoy indicando que estoy verdaderamente interesado en inscribir al niño mencionado arriba (o niños) en Morgan Hill Prep Escuela para el año escolar 2014/2015 Yo entiendo que el firmar esta forma no me garantiza la inscripción en la Escuela Charter. Yo también entiendo que esta información será discutida con el Distrito Escolar Morgan Hill Unified, y que el Distrito pudiera ponerse en contacto conmigo para verificar mi respuesta.

Ana Alvarado  
FIRMA DEL PADRE/GUARDIAN LEGAL:

2/9/13  
FECHA:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, CA 95020  
831-235-6650



## Intent to Enroll Form 2014/15

**STUDENT INFORMATION:**

Student Name	<del>So</del> Esther sofia Gomez
Parent Name	Gabriela Rodriguez
Street Address	16500 Del Monte Av #C Morgan Hill CA 95037
Phone Number / Email	408 500 6642
In Fall of 2014, my student will be in grade ___?	1st
Date of Birth	5-23-08
Current Age	4
Email Address	Rodriguez Gabry54@ymail.com

Are you a resident of the Morgan Hill Unified School District?  YES  NO (circle one)

Please list the school your son/daughter last attended P.A. Walsh

Do you have another child in MHPS? YES  NO (circle one)

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child or children in Morgan Hill Prep School for the 2014/2015 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 Morgan Hill Unified School District, and the District may contact me directly to verify my response.

Gabriela Rodriguez  
SIGNATURE OF PARENT/LEGAL GUARDIAN:

2.9.13  
DATE:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, California 95020  
831-235-6650



# Intent to Enroll Form 2014/15

**STUDENT INFORMATION:**

Student Name	Grace Gonzales
Parent Name	Florita Ayon / Julian Gonzales
Street Address	<del>17245</del> 17245 Torrey Ct MH
Phone Number / Email	(408) 659 5140
In Fall of 2014, my student will be in grade <del>2</del>	1 <sup>st</sup>
Date of Birth	7-8-2008
Current Age	4
Email Address	MACJG408@yahoo.com

Are you a resident of the Morgan Hill Unified School District?  YES  NO (circle one)

Please list the school your son/daughter last attended: N/A

Do you have another child in MHPS? YES  NO (circle one)

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child or children in Morgan Hill Prep School for the 2014/2015 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 Morgan Hill Unified School District, and the District may contact me directly to verify my response.

Julian Gonzales  
SIGNATURE OF PARENT/LEGAL GUARDIAN:

7-9-13  
DATE:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, California 95020  
831-235-6650



## Forma de Inscripción para 2014/2015

### Información del estudiante:

Nombre del Estudiante	Mayte Gonzalez		
Nombre de los padres	Carolina Gonzalez y Victor Glaz		
Dirección	140 E. Edmondson Apt B		
Número de teléfono	1408 859 9338		
Email			
Grado del estudiante i Otono 2014	1 <sup>st</sup>	Edad Ahora	5 años
Fecha de Nacimiento	0229-09		
Dirección de correo electrónico			

Reside en el area del distrito escolar Morgan Hill Unified?  SI  NO (círcule uno)

Favor de escribir el nombre de la escuela previa de su alumno/a: P.A. Walsh

Al firmar abajo, estoy indicando que estoy verdaderamente interesado en inscribir al niño mencionado arriba (o niños) en Morgan Hill Prep Escuela para el año escolar 2014/2015 Yo entiendo que al firmar esta forma no me garantiza la inscripción en la Escuela Charter. Yo también entiendo que esta información será discutida con el Distrito Escolar Morgan Hill Unified, y que el Distrito pudiera ponerse en contacto conmigo para verificar mi respuesta.

Carolina Glaz  
FIRMA DEL PADRE/GUARDIAN LEGAL:

02-12-13.  
FECHA:

Morgan Hill Prep School  
277 IOOF Ave.  
Gilroy, CA 95020  
831-235-6650



## Forma de Inscripción para 2014/2015

### Información del estudiante:

Nombre del Estudiante	Genesis Castellanos		
Nombre de los padres	Noel y Gabriela Castellanos		
Dirección	16735 Barnell Av Apt 2.		
Número de teléfono	(408) 310-8955		
Email			
Grado del estudiante i Otono 2014	*1st	Edad Ahora	4 años
Fecha de Nacimiento	05/12/08		
Dirección de correo electronico			

Reside en el area del distrito escolar Morgan Hill Unified? SI  NO (circule uno)

Favor de escribir el nombre de la escuela previa de su alumno/a: P.A Walsh

Al firmar abajo, estoy indicando que estoy verdaderamente interesado en inscribir al niño mencionado arriba (o niños) en Morgan Hill Prep Escuela para el año escolar 2014/2015 Yo entiendo que el firmar esta forma no me garantiza la inscripción en la Escuela Charter. Yo también entiendo que esta información será discutida con el Distrito Escolar Morgan Hill Unified, y que el Distrito pudiera ponerse en contacto conmigo para verificar mi respuesta.

[Signature]  
FIRMA DEL PADRE/GUARDIAN LEGAL:

02/16/13  
FECHA:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, CA 95020  
831-235-6650





# Forma de Inscripción para 2014/2015

**Información del estudiante:**

Nombre del Estudiante	Juliette Y Vizcarra		
Nombre de los padres	Lorenzo y Laura Vizcarra		
Dirección	14485 Monterey Hwy San Martin Ca. 95046		
Número de teléfono	(916) 612-3652 or (916) 612-3654		
Email			
Grado del estudiante i Otono 2014	* 1st	Edad Ahora	4
Fecha de Nacimiento	June 30 2008		
Dirección de correo electrónico	chv2viz_6@hotmarl.com		

Reside en el area del distrito escolar Morgan Hill Unified?  SI  NO (circule uno)

Favor de escribir el nombre de la escuela previa de su alumno/a: San Martin Guinn Elementary S.

Al firmar abajo, estoy indicando que estoy verdaderamente interesado en inscribir al niño mencionado arriba (o niños) en Morgan Hill Prep Escuela para el año escolar 2014/2015 Yo entiendo que el firmar esta forma no me garantiza la inscripción en la Escuela Charter. Yo también entiendo que esta información será discutida con el Distrito Escolar Morgan Hill Unified, y que el Distrito pudiera ponerse en contacto conmigo para verificar mi respuesta.

[Signature]  
FIRMA DEL PADRE/GUARDIAN LEGAL:

2/15/13  
FECHA:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, CA 95020  
831-235-6650



# Intent to Enroll Form 2014/15

**STUDENT INFORMATION:**

Student Name	Kasmin Anaka
Parent Name	Blanca Anaka
Street Address	105 Cosma Ave Apt #C
Phone Number / Email	208-782-8509
In Fall of 2014, my student will be in grade ___?	K 1st
Date of Birth	4-5-08
Current Age	4
Email Address	

Are you a resident of the Morgan Hill Unified School District?  YES NO (circle one)

Please list the school your son/daughter last attended : \_\_\_\_\_

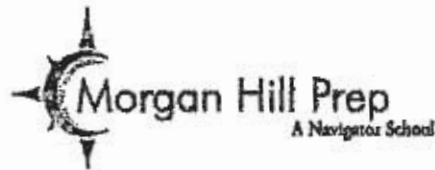
Do you have another child in MHPS?  YES NO (circle one)

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child or children in Morgan Hill Prep School for the 2014/2015 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 Morgan Hill Unified School District, and the District may contact me directly to verify my response.

Blanca Anaka  
SIGNATURE OF PARENT/LEGAL GUARDIAN:

2.19.13  
DATE:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, California 95020  
831-235-6650



## Forma de Inscripción para 2014/2015

**Información del estudiante:**

Nombre del Estudiante	Christian Olvera		
Nombre de los padres	Zenaida Olvera		
Dirección	17653 Crest Ave #4 Morgan Hill		
Número de teléfono	782-17-31		
Email			
Grado del estudiante i Otono 2014	K 1 <sup>st</sup>	Edad Ahora	4
Fecha de Nacimiento	4-26-08		
Dirección de correo electrónico			

Reside en el area del distrito escolar Morgan Hill Unified?   NO (circule uno)

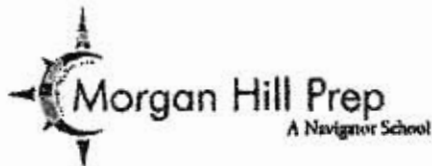
Favor de escribir el nombre de la escuela previa de su alumno/a: paualhs

Al firmar abajo, estoy indicando que estoy verdaderamente interesado en inscribir al niño mencionado arriba (o niños) en Morgan Hill Prep Escuela para el año escolar 2014/2015 Yo entiendo que el firmar esta forma no me garantiza la inscripción en la Escuela Charter. Yo también entiendo que esta información será discutida con el Distrito Escolar Morgan Hill Unified, y que el Distrito pudiera ponerse en contacto conmigo para verificar mi respuesta.

Zenaida Olvera  
FIRMA DEL PADRE/GUARDIAN LEGAL:

2-12-13  
FECHA:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, CA 95020  
831-235-6650



## Intent to Enroll Form 2014/15

**STUDENT INFORMATION:**

Student Name	Isabella Grace Fisher
Parent Name	Veronica Fisher
Street Address	16310 Paradise Valley Ln. Morgan Hill
Phone Number / <u>Email</u>	408-466-9190
In Fall of 2014, my student will be in grade <u>2</u> ?	2
Date of Birth	July 14 2007
Current Age	5
Email Address	veronica.fisher@gmail.com

Are you a resident of the Morgan Hill Unified School District?  YES  NO (circle one)

Please list the school your son/daughter last attended: Berrett Elementary

Do you have another child in MHPS?  YES  NO (circle one)

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child or children in Morgan Hill Prep School for the 2014/2015 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 Morgan Hill Unified School District, and the District may contact me directly to verify my response.

Veronica Fisher  
SIGNATURE OF PARENT/LEGAL GUARDIAN:

Feb 28 2013  
DATE:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, California 95020  
831-235-6650



## Forma de Inscripción para 2014/2015

### Información del estudiante:

Nombre del Estudiante	Kaylee Hernandez		
Nombre de los padres	Liliana Garcia		
Dirección	100 Laguna ave Morgan Hill, ca		
Número de teléfono	(408) 7222802		
Email			
Grado del estudiante i Otono 2014	<del>Kindergarten</del> 2 <sup>o</sup>	Edad Ahora	6 años
Fecha de Nacimiento	01/15/07		
Dirección de correo electrónico	Liliana@912@gmail		

Reside en el area del distrito escolar Morgan Hill Unified?  SI  NO (circule uno)

Favor de escribir el nombre de la escuela previa de su alumno/a: P. A. wals

Al firmar abajo, estoy indicando que estoy verdaderamente interesado en inscribir al niño mencionado arriba (o niños) en Morgan Hill Prep Escuela para el año escolar 2014/2015 Yo entiendo que el firmar esta forma no me garantiza la inscripción en la Escuela Charter. Yo también entiendo que esta información será discutida con el Distrito Escolar Morgan Hill Unified, y que el Distrito pudiera ponerse en contacto conmigo para verificar mi respuesta.

[Signature]  
FIRMA DEL PADRE/GUARDIAN LEGAL:

02/09/13  
FECHA:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, CA 95020  
831-235-6650



## Intent to Enroll Form 2014/15

### STUDENT INFORMATION:

Student Name	C Evelyn Vazquez
Parent Name	Marleni Gutierrez
Street Address	135 COSMO AVE Apt B
Phone Number / Email	408 612 1741
In Fall of 2014, my student will be in grade ___?	2
Date of Birth	2-3-2007
Current Age	6
Email Address	

Are you a resident of the Morgan Hill Unified School District?  YES  NO (circle one)

Please list the school your son/daughter last attended: JACKSON

Do you have another child in MHPS?  YES  NO (circle one)

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child or children in Morgan Hill Prep School for the 2014/2015 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 Morgan Hill Unified School District, and the District may contact me directly to verify my response.

Marleni Gutierrez  
SIGNATURE OF PARENT/LEGAL GUARDIAN:

2-9-13  
DATE:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, California 95020  
831-235-6650



## Intent to Enroll Form 2014/15

**STUDENT INFORMATION:**

Student Name	Jovanni Calvillo
Parent Name	Cynthia Montemayor
Street Address	17439 Monterey Rd #201 Morgan Hill CA 95037
Phone Number / Email	408 628 3199
In Fall of 2014, my student will be in grade <u>1</u> ?	2 <sup>nd</sup>
Date of Birth	01-16-07
Current Age	6
Email Address	montemayor-cynthia@yahoo.com

Are you a resident of the Morgan Hill Unified School District?  YES  NO (circle one)

Please list the school your son/daughter last attended: El Toro

Do you have another child in MHPS? YES  NO (circle one)

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child or children in Morgan Hill Prep School for the 2014/2015 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 Morgan Hill Unified School District, and the District may contact me directly to verify my response.

SIGNATURE OF PARENT/LEGAL GUARDIAN: \_\_\_\_\_

DATE: 2/9/15

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, California 95020  
831-235-6650



## Intent to Enroll Form 2014/15

**STUDENT INFORMATION:**

Student Name	Samuel Gustaverson
Parent Name	Amber Gustaverson
Street Address	185 Peebles Ave.
Phone Number / Email	760-402-8470 / amber.gustaverson@gmail.com
In Fall of 2014, my student will be in grade ___?	2nd
Date of Birth	2-13-2007
Current Age	6
Email Address	

Are you a resident of the Morgan Hill Unified School District?  YES  NO (circle one)

Please list the school your son/daughter last attended: Paradise

Do you have another child in MHPS? YES  NO (circle one)

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child or children in Morgan Hill Prep School for the 2014/2015 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 Morgan Hill Unified School District, and the District may contact me directly to verify my response.

SIGNATURE OF PARENT/LEGAL GUARDIAN: *Amber Gustaverson*

DATE: 3/5/13

**Morgan Hill Prep School**  
 277 IOOF Ave.  
 Gilroy, California 95020  
 831-235-6650





# Forma de Inscripción para 2014/2015

**Información del estudiante:**

Nombre del Estudiante	Edwin Alvarez		
Nombre de los padres	Cesar Alvarez		
Dirección	74 A Main N. Hill		
Número de teléfono	Email (408) 840-6047		
Grado del estudiante i Otoño 2014	2do	Edad Ahora	6
Fecha de Nacimiento	4-26-2007		
Dirección de correo electrónico			

Reside en el area del distrito escolar Morgan Hill Unified?  SI  NO (circule uno)

Favor de escribir el nombre de la escuela previa de su alumno/a: Toro

Al firmar abajo, estoy indicando que estoy verdaderamente interesado en inscribir al niño mencionado arriba (o niños) en Morgan Hill Prep Escuela para el año escolar 2014/2015. Yo entiendo que el firmar esta forma no me garantiza la inscripción en la Escuela Charter. Yo también entiendo que esta información será discutida con el Distrito Escolar Morgan Hill Unified, y que el Distrito pudiera ponerse en contacto conmigo para verificar mi respuesta.

Cesar Alvarez  
FIRMA DEL PADRE/GUARDIAN LEGAL:

2-9-13  
FECHA:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, CA 95020  
831-235-6650



## Forma de Inscripción para 2014/2015

### Información del estudiante:

Nombre del Estudiante	Alexandra Sofia Montes		
Nombre de los padres	LETICIA GUZMAN		
Dirección	140 CIOLINO Av 201A.		
Número de teléfono			
Email	LETY GUZMAN 5 HOR MAIL		
Grado del estudiante i Otono 2014	KINDER 2nd	Edad Ahora	6 años
Fecha de Nacimiento	16/01-16-2007		
Dirección de correo electronico			

Reside en el area del distrito escolar Morgan Hill Unified?  SI NO (circule uno)

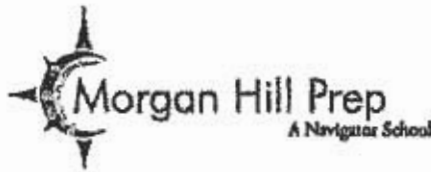
Favor de escribir el nombre de la escuela previa de su alumno/a: Paradise.

Al firmar abajo, estoy indicando que estoy verdaderamente interesado en inscribir al niño mencionado arriba (o niños) en Morgan Hill Prep Escuela para el año escolar 2014/2015 Yo entiendo que el firmar esta forma no me garantiza la inscripción en la Escuela Charter. Yo también entiendo que esta información será discutida con el Distrito Escolar Morgan Hill Unified, y que el Distrito pudiera ponerse en contacto conmigo para verificar mi respuesta.

LETICIA GUZMAN  
FIRMA DEL PADRE/GUARDIAN LEGAL:

02-11-2013  
FECHA:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, CA 95020  
831-235-6650



## Forma de Inscripción para 2014/2015

### Información del estudiante:

Nombre del Estudiante	Martin Román		
Nombre de los padres	Adely Flores		
Dirección	620 B San Bruno Ave.		
Número de teléfono Email	(408) 310-6002		
Grado del estudiante i Otono 2014	2 primer grado	Edad Ahora	6 años
Fecha de Nacimiento	05-20-2007		
Dirección de correo electrónico			

Reside en el area del distrito escolar Morgan Hill Unified?  SI      NO (circule uno)

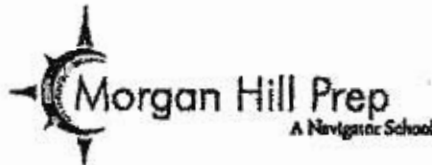
Favor de escribir el nombre de la escuela previa de su alumno/a: PAWSh

Al firmar abajo, estoy indicando que estoy verdaderamente interesado en inscribir al niño mencionado arriba (o niños) en Morgan Hill Prep Escuela para el año escolar 2014/2015 Yo entiendo que el firmar esta forma no me garantiza la inscripción en la Escuela Charter. Yo también entiendo que esta información será discutida con el Distrito Escolar Morgan Hill Unified, y que el Distrito pudiera ponerse en contacto conmigo para verificar mi respuesta.

  
FIRMA DEL PADRE/GUARDIAN LEGAL:

02-09-2013  
FECHA:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, CA 95020  
831-235-6650



## Intent to Enroll Form 2014/15

**STUDENT INFORMATION:**

Student Name	Samantha Seminar
Parent Name	Elizabeth & Dean Seminar
Street Address	774 Mendocino Wy.
Phone Number / Email	(408) 313-9004 1kurze@hotmail.com
In Fall of 2014, my student will be in grade ___?	2nd grade
Date of Birth	11-14-06
Current Age	6
Email Address	1kurze@hotmail.com

Are you a resident of the Morgan Hill Unified School District?  YES  NO (circle one)

Please list the school your son/daughter last attended: Paradise Valley

Do you have another child in MHPS?  YES  NO (circle one)

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child or children in Morgan Hill Prep School for the 2014/2015 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 Morgan Hill Unified School District, and the District may contact me directly to verify my response.

Elizabeth Seminar  
SIGNATURE OF PARENT/LEGAL GUARDIAN:

2-17-13  
DATE:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, California 95020  
831-235-6650



## Forma de Inscripción para 2014/2015


**Información del estudiante:**

Nombre del Estudiante	JAZMIN VELAZQUEZ		
Nombre de los padres	Jacob Velazquez Gladys ZUNIGA		
Dirección	17937 Monterey Rd #105		
Número de teléfono Email	(408) 710 73 42		
Grado del estudiante i Otono 2014	2	Edad Ahora	5
Fecha de Nacimiento	4/26/07		
Dirección de correo electronico	Velazquezj61@gmail.com		

Reside en el area del distrito escolar Morgan Hill Unified?  SI      NO (circule uno)

Favor de escribir el nombre de la escuela previa de su alumno/a: EL TORO

Al firmar abajo, estoy indicando que estoy verdaderamente interesado en inscribir al niño mencionado arriba (o niños) en Morgan Hill Prep Escuela para el año escolar 2014/2015 Yo entiendo que el firmar esta forma no me garantiza la inscripción en la Escuela Charter. Yo también entiendo que esta información será discutida con el Distrito Escolar Morgan Hill Unified, y que el Distrito pudiera ponerse en contacto conmigo para verificar mi respuesta.

  
 \_\_\_\_\_  
 FIRMA DEL PADRE/GUARDIAN LEGAL:

2-9-13  
 FECHA:

**Morgan Hill Prep School**  
 277 IOOF Ave.  
 Gilroy, CA 95020  
 831-235-6650



## Forma de Inscripción para 2014/2015

### Información del estudiante:

Nombre del Estudiante	Yurem Paniagua Jimenez		
Nombre de los padres	Juan Paniagua		
Dirección	8170 Wright Av. Apt #3 M.H.		
Número de teléfono	408) 8941725		
Email			
Grado del estudiante i Otono 2014	2	Edad Ahora	5
Fecha de Nacimiento	9-20-2007		
Dirección de correo electrónico			

Reside en el area del distrito escolar Morgan Hill Unified?  SI  NO (circule uno)

Favor de escribir el nombre de la escuela previa de su alumno/a: PAU

Al firmar abajo, estoy indicando que estoy verdaderamente interesado en inscribir al niño mencionado arriba (o niños) en Morgan Hill Prep Escuela para el año escolar 2014/2015 Yo entiendo que el firmar esta forma no me garantiza la inscripción en la Escuela Charter. Yo también entiendo que esta información será discutida con el Distrito Escolar Morgan Hill Unified, y que el Distrito pudiera ponerse en contacto conmigo para verificar mi respuesta.

Juan Paniagua  
FIRMA DEL PADRE/GUARDIAN LEGAL:

2-23-13  
FECHA:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, CA 95020  
831-235-6650



# Intent to Enroll Form 2014/15

### STUDENT INFORMATION:

Student Name	Jesus Olivo
Parent Name	Rosa Palamares
Street Address	170 Wright Ave Apt. 17
Phone Number / Email	(408) 612-8334
In Fall of 2014, my student will be in grade ___?	2nd
Date of Birth	8/6/07
Current Age	5
Email Address	

Are you a resident of the Morgan Hill Unified School District?  YES  NO (circle one)

Please list the school your son/daughter last attended: P.A Walsh

Do you have another child in MHPS? YES  NO  (circle one)

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child or children in Morgan Hill Prep School for the 2014/2015 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 Morgan Hill Unified School District, and the District may contact me directly to verify my response.

Rosa Olivo  
SIGNATURE OF PARENT/LEGAL GUARDIAN:

2/23/13  
DATE:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, California 95020  
831-235-6650



## Forma de Inscripción para 2014/2015

### Información del estudiante:

Nombre del Estudiante	Brian Escutia		
Nombre de los padres	Araceli Ortiz Carlos Escutia		
Dirección	17935 monterey Rd #02		
Número de teléfono	650 722-2714		
Email			
Grado del estudiante i Otono 2014	2nd	Edad Ahora	5
Fecha de Nacimiento	7-25-07		
Dirección de correo electrónico			

Reside en el area del distrito escolar Morgan Hill Unified?  SI  NO (circule uno)

Favor de escribir el nombre de la escuela previa de su alumno/a: PA WALSH

Al firmar abajo, estoy indicando que estoy verdaderamente interesado en inscribir al niño mencionado arriba (o niños) en Morgan Hill Prep Escuela para el año escolar 2014/2015 Yo entiendo que el firmar esta forma no me garantiza la inscripción en la Escuela Charter. Yo también entiendo que esta información será discutida con el Distrito Escolar Morgan Hill Unified, y que el Distrito pudiera ponerse en contacto conmigo para verificar mi respuesta.

Araceli Ortiz  
FIRMA DEL PADRE/GUARDIAN LEGAL:

02/23/2014  
FECHA:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, CA 95020  
831-235-6650





# Intent to Enroll Form 2014/15

### STUDENT INFORMATION:

Student Name	David Sanchez
Parent Name	Inis Bueso
Street Address	17677 Crest Ave Apt #4 Morgan Hill
Phone Number / Email	408/5007061
In Fall of 2014, my student will be in grade ___?	2 <sup>+</sup>
Date of Birth	5-10-07
Current Age	6
Email Address	

Are you a resident of the Morgan Hill Unified School District?  YES NO (circle one)

Please list the school your son/daughter last attended : P.A. Walsh

Do you have another child in MHPS?  YES NO (circle one)

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child or children in Morgan Hill Prep School for the 2014/2015 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 Morgan Hill Unified School District, and the District may contact me directly to verify my response.

Inis Bueso  
SIGNATURE OF PARENT/LEGAL GUARDIAN:

2-23-13  
DATE:

Morgan Hill Prep School  
277 IOOF Ave.  
Gilroy, California 95020  
831-235-6650



## Intent to Enroll Form 2014/15

### STUDENT INFORMATION:

Student Name	Hannah Stapleton
Parent Name	Jeff & Sue Stapleton
Street Address	15335 La Alameda Drive
Phone Number / Email	408-612-8994 / stapcsta@yahoo.com
In Fall of 2014, my student will be in grade ___?	<del>1<sup>st</sup></del> grade 2 <sup>nd</sup> grade
Date of Birth	10-12-2007
Current Age	5
Email Address	See above

Are you a resident of the Morgan Hill Unified School District?  YES  NO (circle one)

Please list the school your son/daughter last attended: Paradise

Do you have another child in MHPS?  YES  NO (circle one)

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child or children in Morgan Hill Prep School for the 2014/2015 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 Morgan Hill Unified School District, and the District may contact me directly to verify my response.

S. Fran  
SIGNATURE OF PARENT/LEGAL GUARDIAN:

2/8/13  
DATE:

**Morgan Hill Prep School**

277 IOOF Ave.

Gilroy, California 95020

831-235-6650



## Forma de Inscripción para 2014/2015

### Información del estudiante:

Nombre del Estudiante	Leonardo Quintana		
Nombre de los padres	Maria del carmen Quintana, Francisco Quintana		
Dirección	1895 Fisher Ave Morgan Hill CA 95037		
Número de teléfono	(408) 710-2605		
Email			
Grado del estudiante i Otono 2014	2	Edad Ahora	5 años
Fecha de Nacimiento	Junio 11. 2007 / 6-11-07		
Dirección de correo electronico			

Reside en el area del distrito escolar Morgan Hill Unified?  SI  NO (circule uno)

Favor de escribir el nombre de la escuela previa de su alumno/a: JACKSON

Al firmar abajo, estoy indicando que estoy verdaderamente interesado en inscribir al niño mencionado arriba (o niños) en Morgan Hill Prep Escuela para el año escolar 2014/2015 Yo entiendo que el firmar esta forma no me garantiza la inscripción en la Escuela Charter. Yo también entiendo que esta información será discutida con el Distrito Escolar Morgan Hill Unified, y que el Distrito pudiera ponerse en contacto conmigo para verificar mi respuesta.

[Signature]  
FIRMA DEL PADRE/GUARDIAN LEGAL:

02-12-13  
FECHA:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, CA 95020  
831-235-6650



## Intent to Enroll Form 2014/15

**STUDENT INFORMATION:**

Student Name	Leah Hernandez
Parent Name	Antoinette Lopez
Street Address	40 Cialino Rd
Phone Number / Email	409-706-1276
In Fall of 2014, my student will be in grade ___?	2nd
Date of Birth	2-21-07
Current Age	5
Email Address	

Are you a resident of the Morgan Hill Unified School District?  YES  NO (circle one)

Please list the school your son/daughter last attended: Paradise Valley

Do you have another child in MHPS? YES  NO (circle one)

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child or children in Morgan Hill Prep School for the 2014/2015 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 Morgan Hill Unified School District, and the District may contact me directly to verify my response.

Antoinette Lopez  
SIGNATURE OF PARENT/LEGAL GUARDIAN:

1-22-13  
DATE:

### Morgan Hill Prep School

277 IOOF Ave.  
Gilroy, California 95020  
831-235-6650



## Forma de Inscripción para 2014/2015


### Información del estudiante:

Nombre del Estudiante	Alexander Dannenberg		
Nombre de los padres	Angelica and Andreas Dannenberg		
Dirección	14980 Sword Dancer Ct., Morgan Hill		
Número de teléfono	(760) 554-7828		
Email	geli_favela@yahoo.com		
Grado del estudiante i Otono 2014	2nd	Edad Ahora	5
Fecha de Nacimiento	04.02.2007		
Dirección de correo electrónico	geli_favela@yahoo.com		

Reside en el area del distrito escolar Morgan Hill Unified?  SI  NO (circule uno)

Favor de escribir el nombre de la escuela previa de su alumno/a: Paradise Valley

Al firmar abajo, estoy indicando que estoy verdaderamente interesado en inscribir al niño mencionado arriba (o niños) en Morgan Hill Prep Escuela para el año escolar 2014/2015 Yo entiendo que el firmar esta forma no me garantiza la inscripción en la Escuela Charter. Yo también entiendo que esta información será discutida con el Distrito Escolar Morgan Hill Unified, y que el Distrito pudiera ponerse en contacto conmigo para verificar mi respuesta.

FIRMA DEL PADRE/GUARDIAN LEGAL: 

FECHA: 01/22/2013

**Morgan Hill Prep School**  
 277 IOOF Ave.  
 Gilroy, CA 95020  
 831-235-6650



# Forma de Inscripción para 2014/2015

**Información del estudiante:**

Nombre del Estudiante	Daniel Leon		
Nombre de los padres	EFREN Leon		
Dirección	190 mathilda ct apt:c Morgan Hill CA 95037		
Número de teléfono	(408) 843-75-75		
Email			
Grado del estudiante i Otono 2014	2nd grade	Edad Ahora	5 años
Fecha de Nacimiento	10-14-07		
Dirección de correo electronico			

Reside en el area del distrito escolar Morgan Hill Unified?  SI  NO (circule uno)

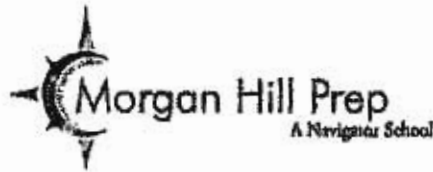
Favor de escribir el nombre de la escuela previa de su alumno/a: El toro

Al firmar abajo, estoy indicando que estoy verdaderamente interesado en inscribir al niño mencionado arriba (o niños) en Morgan Hill Prep Escuela para el año escolar 2014/2015 Yo entiendo que el firmar esta forma no me garantiza la inscripción en la Escuela Charter. Yo también entiendo que esta información será discutida con el Distrito Escolar Morgan Hill Unified, y que el Distrito pudiera ponerse en contacto conmigo para verificar mi respuesta.

[Signature]  
FIRMA DEL PADRE/GUARDIAN LEGAL:

02-09-13  
FECHA:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, CA 95020  
831-235-6650



# Forma de Inscripción para 2014/2015

**Información del estudiante:**

Nombre del Estudiante	Michelle Gomez		
Nombre de los padres	Belén Castillo		
Dirección	165 Cosmo Ave. #4 MH 95037		
Número de teléfono	(408) 722-2761		
Email			
Grado del estudiante i Otono 2014	2nd	Edad Ahora	5 Year
Fecha de Nacimiento	October 2, 2007		
Dirección de correo electrónico			

Reside en el area del distrito escolar Morgan Hill Unified?  SI  NO (circule uno)

Favor de escribir el nombre de la escuela previa de su alumno/a: Walsh

Al firmar abajo, estoy indicando que estoy verdaderamente interesado en inscribir al niño mencionado arriba (o niños) en Morgan Hill Prep Escuela para el año escolar 2014/2015. Yo entiendo que el firmar esta forma no me garantiza la inscripción en la Escuela Charter. Yo también entiendo que esta información será discutida con el Distrito Escolar Morgan Hill Unified, y que el Distrito pudiera ponerse en contacto conmigo para verificar mi respuesta.

Belen Castillo  
FIRMA DEL PADRE/GUARDIAN LEGAL:

2/9/13  
FECHA:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, CA 95020  
831-235-6650



## Intent to Enroll Form 2014/15

### STUDENT INFORMATION:

Student Name	Victor + Diana Guerra
Parent Name	Luz Adriana Guerra
Street Address	145 Cosmo Ave Apt B
Phone Number / Email	(408) 767-1116
In Fall of 2014, my student will be in grade ___?	2
Date of Birth	6/22/07
Current Age	5
Email Address	

Are you a resident of the Morgan Hill Unified School District?  YES  NO (circle one)

Please list the school your son/daughter last attended: JACKSON

Do you have another child in MHPS? YES  NO  (circle one)

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child or children in Morgan Hill Prep School for the 2014/2015 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 Morgan Hill Unified School District, and the District may contact me directly to verify my response.

Luz Guerra  
SIGNATURE OF PARENT/LEGAL GUARDIAN:

2/9/13  
DATE:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, California 95020  
831-235-6650





## Forma de Inscripción para 2014/2015

### Información del estudiante:

Nombre del Estudiante	Adolfo Santos		
Nombre de los padres	Adolfo Santos y Rosalinda Garcia		
Dirección	12235 Poothill ave Sn. Martin		
Número de teléfono	409) 659-5163		
Email			
Grado del estudiante i Otono 2014	2 <sup>do</sup> grado	Edad Ahora	5
Fecha de Nacimiento	05-11-07		
Dirección de correo electronico	Rosig662@gmail.com		

Reside en el area del distrito escolar Morgan Hill Unified?  SI  NO (circule uno)

Favor de escribir el nombre de la escuela previa de su alumno/a: San Martin Guzman

Al firmar abajo, estoy indicando que estoy verdaderamente interesado en inscribir al niño mencionado arriba (o niños) en Morgan Hill Prep Escuela para el año escolar 2014/2015 Yo entiendo que el firmar esta forma no me garantiza la inscripción en la Escuela Charter. Yo también entiendo que esta información será discutida con el Distrito Escolar Morgan Hill Unified, y que el Distrito pudiera ponerse en contacto conmigo para verificar mi respuesta.

Rosalinda Garcia  
FIRMA DEL PADRE/GUARDIAN LEGAL:

02-13-13  
FECHA:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, CA 95020  
831-235-6650



# Intent to Enroll Form 2014/15

### STUDENT INFORMATION:

Student Name	Adam Munoz
Parent Name	Kristine Greubel
Street Address	10495 Oak View Cir. MH, CA 95037
Phone Number / Email	(408) 612-5085 Kgreubel11@gmail.com
In Fall of 2014, my student will be in grade <u>1st</u>	<del>Second</del> <u>First</u> grade
Date of Birth	09/01/2007
Current Age	5
Email Address	Kgreubel11@gmail.com

Are you a resident of the Morgan Hill Unified School District?  YES  NO (circle one)

Please list the school your son/daughter last attended: Jackson

Do you have another child in MHPS? YES  NO (circle one)

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child or children in Morgan Hill Prep School for the 2014/2015 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 Morgan Hill Unified School District, and the District may contact me directly to verify my response.

Kristi Greubel  
SIGNATURE OF PARENT/LEGAL GUARDIAN:

01/12/13  
DATE:

Morgan Hill Prep School  
277 IOOF Ave.  
Gilroy, California 95020  
831-235-6650



## Forma de Inscripción para 2014/2015

### Información del estudiante:

Nombre del Estudiante	Jazmin Martinez		
Nombre de los padres	Juana Bedolla		
Dirección	17630 Del Monte Av. Morgan Hill 95037		
Número de teléfono	(408) 762-8255		
Email			
Grado del estudiante i Otono 2014	1 <sup>er</sup>	Edad Ahora	5
Fecha de Nacimiento	7-11-2007		
Dirección de correo electronico			

Reside en el area del distrito escolar Morgan Hill Unified?  SI

NO (circule uno)

Favor de escribir el nombre de la escuela previa de su alumno/a:

PA Walsh

Al firmar abajo, estoy indicando que estoy verdaderamente interesado en inscribir al niño mencionado arriba (o niños) en Morgan Hill Prep Escuela para el año escolar 2014/2015 Yo entiendo que el firmar esta forma no me garantiza la inscripción en la Escuela Charter. Yo también entiendo que esta información será discutida con el Distrito Escolar Morgan Hill Unified, y que el Distrito pudiera ponerse en contacto conmigo para verificar mi respuesta.

Juana B.  
FIRMA DEL PADRE/GUARDIAN LEGAL:

2-9-13  
FECHA:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, CA 95020  
831-235-6650



## Forma de Inscripción para 2014/2015

### Información del estudiante:

Nombre del Estudiante	Angel Ramirez		
Nombre de los padres	Sagrario y Angel Ramirez		
Dirección	120 mathilda ave E		
Número de teléfono Email	408 659 52 47		
Grado del estudiante i Otono 2014	Kindergarten *	Edad Ahora	8
Fecha de Nacimiento	3/27/2007		
Dirección de correo electrónico			

Reside en el area del distrito escolar Morgan Hill Unified?  SI  NO (circule uno)

Favor de escribir el nombre de la escuela previa de su alumno/a: Jackson

Al firmar abajo, estoy indicando que estoy verdaderamente interesado en inscribir al niño mencionado arriba (o niños) en Morgan Hill Prep Escuela para el año escolar 2014/2015. Yo entiendo que el firmar esta forma no me garantiza la inscripción en la Escuela Charter. Yo también entiendo que esta información será discutida con el Distrito Escolar Morgan Hill Unified, y que el Distrito pudiera ponerse en contacto conmigo para verificar mi respuesta.

Sagrario Ramirez  
FIRMA DEL PADRE/GUARDIAN LEGAL:

2/9/2013  
FECHA:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, CA 95020  
831-235-6650

\*Repeat Kinder



# Forma de Inscripción para 2014/2015

**Información del estudiante:**

Nombre del Estudiante	Cristofer Rivera		
Nombre de los padres	Javier y Angelica Rivera		
Dirección	1700 E San Martin Ave San Martin CA 95046		
Número de teléfono	408.712.4176		
Email			
Grado del estudiante i Otono 2014	* 2 <sup>nd</sup>	Edad Ahora	5
Fecha de Nacimiento	07-22-2007		
Dirección de correo electrónico			

Reside en el area del distrito escolar Morgan Hill Unified?  SI  NO (circule uno)

Favor de escribir el nombre de la escuela previa de su alumno/a: San Martin G.W.

Al firmar abajo, estoy indicando que estoy verdaderamente interesado en inscribir al niño mencionado arriba (o niños) en Morgan Hill Prep Escuela para el año escolar 2014/2015 Yo entiendo que el firmar esta forma no me garantiza la inscripción en la Escuela Charter. Yo también entiendo que esta información será discutida con el Distrito Escolar Morgan Hill Unified, y que el Distrito pudiera ponerse en contacto conmigo para verificar mi respuesta.

Javier Rivera S.  
FIRMA DEL PADRE/GUARDIAN LEGAL:

02-09-13  
FECHA:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, CA 95020  
831-235-6650



## Intent to Enroll Form 2014/15

### STUDENT INFORMATION:

Student Name	Elias Martinez
Parent Name	Francine M Roa
Street Address	17475 Depot St Morgan Hill
Phone Number / Email	(408) 762 8101
In Fall of 2014, my student will be in grade ___?	<del>1<sup>st</sup></del> 2 <sup>nd</sup>
Date of Birth	7/27/07
Current Age	5
Email Address	francineroa@yahoo.com

Are you a resident of the Morgan Hill Unified School District?  YES  NO (circle one)

Please list the school your son/daughter last attended: EL TORO

Do you have another child in MHPS? YES  NO  (circle one)

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child or children in Morgan Hill Prep School for the 2014/2015 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 Morgan Hill Unified School District, and the District may contact me directly to verify my response.

Francine M Roa  
SIGNATURE OF PARENT/LEGAL GUARDIAN:

2/23/2013  
DATE:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, California 95020  
831-235-6650



## Intent to Enroll Form 2014/15

**STUDENT INFORMATION:**

Student Name	Ryan Romero.
Parent Name	Dao Romero
Street Address	32 La Crosse Morgan Hill
Phone Number / Email	(408) 859-2006
In Fall of 2014, my student will be in grade <u>1</u> ?	1 grade.
Date of Birth	
Current Age	4 5/24/2007
Email Address	rdromero44@gmail.com

Are you a resident of the Morgan Hill Unified School District?  YES  NO (circle one)  
 Please list the school your son/daughter last attended: Paradise school  
 Do you have another child in MHPS?  YES  NO (circle one)

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child or children in Morgan Hill Prep School for the 2014/2015 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 Morgan Hill Unified School District, and the District may contact me directly to verify my response.

  
 \_\_\_\_\_  
 SIGNATURE OF PARENT/LEGAL GUARDIAN:

2/15/13  
 \_\_\_\_\_  
 DATE:

**Morgan Hill Prep School**  
 277 IOOF Ave.  
 Gilroy, California 95020  
 831-235-6650



## Forma de Inscripción para 2014/2015

**Información del estudiante:**

Nombre del Estudiante	Diego Esquivel		
Nombre de los padres	Miguel y Sonia Esquivel		
Dirección	17937 Monterey Rd. #107		
Número de teléfono	(408) 843-6546		
Email			
Grado del estudiante i Otono 2014	<del>K</del> 2 <sup>DA</sup>	Edad Ahora	5
Fecha de Nacimiento	10-24-07		
Dirección de correo electrónico			

Reside en el area del distrito escolar Morgan Hill Unified?  SI  NO (círcule uno)

Favor de escribir el nombre de la escuela previa de su alumno/a: EL TORO

Al firmar abajo, estoy indicando que estoy verdaderamente interesado en inscribir al niño mencionado arriba (o niños) en Morgan Hill Prep Escuela para el año escolar 2014/2015 Yo entiendo que el firmar esta forma no me garantiza la inscripción en la Escuela Charter. Yo también entiendo que esta información será discutida con el Distrito Escolar Morgan Hill Unified, y que el Distrito pudiera ponerse en contacto conmigo para verificar mi respuesta.

*[Signature]*  
FIRMA DEL PADRE/GUARDIAN LEGAL:

2-23-13  
FECHA:

**Morgan Hill Prep School**  
277 IOOF Ave.  
Gilroy, CA 95020  
831-235-6650





## Intent to Enroll Form 2014/2015

### STUDENT INFORMATION:

Student Name	Maddison Shulman
Parent Name	Kelly Shulman
Street Address	210 Via Naretto Morgan Hill, CA
Phone Number / Email	(408)310-2133 / kellbelle0308@gmail.com
My student will be in grade ___?	1 <sup>st</sup> grade
Date of Birth	4/1/08
Current Age	5
Email Address	kellbelle0308@gmail.com

Are you a resident of the Morgan Hill Unified School District?  YES  NO (circle one)

Please list the school your son/daughter last attended: Paradise Valley Elem.

Do you have another child in MHPS? YES  NO (circle one)

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child or children in Morgan Hill Prep School for the 2014/2015 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 Gilroy Unified School District, and the District may contact me directly to verify my response.

Kelly Shulman  
SIGNATURE OF PARENT/LEGAL GUARDIAN:

10/8/13  
DATE:

**Gilroy Prep School**  
277 IOOF Ave.  
Gilroy, California 95020  
831-235-6650

**BOARD OF EDUCATION MINUTES**  
REGULAR MEETING OF OCTOBER 8, 2013

**A. CALL TO ORDER**

Meeting called to order by Board President Don Moody at 5:05 pm in the gymnasium of Britton Middle School on Keystone Avenue at Del Monte Avenue in Morgan Hill.

Roll Call: Present: Rick Badillo, Bob Benevento, Don Moody, Amy Porter Jensen, Shellé Thomas, Ron Woolf, Claudia Rossi (arr 5:25 pm), and Steve Betando

Absent: None

**A-1. PUBLIC COMMENT ON CLOSED SESSION TOPICS**

*There were no comments from the public.*

**A-2. ADJOURN TO CLOSED SESSION – the Board adjourned to Closed Session in the Band Room**

**A-2a. CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION**

Pursuant to subdivision (a) of Government Code §54956.9

Dariano et al v Morgan Hill Unified School District, et al  
Case No. CV10-02745 PVT

**A-2b. CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION**

Significant exposure to litigation pursuant to subdivision (b) of Government Code §54956.9:

Four cases

**A-2c. CONFERENCE WITH LABOR NEGOTIATOR**

(Government Code § 54957.6)

Employee organization: Service Employees International Union (SEIU)

Agency designated representative: Fawn Myers

Employee organization: Morgan Hill Federation of Teachers (MHFT)

Agency designated representative: Fawn Myers

Unrepresented Employees: Morgan Hill Educational Leaders Association

(MHELA) Agency designated representative: Steve Betando

**A-2d. CONFERENCE WITH REAL PROPERTY NEGOTIATORS [Government Code §54956.8]**

Property: APN #728-34-002 & 728-34-003 Peet Road Property

Agency negotiator: Steve Betando

Under negotiations: Terms and conditions

**A-2e. PUBLIC EMPLOYMENT/PUBLIC EMPLOYEE PERFORMANCE EVALUATION (Government Code § 54957)**

Title: Interim Superintendent

A-2f. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE  
(Government Code § 54957 and 54957.1)

A-3. RECONVENE TO PUBLIC SESSION

A-4. CALL TO ORDER / PLEDGE OF ALLEGIANCE

Meeting called to order by President Don Moody at 6:14 pm in the gymnasium

Pledge of allegiance: Frankie Quenneville

Roll Call: Present: Rick Badillo, Bob Benevento, Don Moody, Amy Porter Jensen,  
Shellé Thomas, Ron Woolf, Claudia Rossi, and Steve Betando

Absent: None

Student Board Member: *not present*

A-5. INTRODUCTION OF BOARD MEMBERS AND STAFF – *board members and staff seated at the board table introduced themselves.*

A-6. **RECOGNITIONS / PRESENTATIONS**

- A-6a. Recognize community member and local business owner Cecelia Ponzini for her generous acts of outreach to students – *President Don Moody read the recognition item in appreciation of Mrs. Ponzini and presented her with a certificate of recognition on behalf of the Board.*

**B. ADOPTION OF AGENDA / APPROVAL OF CONSENT CALENDAR**

- B-1. Adopt agenda as published and approve by one motion all agenda items on the Consent Calendar

Motion: Trustee Woolf                      Ayes: Unanimous (7)

Second: Trustee Badillo                      Noes: --

**C. APPROVAL OF MINUTES**

Approve minutes of the regular board meeting of September 24, 2013

Motion: Trustee Thomas                      Ayes: Unanimous (7)

Second: Trustee Benevento                      Noes: --

**D. PUBLIC COMMENT / COMMUNICATIONS**

*The following individuals addressed the Board:*

Gino Borgioli, regarding the dedication of Paradise Valley teachers, and the excellent addition of new principal Mrs. Dagar to the Paradise Valley staff; expressed his view that Paradise Valley parents have a lack of trust in the District when it comes to supporting the school and teachers and specifically in the area of technology.

Daniel Armendariz, daughter attends P.A. Walsh, receiving an excellent education, would like P.A. Walsh to remain fully funded and open to the public.

**E. COMMUNICATIONS**

- E-1. Report: Student Board Member – *not present*

- E-2. Reports: Superintendent / Staff – *no reports*

- E-3. Calendar: Upcoming events – *no report*

- E-4. Employee Groups:

Morgan Hill Federation of Teachers / Mary Alice Callahan, on behalf of the Morgan Hill Federation of Teachers, regarding the issue of corporate charter school operations and their impact on students and communities; urged Board to vote no to charter schools

Service Employees International Union / Pamela Torrisi, will provide comments later in the meeting

Morgan Hill Educational Leaders Association / Patrick Buchser, President MHELA and Glen Webb, Vice-President MHELA, presented 3 Power Point slides showing student achievement data comparisons between Navigator Gilroy Prep, Gilroy Unified School District, and Morgan Hill Unified School District. Principal Buchser reported that all schools in MHUSD are unified (K-12) in their commitment to students: all teachers in the District will be trained in Common Core by year-end; MHUSD is on cutting edge of Common Core implementation; all elementary schools are implementing GLAD strategies; all schools have collaboration time for teachers to work together and learn from each other; District has a Master Plan for English Language Learners; provide support for English Language Learner development; committed to support technology; have a strong and unified community.

E-5. Closed Session Action Report (Government Code § 54957.1) – *no report*

**F. CONSENT ITEMS**

- F-1. Approve Personnel action to employ, re-employ, promote, reassign, accept resignation, accept retirement, and authorize related compensation
- F-2. Approve contracts for Special Education Services for 2013-2014 in the amount of \$29,100
- F-3. Approve Memorandum of Understanding between Morgan Hill Unified School District and California School Climate, Health, and Learning Survey System (CAL-SCHLS) for a Healthy Kids Survey
- F-4. Approve agreement between Morgan Hill Unified School District and the County of Santa Clara for provision of school-based services at Central High School
- F-5. Adopt resolution naming authorized check signers for Morgan Hill Unified School District Bank Accounts
- F-6. Approve travel for thirty-five members of the Live Oak High School Future Farmers of America (FFA) to attend the Made for Excellence Conference in Monterey, California leaving Friday, January 24, 2014 and returning Saturday, January 25, 2014
- F-7. Approve travel for five Live Oak High School Future Farmers of America (FFA) Officers to attend the Regional Officer Screening Conference in San Luis Obispo, California leaving Sunday, February 23, 2014 and returning Monday, February 24, 2014
- F-8. Approve travel for thirty members of the Live Oak High School Future Farmers of America (FFA) to attend the annual State Future Farmers of America (FFA) Conference in Fresno, California leaving Friday, April 11, 2014 and returning Tuesday, April 15, 2014

**G. BOARD REPORTS / GENERAL BUSINESS – PUBLIC SESSION ITEMS FOR BOARD DISCUSSION**

- G-1. Public Hearing: Rocketship Education *Morgan Hill Charter Petition*  
*The following individuals addressed the Board:*

Jessica Garcia-Kohl, presented the Rocketship Charter Petition with Power Point slides; Rocketship is here because Morgan Hill parents gathered more than 400 signatures; parents sent information to Rocketship about the schools in Morgan Hill and their desire for Rocketship to come to Morgan Hill; Ms. Garcia-Kohl introduced Rocketship Principal Maricela Guerrero, who talked about their strategies for teaching the whole child, parent engagement, and student achievement compared to state and local schools

Roberta Garcia Kracht, works at San Martin/Gwinn Elementary, moved here in 1985; want to see Morgan Hill Unified work collaboratively with Rocketship to help children; does not like adversarial interactions; children all learn differently; 50,000 people in California are on a waiting list to get into a charter school; prefer to include rather than exclude; want to focus on what we can do for our kids

Liz Seminar, two children in MHUSD; at Paradise Valley; teachers lacking support in the classroom; failing our kids; supports Rocketship and Navigator charter schools; they have technology, innovation, and support staff to provide needs for every single child; will get students to proficient or above grade level within a year; want that choice for my children; we should be working together; need the competition to raise our schools; asked board if the prefer to have oversight of the charter schools or give oversight to the County

Sue Stapleton, Morgan Hill resident, two children at Paradise Valley; son in 4<sup>th</sup> grade, daughter in 1<sup>st</sup> grade, supports both charter schools -- Rocketship and Navigator; need the ability to choose in our community; toured Spark Academy with Preston Smith; observed high expectations for all students; engagement between teachers and students; Paradise Valley teachers need access to current technology. Urged Board to make the choice that is right for Morgan Hill

Gemma Abels, Live Oak High School faculty member; Morgan Hill tradition is community generosity, student service groups, a community united at the roots we are all different branches of the same tree; please consider which tradition you want to pass on to our students – Morgan Hill tradition or Charter tradition

Chris Mink, teacher at P.A. Walsh School and Los Paseos, representing P.A. Walsh, over 50% English Language learners; by end-of-year, 40% of these students had advanced and 14% had become proficient; compared strategies used at Walsh to those used at Rocketship for English Language Learners

Matt Monaco, children in MHUSD, pleased with the variety of choices available in MHUSD; student demographics will be different for Rocketship and MHUSD which will affect the scores; Jackson Academy of Math & Music scores increased 40 points in one year; focus academies coming to two lowest performing schools in the district which will also make a difference; MHUSD is providing choices for parents

Sarah Valencia, 3<sup>rd</sup> grade teacher at P.A. Walsh school, colleagues and I are constantly working hard to improve learning for all students; live in Gilroy, have chosen to have daughter educated in Morgan Hill schools; MHUSD educates the whole child; urged Board to not approve corporate charter schools

Terri Knudsen, librarian at Sobrato High School, regarding clarification of incorrect data; urged Board to deny corporate charter school petitions; do not segregate our students

Nancy Altman, 7<sup>th</sup> grade girls basketball coach at Britton, lives in Morgan Hill, children attended Morgan Hill schools; special education department chair and teach Read 180; reported API drops for Rocketship schools

Paula Scotney-Castle, parent at P.A. Walsh school in Morgan Hill, against charter school, against segregation; for quality neighborhood schools; having involved parents creates successful students; not an even playing field; in the corporate world it is called outsourcing

Jeanie Wallace, teach at Sobrato High School, prior to that Britton Middle School, attended school here as a student, have two children in the District who are thriving; public education is not a business, children are not products and test scores do not equate to learning; all teachers in MHUSD have specialized training to teach English Language Learners; Common Core training for all teachers; trust teachers to do the job you have hired us to do

Tisha Altamirano, parent, local business owner and highly involved in our community; chose Barrett School; urge Board not to approve charter schools; chose a school in the community where we work, chose Barrett in spite of test scores; dedicated teachers challenge students; teachers and parents work together in support of students; opening charters will put schools in our district at risk of closing; studies show that children do better when their parents are involved with their child's education

Sarah Yates, parent and teacher; started teaching at Nordstrom, was moved to San Martin/Gwinn; incredible family; passionate teachers tirelessly working for all students; now at Walsh and I have found my home; teachers at Walsh are incredible; continue to grow and learn; urge you to vote no for charter schools and continue to support us and the work that we do

Alex Aasen, teacher at Martin Murphy Middle School, gave examples of what is being done at Murphy to transition to Common Core: field trip to Sea Cliff, Elkhorn Slough; nature hike, learning lab; science teachers were trained for 5 days over the summer to prepare for that field trip; student engagement increased dramatically during the field trip; proud that our students were able to experience that; 3<sup>rd</sup> year of Career Day at Martin Murphy; every year making it better, connecting school to career; bringing Chrome Books to students; implementing technology in Common Core; 3<sup>rd</sup> year using Word Generation

Jan Martin, have taught at Martin Murphy for 11 years; doing amazing things to implement Common Core; our focus and our passion; concerned that Rocketship does not insist on physical education daily for students; important to have a well-rounded program in every single school; concerned that students will sit in front of a computer too much at Rocketship

Terri Craig, retired teacher from MHUSD; two successful adult children educated in Morgan Hill; Morgan Hill schools are barraged with the lie that they are failing, which is not true; need to continue to focus on problem solving, parent support is critical; you can say no and stop the further destruction of public education; teachers' number one interest is a passion for our country's democracy and the education that children receive

Teresa Colbert, teacher at Barrett Elementary, concerned about Rocketship schools; high teacher turn-over; most teachers come from Teach for America; plan to take 600 Morgan Hill students from our current enrollment; will force the closure of a school; please vote

no

Kim Stubbe, teach at Ann Sobrato High School, have Master's degree; strength of district's English learning program; have taught Common Core for 3 years now; significant shift of paradigm in how English Learner teachers work together across the grade levels; will not be able to work with teachers who are teaching students from charter schools who will be entering our high schools; advanced placement program continues to grow; over 800 students now take AP tests at Sobrato, including many English learners

Tony Saenz, lived here for 40 years, graduated from Live Oak; three kids have gone through MHUSD, youngest one attended Paradise Valley; had a special issue when his student's scores were far below grade level; could not get help; when the public system can't help you, then the system is broken; need an avenue for those students who have a need that our schools cannot address; I currently take my child to San Jose because of his needs when I would prefer to keep him right here in Morgan Hill; a strong foundation from K-5 is critical; Rocketship students are prepared to learn and listen

Ted Thomas, live in Morgan Hill, guidance counselor at Sobrato; on behalf of South County CalSOAP, helps low-income students get to college; helping over 1600 families at the high school level; 70% are Hispanic; 94% of those kids are going off to college; we are the best at what we do

Jennifer Niemann, teacher in Morgan Hill since 1986, two amazing sons, both from Morgan Hill schools; both had IEPs; support public schools and ask you to not approve another charter school in Morgan Hill, already have 2; son had special needs and those needs were met; went on to become an accomplished musician; younger son high-functioning autism; thank everyone in Morgan Hill who has worked with us to find the best place for him; please vote for all kids

Angelique Vaca, representing Rocketship; two children at Rocketship Mosaic, live a few blocks away from Los Paseos Elementary; travel 25 minutes each morning and each afternoon because at my son's home school he was failing; was not sure how to help him and needed guidance; it is the parent's responsibility to work with their child at home; I decided to move him to Rocketship. He is in 5<sup>th</sup> grade, in his 3<sup>rd</sup> year at Rocketship he was proficient in reading, writing and math; Rocketship provided him with the tools that he needed; persistence, responsibility, empathy, global citizenship, respect. Rocketship has empowered me to help my son

Sobrato FFA, Tanya Salo, Ag Department Chair, introduced two chapter officers from Sobrato FFA, Zuha Aslam and Loryn Habina -- learned public speaking skills through FFA; FFA is only offered at public schools; leadership, job skills and agricultural opportunities; largest youth organization in the country and has thrived in our district

James Levis, parents of three Morgan Hill students, former research chemist, 12-year teacher of science; goal of charter school is high scores, not a continuing improvement in those children's scores; Britton's API scores have increased 50 points, Charter School of Morgan Hill API scores have increased 14 points during the same timeframe; charter schools will not necessarily improve the education in our district, it will merely move students around

Jocelyn Moncanda, two daughters in Rocketship, live in Gilroy and drive daughters to San Jose, mother of 4 children, 2 of them have failed in Morgan Hill and Gilroy; 2 little

ones in Rocketwhip and neither one has failed; no one has spoken about what is good for the children; in 2 years at Rocketship I have 2 success stories and our hearts have changed from red to purple; pleading with you to open a charter school in San Jose so I don't have to spend \$35 in gas to take my children to school; so I can save that money in hopes of sending my children to college one day

Rocio Luna, resident of San Martin, parent of twin first graders who attend Rocketship; chose Rocketship for one reason, the education of my children; strongly believe in choice; urge you to bring Rocketship to this community; a lot of what I have heard here tonight are myths and misperceptions about what happens at Rocketship

Delia Gomez, PACT parent leader, regarding children who fail, at Live Oak a limited number of Latino students graduate with A-G requirements; Latino parents want their children to go straight to a university

Angelica Danenberger (*not present -- comments read by Armando Benavides*), students transferred from San Martin/Gwinn to Paradise Valley; children are paying the ultimate price; we need the charter schools

Armando Benavides, attorney, Rocketship education has a proven record of improving academic achievement of the students they serve; will be an excellent choice for parents in our district; spirit of California law is to bring innovation to the district and spur rigorous competition

Elidia A., PACT parent leader, supports Rocketship; Rocketship has reached a higher level of achievement than many Morgan Hill schools; parents want choice of where to send our students; Board has refused to meet with PACT parent leaders;

Paula Dunne, live in Morgan Hill, believe competition is a good thing; great when it stimulates positive change, we already have two charter schools and two academies; encourage everyone to think about balance; Morgan Hill schools have been amazing for our children; teachers are engaging; would not take my child out of a public school and put them in a charter school

Debra A. Chappell, teacher at Barrett Elementary School--a college-prep school; live in Morgan Hill; daughter will graduate from Cornell; we are a small community with two small charter schools already; we don't need another charter school

Araceli Esquivel, parent, resident of Morgan Hill; please do not approve another charter school in Morgan Hill; children attend Barrett; my children are 2<sup>nd</sup> language learners; concerned about the amount of time that Rocketship students are taught on computers; please do not let another school close; our children deserve teachers who are well-credentialed

Darcy Foster, 30 year plus resident of Morgan Hill; children went through Morgan Hill schools; teach at Live Oak; quoted an article about charter schools by Diane Ravitch, charters transform our children into consumer goods; nation heading to privatization of education with charters and vouchers; public schools are a public responsibility not a consumer-driven business model

Joan Daniels, resident of Morgan Hill, 2 children in Morgan Hill schools at Paradise Valley; one at Britton; very pleased with Morgan Hill schools; California ranks 49<sup>th</sup> in nation for funding public schools; voters have passed Prop 30 and Measure G – have opportunity to put money into our schools; one of the solutions is smaller class sizes; add



teachers' aides to classes; after-school programs; that would make a huge difference; not in favor of any more charter schools; do not rob from schools any further than what we have already

Mary Kellogg, teacher at Walsh, parents of two grown children who attended Walsh from K thru 6<sup>th</sup> grade; they grew up to be compassionate, respectful adults to all people; want our school to stay open to all neighborhood children; hope is for all Morgan Hill schools to stay open to their neighborhood children without having apply and be accepted; please do not open more charter schools in Morgan Hill; keep Morgan Hill schools community schools

Samantha Kaundinya, resident of Morgan Hill, Barrett Elementary School; started our daughter's education at a private school where we did not feel accepted because of our background (Indian/Chinese/American); child now being taught by the best teachers; public school worked for us and it works for our daughter; say 'no' to charters

Rosa Rojas, parent organizer in PACT, (addressed Board in Spanish; vote "si" for Navigator School); Translator: we need Rocketship and Navigator schools in our District for our children; the county understands the urgency of parents especially in our district; that's why we want these excellent schools we have visited; they have long hours and summer classes; volunteer parent hours are not required

Rosa Ramos, (addressed the Board in Spanish – translated by a District translator), I am here tonight to tell you, we are not trying to divide our community, the opposite, so that our families can have more options for schools; have worked to gather signatures for these schools; a lot of parents are pleased to have these schools come; ask that you as mothers and fathers make the right decision for our children

Tania Marrjo, PACT parent leader from St. Catherine's Church, PACT represents three congregations and 50,000 families to support the opening of Navigator and Rocketship schools; have three children in Morgan Hill school district, two have spent two years on a wait-list for Charter School of Morgan Hill; wait-list of more than 200 students; great demand in our community for Navigator and Rocketship schools; we want options; want our children to have a great academic level and go to college; asking for your support

Karol Mendosa, parent of a child with autism, want Rocketship for my youngest child; my autistic child has never received the support he has needed; need to build strong children with strong education; Navigator and Rocketship show that this can be possible; want the best for my children

Lori Shoemaker, 4<sup>th</sup> grade teacher at Los Paseos; born and raised in Morgan Hill; distributing copies of letters of the Washington School community in San Jose regarding aggressive recruiting tactics by charter schools in their communities; the proposed Rocketship site in Morgan Hill is 1.6 acres; our elementary schools are on 10 acres; urge you to vote no on the Rocketship charter

Teresa Murillo, resident of San Martin, we need an educated community where every child at every grade level can excel at their potential; Navigator and Rocketship have a proven track record that all students can excel; ask board members on behalf of Morgan Hill students, please approve this school; I have been after this for 5 years; fighting for quite a while

Roberto Aguirrez, parent, at its current rate our district will take 15 years to close the achievement gap; tonight I ask you to be champions for our children; please support

Navigator for the children of Morgan Hill

Emilio Garcia, new resident of Morgan Hill community; ask your support to open a Rocketship school; my son is in 2<sup>nd</sup> grade now; I have the option for my son to go to Rocketship; enrolled him half way through the year; struggling with his education; Rocketship was able to support my child; I drive to Story Road every day for Rocketship; has done exceptionally well in Rocketship; within 1.5 years my son was able to close his gap; here to ask your support to open Rocketship here; give parents the option of going to Rocketship or staying in public school

Stefan Boyd, have six children, four at Paradise Valley, one at Charter School of Morgan Hill, one at Sobrato, served on School Site Council at Paradise Valley and now School Site Council at Sobrato; still want to see the charter schools come into our area; not in an antagonistic atmosphere; would like to see you work together

Valerie Renggli, Paradise Valley parent, lack of support for technology at schools; this is about choice and competition, and what is best for students; what bothers me the most is the animosity; issue is more about tools, and what the teachers have to deliver curriculum to students; son going into 7<sup>th</sup> grade; not sure that choices here in Morgan Hill will be good for him

Frank Lubick, parent, compared charter school movement to privatizing social security; this is nothing but a corporate model; support each other, support our schools, not corporate entity; isn't 30 hours of mandatory volunteering against the law; will fight this privatization of our economy and our public schools

Ricky Alegria, music teacher at Jackson Academy of Math and Music, Sobrato, and Murphy, invite board members to come to observe music education in district; students who study music excel in school; a student's education is more than a 3 digit number test score; need to reinvest in what we already have

Maria Brunns, attended Paradise Valley, Britton, and Live Oak, graduated in 1992, daughter is in kindergarten at Paradise Valley; have taught gymnastics in the community and am always the most impressed with the behavior of MHUSD students; cannot same thing for private and charter school students; 3 different charter and private schools offered me a position to teach without a credential; vote for teachers who have a proven interest in students not corporate interest

*At 9:00 pm, the Board took a 2 minute break.*

Board members will direct questions about the Rocketship Petition through Mr. Betando.

G-2. Accept/deny Navigator School's petition for Morgan Hill Prep Charter School

*The following individuals addressed the Board:*

James Dent, principal Gilroy Prep School. Navigator is committed to working with districts to close the achievement gap and help schools reform; really want to work with the Morgan Hill Unified, will come back because we want to be in Morgan Hill.

Brett Moser, resident of Morgan Hill for 17 years, two boys went through Morgan Hill schools; on board of Navigator schools, here to ask permission for approval; Navigator's mission is to cause thousands of schools to use the Navigator system to improve schools and close the achievement gap; the data that we have collected is entirely indicating the success going forward; have worked with this team for four years; guarantee that we will provide an outstanding education and close the achievement gap; want an opportunity to



Second: Trustee Woolf

Rossi, Thomas, Woolf  
Noes: Badillo

G-7. Board reports –

Trustee Badillo: attended a California Latino School Boards Association Conference and was one of five individuals elected to a two-year term on their Board of Directors

Trustee Rossi: *No Excuses Conference* a huge success. Thank you to all who attended.

G-8. New business: future agenda items / recognitions

*Self-evaluation – next agenda.*

**H. ADJOURNMENT – 11:30 pm**

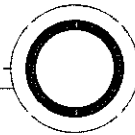
The meeting was adjourned at 11:30 pm.

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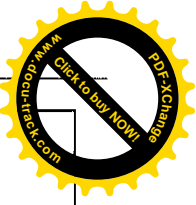
Steve Betando, Secretary

October 22, 2013

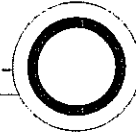
**Petition:  
Morgan Hill Prep  
A Navigator School**



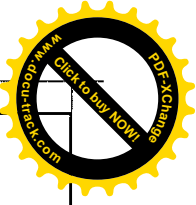
**SUPERINTENDENT  
REVIEW & RECOMMENDATION  
TO THE  
MHUSD BOARD OF EDUCATION  
OCTOBER 8, 2013**



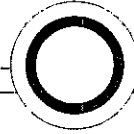
# Presentation Overview



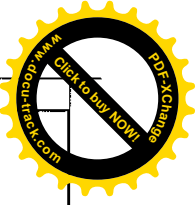
- Summary of petition review process
- Overview of criteria for granting or denying petition
- Overview of review methodology
- Petition review
- Recommendation



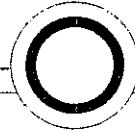
# Summary of Petition Review Process



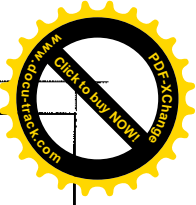
- Each petition reviewed is separate and unique
  - Board review should mirror staff's approach:
    - Evaluate based upon statutory criteria
    - Public comment relating to one petition should not influence assessment of other petitions
    - No choosing between petitions: all petitions that meet statutory criteria must be granted
- Timeline
  - Public hearing within 30 days of filing
  - Decision within 60 days of filing



# Summary of Petition Review Process

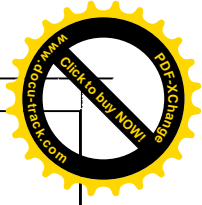


- 4/15/13: First Navigator petition filed
- 5/14/13: Staff provided questions & concerns
- 8/9/13: Navigator filed new petition
- 9/10/13: Public hearing
- 8/9/13-date: Staff review
  - 383 page petition
  - 200+ pages of attachments
  - 20+ separate statutory criteria evaluated
  - 150+ hours of MHUSD staff time devoted to review
- 10/4/13: Staff review summary and recommendation transmitted to Board and available to public
- 10/8/13: Staff presentation of review summary & recommendation



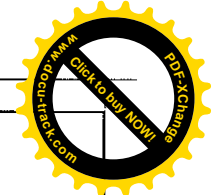


# Statutory Review Criteria

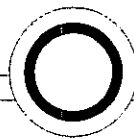


- Petition has required original signatures
  - 50% of:
    - Teachers estimated for 1<sup>st</sup> year employment
    - Parents/guardians for estimated 1<sup>st</sup> year enrollment
  - Prominent statement of meaningful interest to work/enroll
- Petition has required affirmations
  - Nonsectarian
  - Free
  - Nondiscrimination
  - Admission not based on residence, except as permitted by law
  - Shall admit all students wishing to attend
    - Public random drawing if interest exceeds capacity
  - If student is expelled/leaves will notify superintendent within 30 days.





# Statutory Review Criteria

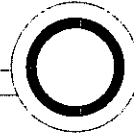


- Required Petition Components:
  - Reasonably comprehensive description of 16 following areas:

➤ Educational program	➤ Financial audits
➤ Measurable outcomes	➤ Staff retirement system
➤ Method for measuring pupil progress	➤ Suspension/expulsion procedures
➤ Governance & parent involvement	➤ Employer status
➤ Employment qualifications	➤ Attendance alternatives
➤ Health & safety procedures	➤ Employee rights
➤ Means for achieving racial/ethnic balance	➤ Dispute resolution procedures
➤ Admission requirements	➤ Procedures for school closure

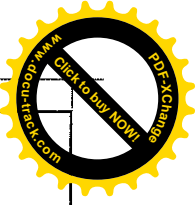


# Statutory Review Criteria

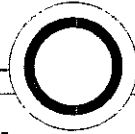


- Review also includes:

Consideration by the Board of Education of the level of support for the petition by the teachers, employees and parents of the District.

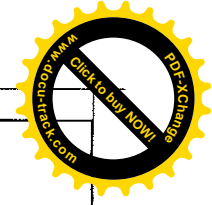


# Statutory Review Criteria



- Shall not deny absent written factual findings, specific to the particular petition, that:
  1. The petition doesn't contain the required number of signatures;
  2. The petition doesn't contain an affirmation of each required condition as described in Ed. Code Section 47605(d);
  3. The petition does not contain reasonably comprehensive descriptions of all 16 required elements;
  4. The charter school presents an unsound educational program; and/or
  5. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.



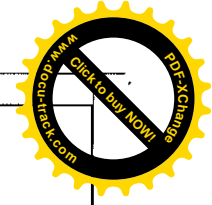


# Staff Review Methodology

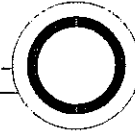


- General approach and framework for analysis
  - Education Code and regulations provide little guidance on manner and standard of review
  - Staff used SBE's own review standards as model for:
    - What is "reasonably comprehensive"
    - What is "educationally unsound"
  - Staff applied legislative preference for granting petition, including giving petitioners the opportunity to respond to concerns
- Procedural steps:
  - Step 1: Reviewed for requisite signatures and affirmations
  - Step 2: Staff reviewed petition components for comprehensiveness, educational soundness and indicia of petitioners' knowledge & expertise necessary for successful implementation
  - Step 3: Staff findings reviewed as a whole in considering 5 bases for denial
  - Step 4: Staff developed recommendation





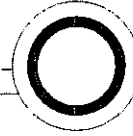
# Staff Review Methodology



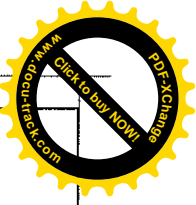
- A “reasonably comprehensive” description includes information that:
  - Is substantive and not, for example, a listing of topics with little elaboration.
  - For elements with multiple aspects, addresses essentially all aspects, not just selected aspects.
  - Is specific to the charter petition being proposed, not to charter schools or charter petitions generally.
  - Describes, as applicable among the different elements, how the charter school will:
    - Improve pupil learning.
    - Increase learning opportunities for its pupils, particularly pupils who have been identified as academically low achieving.
    - Provide parents, guardians, and pupils with expanded educational opportunities.
    - Hold itself accountable for measurable, performance-based pupil outcomes.
    - Provide vigorous competition with other public school options available to parents, guardians, and students.



# Petition Review: Signatures



- Original petition was submitted with requisite 50% parent/guardian signatures
- Staff considers these signatures stale and no longer valid
- On re-filing, petitioners included signatures of 3 teachers
  - *Numerically* adequate:
    - 1<sup>st</sup> year certificated staffing estimated at 5 FTE
  - But signatories do not show meaningful interest
    - All are multiple subject credential holders, but
    - Budget reflects 5 teaching staff as: 3 ELA & 2 Math



# Petition Review: Required Affirmations

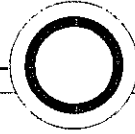


- √ The school shall be nonsectarian in its programs, admission policies, employment practices and all other operations.
- X The school shall not charge tuition
  - Affirmation provided, but procedures include de facto fee by requiring parents to volunteer.
  - In response to MHUSD concern, petitioners stated it is voluntary, but form appears mandatory
- √ The school shall not discriminate against any pupil on any basis prohibited by law
- √ Admission shall not be based on residence, except as permitted by law
- √ The school shall admit all interested students and hold a public random lottery if interest exceeds capacity
- √ The school will provide notice to the Superintendent within 30 days if a student is expelled or leaves prior to graduation

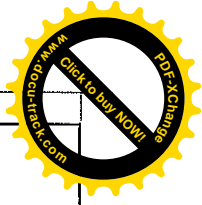




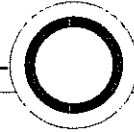
# Petition Review: Educational Program



- Target population:
  - **Description is reasonably comprehensive.**
    - Petition indicates grades and that school will serve 40-60% ELs.
  - **Proposed target population, itself, is not educationally unsound. However, staff is concerned that:**
    - Petition fails to include Transitional Kindergarten as required by law
    - Target population is not aligned to budget, which is based on assumption of 25% ELs.
    - Petitioners make no mention of how Migrant students will be served; This appears inconsistent with their stated target population.
  - **Proposal made with appropriate knowledge and expertise, except as to migrant families.**
    - Petitioners are familiar with MHUSD demographics
    - Target group appears realistic



# Petition Review: Educational Program



- Clear and concise mission statement that is aligned to all elements and programs, and which conveys definition of an educated person in the 21<sup>st</sup> century, belief of how learning best occurs & goals for supporting students' life-long learning:
  - **Description is reasonably comprehensive**
  - **Description is educationally sound**
  - **Description reflects adequate knowledge and expertise**

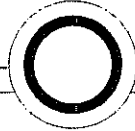


# Petition Review: Educational Program

- Framework for instructional design aligned with needs of target student population:
  - **Description is not adequate**
    - Lacks description of strategies for delivering academic content beyond foundational reading skills to demographic being served.
    - Description focuses on one area of learning: English reading
    - Little description of other core areas, including math, science and social science.
    - Lack description of 21st Century Skill development
    - Lacks evidence of sustainability. While MHUSD does not expect full design for future grades, 5-year petition should include how program is implemented in all grades served within petition period.
  - **As described, program contains unsound elements**
    - Petition's focus on teaching isolated and discrete reading skills:
      - Is not shown to develop grade-level academic, language skills; and
      - Is not aligned to target population's need for instructional design that integrates developing content knowledge with language development
  - **As described, petitioners appear to lack adequate expertise to serve target population.**



# Petition Review: Educational Program



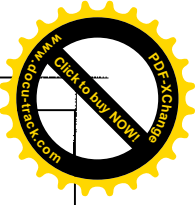
- Basic learning environment (e.g., site-based matriculation, independent study, community-based education, or technology-based education).
  - **Description is not adequate**
    - Petition describes adequate use of site-based learning, independent study, technology-based education & flexible groupings of students.
    - Petition appears internally inconsistent regarding student/teacher ratios. Program description not consistent with budget assumptions.
  - **Description contains unsound elements**
    - Despite “full-inclusion” claims, program isolates EL and low-achieving students by depriving them of “enrichment” opportunities provided to other students.
  - **Description reveals inadequate knowledge and expertise**
    - As discussed above, Petition does not evidence deep knowledge of target population needs



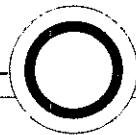
# Petition Review: Educational Program



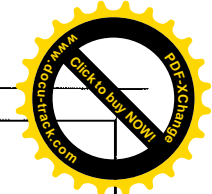
- Instructional approaches, including curriculum and teaching methods (or adequate plans for their development) that will enable pupils to master content standards and achieve charter objectives:
  - **Description not adequate and/or contains unsound elements**
    - Limited understanding of Direct Instruction as an instructional framework
    - Lacks description of instructional shifts needed for implementation of Common Core State Standards (CCSS)
    - Assessments do not reflect CCSS
    - Instruction described as “interactive” but not supported by teaching strategies noted. Appears to use high amount of rote learning
    - Teaching methods not aligned to instructional demand of CCSS.
    - Fails to offer Transitional Kindergarten
  - **Above concerns reflect inadequate plan to enable students to master Common Core State Standards**



# Petition Review: Educational Program



- How MHPS will identify and respond to needs of pupils achieving substantially above/below grade level:
  - **Not adequately described**
    - RTI is adequately described for low-achieving students
    - Program relies on expertise of .5 Special Ed. teacher to serve low-achieving students, but doesn't address compliance with state student load caps
    - Some description of how high achieving students will be served; Strategies lack depth and complexity
  - **Program contains unsound elements**
    - Relies on reading levels to identify high-achieving students, which may exclude gifted ELs or achievement in other areas
    - Low-achieving students deprived of "enrichment" opportunities
  - **Petitioners have limited knowledge and expertise to implement program, as described**



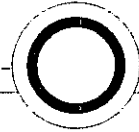
# Petition Review: Educational Program



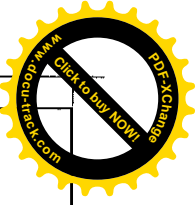
- How MHPS will meet the needs of English Learners
  - **Program is not adequately described- ELD and SDAIE**
    - Contains adequate description of specific services and assessments:
    - State requirements including CELDT
    - Daily ELD (30 min)
    - Use of ADEPT to assess language needs; Language for Learning program assessment used every 10 days; Daily assessment through classroom strategies
    - Lacks specific description of how various assessments will be used
    - List of strategies mentioned GLAD, SDAIE, Whole Brain Teaching, etc; unclear how various strategies will be used
  - **Program, as described is unsound:**
    - Focus in ELD is not on second language development; no mention of language objectives in lesson design, forms and functions or explicit language teaching
    - Materials and approach are not designed for second language acquisition.



# Petition Review: Educational Program

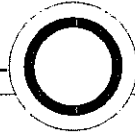


- How MHPS will meet the needs of English Learners
  - **Program is not adequately described- Literacy**
    - Cites research on reading as pathway to learning English
      - Does not adequately describe how oral language development is integrated with literacy instruction
      - Does not adequately address how modifications to literacy instruction will be made for EL students
    - School goal on multilingualism is not supported by program design
  - **Program, as described, contains unsound elements**
    - Primary focus is on early literacy components (word level skills)
    - Lack of attention to comprehension, developing listening comprehension, metalinguistic aspects required for ELs in reading
    - Does not include strategies or curricula for integrating academic content and language acquisition; and
    - Limits access to enrichment programs based on language ability
    - Lack of culturally responsive teaching strategies

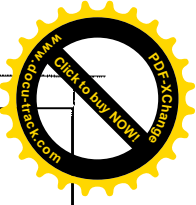




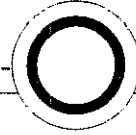
# Petition Review: Educational Program



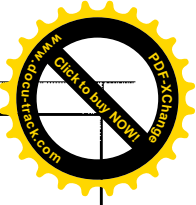
- **Proposal reflects limited expertise in the area of serving ELs**
  - Petition repeatedly refers to Common Core Standards in ELD; no mention of new ELD Standards
  - Limited knowledge of second language acquisition
  - Lacks comprehensive literacy program for ELs
  - Use of materials and strategies that are designed for native English speakers being used for students learning second language



# Petition Review: Educational Program



- How MHPS will meet the needs of English Learners
  - **Additional note regarding programmatic concerns**
    - In reviewing the first petition, staff alerted petitioners to MHUSD's concern that, "read together, the many strategies described in the Petition for supporting EL students do not provide for a clear and cohesive EL program."
    - Petitioners responded: "We disagree but are more than willing to learn more about the Morgan Hill EL program and implement any recommendations from district staff."
    - The new petition did not address the concern.



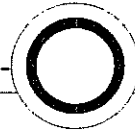
# Petition Review: Educational Program

- MHPS Special Ed. plan: Process for identifying students eligible for SPED programs/services; how MHPS will provide services; MHPS understanding of its legal duties and how it will meet them.
  - **Program is not adequately described**
    - Minimal information on how FAPE will be provided to students for whom inclusion is not appropriate
    - Little information regarding provision of supports and related services, other than in the general education classroom through push-in model.

(continued next side)



# Petition Review: Educational Program

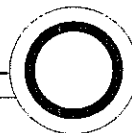


## MHPS Special Ed. plan (continued)

- Does not describe or budget for appropriate staffing
- Petition only discusses an inclusion model - no account for other services deemed necessary for educational benefit for students with moderate to severe disabilities.
- No information on support from a school psychologist mandated to make decisions on eligibility for special education
- No information on support staff to provide speech and language services, OT, or nursing services
- Little discussion of role of IEP Teams
- **Information is insufficient to assess soundness**
- **Information suggests lack of expertise in this area**



# Petition Review: Educational Program



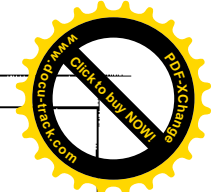
- Includes bell schedules, academic calendar, number of school days & instructional minutes for each grade level served.
  - **Required information is adequately provided; sound**
  - **Presents no concerns regarding knowledge or expertise**



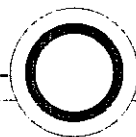
# Petition Review: Educational Program



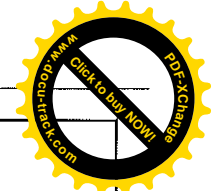
- Includes, at a minimum, full curriculum for one course or grade level; specifies that full curriculum will be provided before school opens
  - Sample of Pacing Guide using Common Core Standards included in petition.
  - No scope and sequence submitted; available from CDE on 6/15/13
  - Insufficient evidence of Common Core Standards implementation or plan for transition from California State Standards to CCSS and related assessments.



# Petition Review: Educational Program



- **Materials and technology available to students**
  - **Materials and technology are adequately described**
  - **Proposed materials and technology are not unsound**
    - However, MHUSD staff note with concern that software identified emphasizes skill building rather than critical thinking. Given the program's heavy emphasis on computer-based learning, there is a concern that the program lacks innovation in its focus on rote learning.
  - **Proposal reflects adequate expertise to implement the proposed program**



# Petition Review: Measurable Student Outcomes

- Specifies skills, knowledge, and attitudes that reflect school's educational objectives and can be assessed, at a minimum, by objective means that are frequent and sufficiently detailed to determine if pupils are making satisfactory progress.
  - **Not adequately described**
    - Student growth described using CST; lacks an assessment transition plan to performance-based assessments aligned with CCSS
    - Petition provides list of measures but lacks description of how assessments will be used to assess progress and/or provide data in RTI process
  - **Lack of adequate information to determine soundness of assessment processes**
  - **Petitioners appear to be uninformed regarding current and appropriate assessments**





# Petition Review: Methods By Which Pupil Progress Is To Be Measured

- Utilizes a variety of assessment tools appropriate to the skills, knowledge or attitudes being assessed, including at a minimum, tools that employ objective means of assessment.
  - **Not adequately described**
    - Description is adequate for foundational reading skills
    - List of assessments included
    - Not adequate for comprehension in reading and other reading skills in upper grades;
    - No performance based measurements
    - No mention of math, writing, science, social studies assessments
  - **As described, assessment methods contain unsound elements**
  - **Petitioners appear unknowledgeable regarding appropriate assessments**

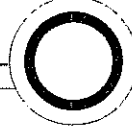


# Petition Review: Methods By Which Pupil Progress Is To Be Measured

- Outlines plan for collecting, analyzing and reporting data on pupil achievement to school staff and parents/guardians, and for utilizing the data to continuously monitor and improve the educational program.
  - **Plan is adequately described**
    - Teacher daily & weekly review of assessment data
    - Several assessments mentioned including DIBELS, ADEPT, STAR, Lexia, quizzes & interim benchmarks
  - **As described, plan contains unsound elements**
    - Plan for communication to parents/guardians is insufficient
  - **Description includes assessments to be used to monitor student progress; lacks plan to measure and report program effectiveness**



# Petition Review: Governance Structure of the School, Including Opportunities for Parental Involvement



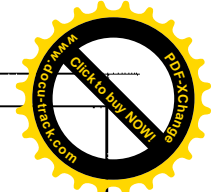
- Includes evidence that design of governance structure reflects a seriousness of purpose necessary to ensure that:
  - 1) The charter school will become and remain a viable enterprise.
- **Adequately described corporate structure.**
  - Proof of nonprofit status
  - How often the board will meet
  - Compliance with the Brown Act
  - Conflict of interest policy
  - Size/composition of board
  - Board's scope of authority
  - Method for appointment and replacement of directors
  - How board skills will be developed



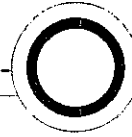
# Petition Review: Governance Structure of the School, Including Opportunities for Parental Involvement



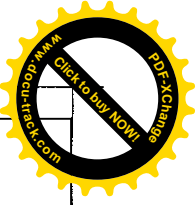
- Includes evidence that design of the governance structure reflects a seriousness of purpose necessary to ensure that:
  - 1) The charter school will become and remain a viable enterprise. (Con't)
- **Does not adequately described governance relationship between MHPS and The Navigator Schools Corporation**
  - Petition refers to a Principal and an Executive Director but never explains the role of Executive Director
  - Internal dispute resolution process is vague and does not address possible disputes between MHPS and Navigator over issues such as: staffing, program, resource allocation among the Navigator schools, use of the Navigator name & logo, and school closure.



# Petition Review: Governance Structure of the School, Including Opportunities for Parental Involvement



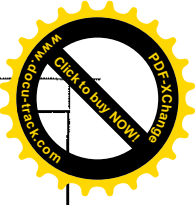
- 
- Includes evidence that design of governance structure reflects a seriousness of purpose necessary to ensure that: 2) There will be active and effective representation of interested parties, including parents/guardians.
  - **Does not adequately provide for parent/guardian representation**
    - Centralized, single board over 3 schools in 3 different counties
    - Meetings held at location “convenient for all 3 schools”
    - Describes intention to have grassroots involvement & local responsibility, but not how this will be achieved
    - Selection process and criteria for board make parent membership on board unlikely
    - Parents have no role in selecting board members
    - Opportunities for school-based governance are vague & optional
      - Principal “may” not “shall” form an Advisory Council



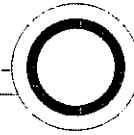
# Petition Review: Governance Structure of the School, Including Opportunities for Parental Involvement



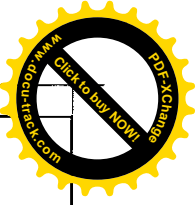
- Includes evidence that design of the governance structure reflects a seriousness of purpose necessary to ensure that:
  - 3) The educational program will be successful
    - **Governance design is insufficient to ensure success**
      - Centralized structure does not appear focused on unique needs of the Morgan Hill community
      - Governance structure does not require representation from all host communities



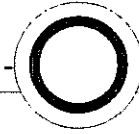
# Petition Review: Employee Qualifications



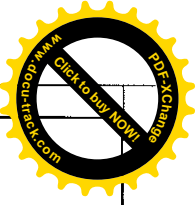
- Identifies general qualifications for various categories of employees the school anticipates hiring. The qualifications shall be sufficient to ensure the health and safety of the school's faculty, staff, and pupils.
  - **Descriptions are reasonably comprehensive**
  - **As described, contains unsound elements**
    - **Inconsistency regarding the responsibilities of paraprofessionals, whether they teach non-core subjects and enrichment (p. 91) or assist certificated staff (p. 102).**
  - **As described, reflects limited knowledge and expertise**



# **Petition Review: Employee Qualifications**



- Identifies positions that charter school regards as key in each category and specifies additional qualifications expected of individuals assigned to those positions.
- Description is reasonably comprehensive with the following concern:
  - Special Educator's responsibilities include coordinating services for ELs, low achieving, and high achieving students, in addition to students with IEPs.
- As described, contains unsound elements
  - Identified Special Educator and Paraprofessionals positions are assigned responsibilities outside the normal scope without describing additional qualifications
- Description does reflect adequate knowledge and expertise of the above positions

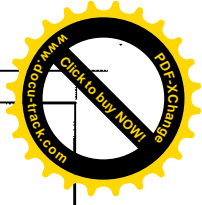


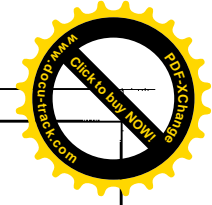


# **Petition Review: Employee Qualifications**

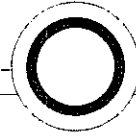


- Identifies special qualifications or skills necessary to meet the needs of specific pupil populations the school will serve, and identifies the employees expected to possess those special qualifications.
- **Description is reasonably comprehensive with the following concern:**
  - **No mention of CLAD certification for teachers teaching ELs**
  - **No mention of bi-lingual preferred for teaching staff with a high targeted Spanish-speaking population**
- **As described, contains unsound elements**
  - **CLAD or SDAIE certification is a compliance issue**
- **Description reflects limited knowledge and expertise**

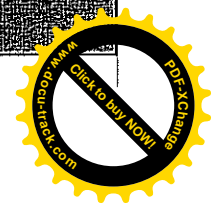




# Petition Review: Employee Qualifications



- Specifies that all requirements for employment set forth in applicable provisions of law will be met, including but not limited to state credentialing requirements.
- **As described, contains unsound elements regarding credential compliance:**
  - The NCLB requirement is based on the educational policy that students receive their instruction from certificated staff with certification in the fields of study that they teach. The Navigator model is not based on this premise, with a heavy reliance (up to 49.9%) of staff that are not highly qualified. Students rotate to meet minimum requirements, remaining with the homeroom teacher 50.1% of their day, retaining multiple subject credentialed teachers instead of single-subject credentialed teacher.



# Petition Review: Health and Safety Procedures

- **Petition description is sufficiently comprehensive**

- Requires all employees to furnish criminal record summary
- Includes the examination of employees for tuberculosis
- Requires pupil immunizations

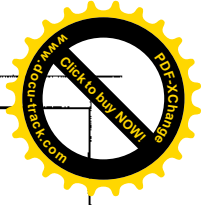
- **Missing statutory exception for homeless students**

- Provides for pupil vision, hearing & scoliosis screenings
- Requires dissemination of diabetes information
- Requires emergency preparedness procedures

- **Missing that School will prepare comprehensive safety plan**

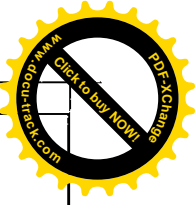
- Addresses bloodborne pathogens
- Addresses facility safety

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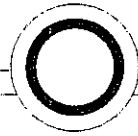
# Petition Review: Health and Safety Procedures (cont'd)

- Includes staff responsibilities for promoting safety
  - **Petition only mentions staff will be trained in CPR and First Aid.**
    - Although medical staff is identified in the budget, licensed staff are not included in the description for health & safety procedures in the petition (i.e. school nurses) who are appropriately trained to provide training, administer medications, conduct vision and hearing screenings, scoliosis screening, or provide direction on diabetes protocols. This would be considered insufficient for the petition to move forward if not found in the budget.
  - **Missing requirement that staff be informed of mandated reporter duty**





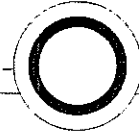
# **Petition Review: Means by Which School Will Achieve Racial/Ethnic Balance Among Pupils Reflective of District**



- Contains plan for achieving racial & ethnic balance that reflects the demographics of MHUSD
  - **Plan is adequately described**
    - Focus on recruitment efforts with academically low-achieving & economically disadvantaged students
    - Describes partnering with community-based groups for recruitment
    - Use of flyer campaign with bilingual representatives
    - Recognizes and stays within legal parameters created by open admissions requirements



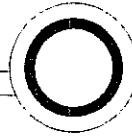
# Petition Review: Means by Which School Will Achieve Racial/Ethnic Balance Among Pupils Reflective of District



- Contains plan for monitoring and correcting racial/ethnic imbalance
  - **Plan is adequately described**
    - Charter board annually appoints a review committee
    - If committee finds imbalance, it will:
      - review policy, outreach and services; and
      - develop plan to attempt to remedy the discrepancy
    - Committee also assesses relationships with community organizations
    - Recognizes and stays within legal parameters

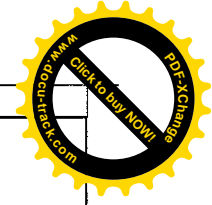


# Petition Review: Financial Audits



- Specifies who is responsible for contracting and overseeing the independent audit
- Specifies that the auditor will have experience in education finance
- Outlines process of providing audit reports to the District and COE and timeline in which audit exceptions will be addressed
- Describes process and timeline for resolving audit exceptions and deficiencies to District's satisfaction





# Petition Review: Suspension and Expulsion

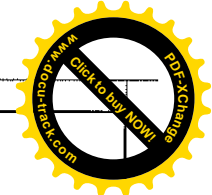


- **Petition adequately describes suspension/expulsion process, including:**
  - Identification of offenses for suspension/expulsion
  - Description of procedures for suspension/expulsion
  - Description of procedures for informing parents/guardians & pupils of their due process rights
  - Provides for due process
  - Includes policies/procedures and commits to annual review

(continued on next slide)







# **Petition Review: Suspension and Expulsion (cont'd)**



- **As described, suspension/expulsion policy contains unsound elements**
  - Fails to prohibit suspension for truancy
  - Fails to provide that discretionary suspensions/expulsions occur only when other means of correction have been attempted or are futile; and/or the student is dangerous
  - Parents have no right to appeal
  - Parents provided no assistance for placement following an expellable incident.
  - Receiving districts not informed regarding expulsions from MHPS
- **Petition shows understanding of relevant laws, including rights of disabled students subject to discipline**

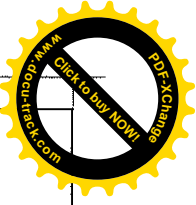


# Petition Review: Staff Retirement System

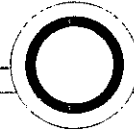


- **Not adequately described**

- Petition is internally contradictory:
  - Element 11 states all employees will participate in federal social security
  - Budget narrative (App. Y) states certificated staff will participate in STRS.
- Petition does identify Principal as responsible employee for ensuring appropriate arrangements for coverage are made.

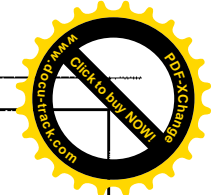


# Petition Review: Attendance Alternatives

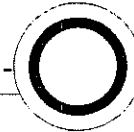


- States that pupils may attend other schools or pursue inter-district transfer.
- Provides that parents/guardians will be informed that pupils have no right to admission to a particular school in any district as a consequence of enrollment in MHPS.





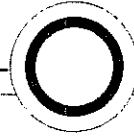
# Petition Review: Employee Rights



- Affirms that MHPs/Navigator employees will have the following rights:
  - No public school district employee may be required to work at the charter school.
  - Any rights upon leaving employment of an LEA to work in the charter school as the LEA may specify;
  - Any rights of return to employment in an LEA after leaving employment in the charter school as the LEA may specify.
- States MHPs/Navigator employees are the exclusive employees of MHPs/Navigator, and not MHUSD.
- Provides that sick or vacation leave or years of service credit at the District or any other school district is not to be transferred.



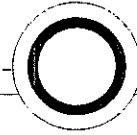
# Petition Review: Dispute Resolution



- Outlines process for MHPS/Navigator and MHUSD to settle disputes
  - **Process is adequately described, as discussed above under governance structure.**
- Outlines process for MHPS to use to resolve internal complaints and disputes
  - **Process is inadequate, as discussed above under governance structure.**



# Petition Review: Labor Relations



- States that Navigator Schools shall be the exclusive employer for EERA purposes.



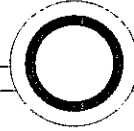
# Petition Review: Procedures for School Closure



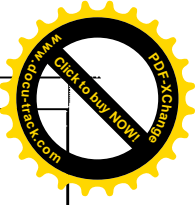
- Outlines detailed process to be used if MHPS closes
- Includes final audit and specific plans for disposition of assets and liabilities
- Provides for maintenance of pupil records



# Petition Review: Impacts Analysis



- **Petition fails to include discussion of the impact on the chartering district, including facilities and manner in which administrative services will be provided, as required by Education Code § 47605(g).**
  - **But note: impacts may not be considered as basis to deny petition.**

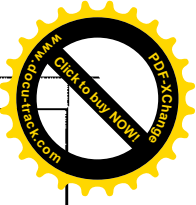




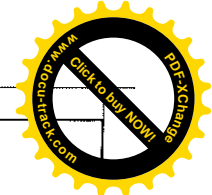
# **Petition Review: Budget and Financial Information**

The budget and financial review utilized the State Board of Education's criteria (as specified in 5 CCR § 11967.5.1) to evaluate the following five areas:

- **Include, at a minimum, the first-year operational budget, start-up costs, and cash flow, and financial projections for the first three years.**
  - **Petition includes required documents, although significant concerns are identified**
  - **Budget narrative identifies start-up costs in the areas of Books & Supplies, Services, and Capital Expenditures; however start-up costs are not separately identified within the line-item budget**



# **Petition Review: Budget and Financial Information**



- **Include in the operational budget reasonable estimates of all anticipated revenues and expenditures necessary to operate the school, including, but not limited to, special education, based, when possible, on historical data from schools or school districts of similar type, size, and location.**

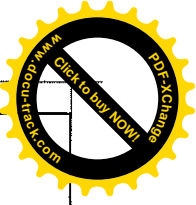
## **Revenues:**

- **State revenue assumptions are not based on Local Control Funding Formula although the legislation (AB 97) was signed into law on June 26, 2013 by Governor Brown**
  - **The petition states "Morgan Hill Prep School is aware of the proposal for the Local Control Funding Formula, but is not currently planning that the LCFF will be implemented"**



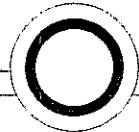
# **Petition Review: Budget and Financial Information**

- **Budget assumes receipt of \$575,000 from the Public Charter School Grant Program (PCSGP), which is a federal funded competitive grant administered by CDE.**
  - The petition does not detail a plan for addressing the potential shortfall in the budget if the charter school fails to receive this grant
  
- **The supplemental budget information provided in June 2013 shows accounting practices should be reviewed for compliance**
  - All revenues generated by the food service program must be deposited into a restricted fund solely for the operation or improvement of the food service program (Federal Regulation 7 CF210.14(a))
    - Revenue from paid meals is budgeted in Unrestricted General Fund. In order to ensure compliance with applicable laws, all revenues generated by the food service program should be deposited into the fund for the exclusive use of the food service program





# Petition Review: Budget and Financial Information

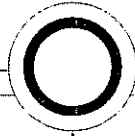


## Expenditures:

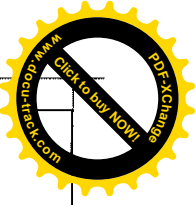
- **The budget for the Food Service and Special Education programs indicate that both will be fully supported by the revenues generated by each program.**
  - Historical data indicates that both of these programs have traditionally had unfunded costs, particularly special education. MHUSD's unfunded cost for special education is estimated at \$1,025/ADA which would be a substantial impact to the petitioners budget
  
- **Compensation as an overall percentage of the total budget is 60% in 2014-15, 63% in 2015-16, and 63% in 2016-17**
  - Historical data indicates that compensation typically represents 85% of a district's total budget. Staff notes that lower compensation may hamper the charter school's efforts to attract and retain qualified staff
  
- **Other Expenses**
  - Several expenditure items in the budget appear extremely low. For example legal costs are budgeted at \$5,000 and water at \$1,800.
  - MHUSD is the largest geographic district in Santa Clara County, but no transportation expenses are included in the budget. This could present an obstacle in serving the target population.



# **Petition Review: Budget and Financial Information**



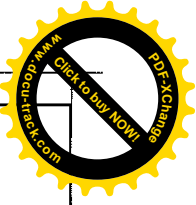
- Include budget notes that clearly describe assumptions on revenue estimates, including, but not limited to, the basis for average daily attendance estimates and staffing levels.
  - The budget assumes an ADA to Enrollment ratio of 95% which is reasonable for an elementary school



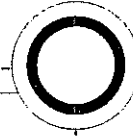
# Petition Review: Budget and Financial Information

- Based on the staffing assumptions provided, the calculated staffing ratio is inconsistent with the stated class size ratio of 30:1
  - Previously charter schools were not required to adhere to the class size ratios contained in Ed Code 41376 and 41378 because they were not funded by Revenue Limit
  - With the implementation of Local Control Funding Formula it is probable that ALL schools will now have to comply with these class size ratios, staff notes that the penalties associated with exceeding the class size ratios would significantly affect the petitioners budget

Year	Enrolled Students	ELA/Math Teachers (FTE)	Ratio
2014-15	180	5.00	36.00
2015-16	240	6.00	40.00
2016-17	300	8.00	37.50



# **Petition Review: Budget and Financial Information**



- Present a budget that in its totality appears viable and over a period of no less than two years of operations provides for the amassing of a reserve equivalent to that required by law for a school district of similar size to the proposed charter school.
  - **The budget provides for the CDE recommended reserve of 5%**
  - **Given the concerns with the underlying budget assumptions the budget is not realistic**



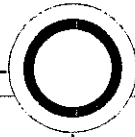
# **Petition Review: Budget and Financial Information**

- Demonstrate an understanding of the timing of the receipt of various revenues and their relative relationship to timing of expenditures that are within reasonable parameters, based, when possible, on historical data from schools or school districts of similar type, size, and location.
  - **Petitioners have included five years of cash flow statements; however, cash flow is inherently linked to budget assumptions. Inaccurate budget assumptions will lead to inaccurate cash flow projections.**
  - **Cash flow statements begin July 2013; however, start-up costs would likely be incurred prior to this date. It is unclear how these costs would be funded.**

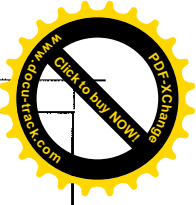




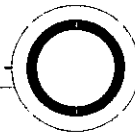
# **Petition Review: Budget and Financial Information**



- **Cash Flow assumptions for “General Block Grant” (i.e. LCFF) appear not to take into consideration that as a result of the passage of Proposition 30 approximately 16.4% of funds are paid quarterly from the Educational Protection Account as opposed to the monthly apportionment schedule.**
  
- **The first three years of cash flow projections show the month with the lowest ending cash to be December 2014 (\$69,728), February 2016 (\$7,230), and February 2017 (\$6,378).**
  - **The petition identifies three solutions for cash flow issues - a loan from a subsidiary school, a CDE Revolving Loan (initial loan will be repaid by February 2017), or a Commercial Loan**



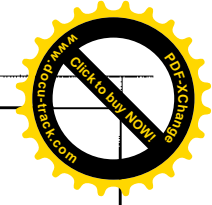
# **Application of Limited Criteria On Which Denial May be Based**



**Does the Petition contain the  
required number of signatures?**

**Staff finding: No**





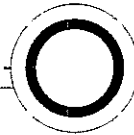
# The Petition Does Not Contains the Requisite Signatures



- Basis for conclusion:
  - Petition includes signatures of 3 teachers, which is numerically adequate.
  - According to staffing information in budget, signatories are not eligible to be hired so cannot express meaningful interest to teach at the school.



# **Application of Limited Criteria On Which Denial May be Based**

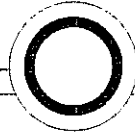


**Does the Petition contain an  
affirmation of each required  
condition as described in Ed. Code  
Section 47605(d)?**

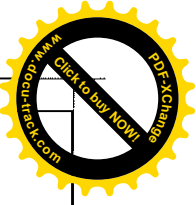
**Staff finding: No.**



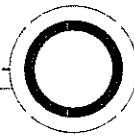
# The Petition Does Not Contain All Requisite Affirmations



- Basis for conclusion:
  - Petition included affirmation of no tuition, but parent work hours do not appear truly voluntary.

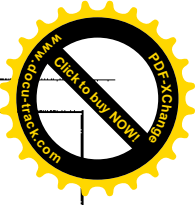


# **Application of Limited Criteria On Which Denial May be Based**



**Does the Petition contain reasonably  
comprehensive descriptions of all 16  
required elements?**

**Staff finding: No**



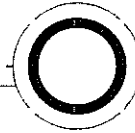
# **The Petition Does Not Contain Reasonably Comprehensive Descriptions of All 16 Required Elements**

Basis for conclusion: a significant number of the components were not reasonably comprehensive:

- Educational Program
  - Instructional design and approaches
  - Identifying and serving low/high achieving students, EL students & special needs students
- Measurable Outcomes
- Methods By Which Pupil Progress Is To Be Measured
- Governance relationship between MHPS and The Navigator Schools Corporation



# **Application of Limited Criteria On Which Denial May be Based**



**Does the Petition present an  
unsound educational program?**

**Staff finding: Yes**





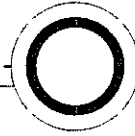
# The Petition present an unsound educational program



- Basis for Conclusion: a significant number of petition components contained unsound elements:
  - Framework for instruction
  - Basic learning environment
  - Instructional approaches, including curriculum and teaching methods
  - How MHPS will identify and respond to high/low achieving students
  - How MHPS will meet the needs of English Learners
  - Materials and technology available to students
  - Measurable student outcomes
  - Assessment methods
  - Parent/guardian representation and involvement
  - Internal dispute resolution process
  - Governance design is insufficient to ensure success
  - Suspension/Expulsion policy



# **Application of Limited Criteria On Which Denial May be Based**

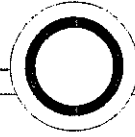


**Are petitioners demonstrably  
unlikely to successfully implement  
the program set forth in the petition?**

**Staff finding: Yes**

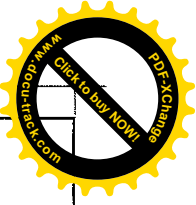


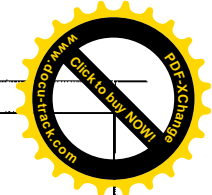
# Petitioners Are Demonstrably Unlikely To Successfully Implement The Program Set Forth In The Petition



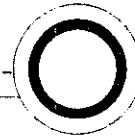
- Basis for Conclusion:

- Petitioners are unfamiliar, in MHUSD's judgment, with the content of the petition or the requirements of law that would apply to the proposed charter school.
  - Recurring theme: Lack of expertise in serving English language learners
  - Unaware of credentialing and federal NCLB requirements
  - Unaware of mandated reporter requirements
  - Lack of knowledge/expertise delivering special education services
  - Unfamiliar with current and appropriate assessments





# **Petitioners Are Demonstrably Unlikely To Successfully Implement The Program Set Forth In The Petition**

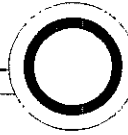


## **Basis for Conclusion:**

- Petitioners have presented an unrealistic financial and operational plan regarding administrative services.
  - Documentation does not adequately describe the structure for providing administrative services, including: personnel transactions, accounting & payroll that reflects an understanding of school business practices and expertise to carry out the necessary administrative services, or a reasonable plan and timeline to develop and assemble such practices and expertise.

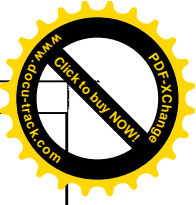


# **Petitioners Are Demonstrably Unlikely To Successfully Implement The Program Set Forth In The Petition**

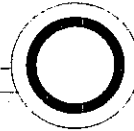


## **Basis for Conclusion:**

- Board of Education is required to consider the level of support for the petition by teachers employed by the district, other employees of the district, and parents.
  - Level of support is most relevant to likelihood of success.
  - Board should factor in its assessment of public support, as reflected at the public hearing held on September 10, 2013.

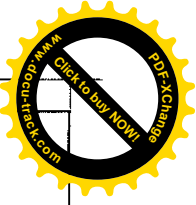


# Petitioners Are Demonstrably Unlikely To Successfully Implement The Program Set Forth In The Petition

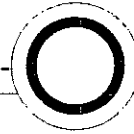


- Basis for Conclusion:

- Past history of interaction with Navigator Charter School MHUSD regards as unsuccessful.
  - Unsatisfactory resolution of NCLB compliance issues
  - District staff reached out to Navigator leaders prior to and after the first petition was submitted. Staff was met with resistance or no response from Navigator leaders about District suggested collaboration activities, program structure, special education concerns, transportation matters, and recruiting practices.
  - Navigator unresponsive to district request for clarification on petition signatures



# Superintendent Recommendation



- Based on the careful and thorough review given to the petition, as presented here, the Superintendent respectfully recommends to the Board of Education that:
  - The Navigator, Morgan Hill Prep, charter petition be denied; and
  - The Board adopt the proposed written findings consistent with the findings presented.
- Should the Board wish to grant the petition, an alternate resolution has been provided.



## 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 and 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 State 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: James Dent, Lead Petitioner

Signature: 

Date: October 31<sup>st</sup>. 2014

School Name: **Morgan Hill Prep School**



**Morgan Hill Prep School**  
Budget Summary

	<u>2014/15</u>	<u>2015/16</u>	<u>2016/17</u>	<u>2017/18</u>	<u>2018/19</u>
	Budget	Budget	Budget	Budget	Budget
<b>SUMMARY</b>					
<b>Revenue</b>					
General Block Grant	1,153,140	1,615,091	2,103,230	2,625,116	3,180,630
Federal Income	533,450	310,304	208,355	258,327	310,304
Other State Income	107,492	146,630	187,547	230,320	275,033
Other Local Revenue	10,248	14,022	18,014	22,233	26,688
Fundraising and Grants	15,000	15,450	15,914	16,391	16,883
<b>Total Revenue</b>	<b>1,819,330</b>	<b>2,101,498</b>	<b>2,533,060</b>	<b>3,152,387</b>	<b>3,809,538</b>
<b>Expenses</b>					
Compensation and Benefits	863,931	1,100,963	1,327,006	1,606,149	1,885,641
Books & Supplies	279,230	264,205	318,312	375,870	436,089
Services & Operating Exp.	374,061	489,585	598,256	724,597	856,146
Capital Outlay	20,000	20,600	21,218	21,855	22,510
<b>Total Expenses</b>	<b>1,537,222</b>	<b>1,875,352</b>	<b>2,264,792</b>	<b>2,728,470</b>	<b>3,200,386</b>
<b>Operating Income (excluding Depreciation)</b>	<b>282,108</b>	<b>226,146</b>	<b>268,268</b>	<b>423,917</b>	<b>609,152</b>
<i>Operating Income (including Depreciation)</i>	<i>298,108</i>	<i>238,626</i>	<i>277,123</i>	<i>429,037</i>	<i>610,425</i>
<b>Fund Balance</b>					
Beginning Balance (Unaudited)	-	282,108	508,254	776,523	1,200,439
Audit Adjustment	-				
Beginning Balance (Audited)	-				
Operating Income (including Depreciation)	298,108	238,626	277,123	429,037	610,425
<b>Ending Fund Balance (including Depreciation)</b>	<b>298,108</b>	<b>520,734</b>	<b>785,377</b>	<b>1,205,559</b>	<b>1,810,865</b>
CDE Recommended Reserve (5% of Expenses)	76,861	93,768	113,240	136,424	160,019

**Morgan Hill Prep School**  
Budget Summary

	<u>2014/15</u>	<u>2015/16</u>	<u>2016/17</u>	<u>2017/18</u>	<u>2018/19</u>
	Budget	Budget	Budget	Budget	Budget
<b>DETAIL</b>					
<b>Enrollment</b>					
K to 3	180	240	240	240	240
4 to 6	-	-	60	120	180
Total Enrollment	<u>180</u>	<u>240</u>	<u>300</u>	<u>360</u>	<u>420</u>
<b>Attendance Rates</b>					
K to 3	95.0%	95.0%	95.0%	95.0%	95.0%
4 to 6	<u>95.0%</u>	<u>95.0%</u>	<u>95.0%</u>	<u>95.0%</u>	<u>95.0%</u>
Average	<u>95.0%</u>	<u>95.0%</u>	<u>95.0%</u>	<u>95.0%</u>	<u>95.0%</u>
<b>ADA</b>					
K to 3	171	228	228	228	228
4 to 6	-	-	57	114	171
Total ADA	<u>171</u>	<u>228</u>	<u>285</u>	<u>342</u>	<u>399</u>
Economically Disadvantaged	36	48	60	72	84
Free Lunch	72	96	120	144	168
Reduced Lunch	18	24	30	36	42
English Language Learners	45	60	75	90	105

**Morgan Hill Prep School**  
Budget Summary

	<u>2014/15</u>	<u>2015/16</u>	<u>2016/17</u>	<u>2017/18</u>	<u>2018/19</u>	
	Budget	Budget	Budget	Budget	Budget	
<b>REVENUE</b>						
<b>General Block Grant</b>						
8015	Charter Schools General Purpose Entitlement - State Aid	212,566	347,091	503,111	686,831	898,153
8012	Education Protection Account	206,643	289,424	376,899	470,421	569,969
8096	Charter Schools in Lieu of Property Taxes	733,932	978,576	1,223,220	1,467,864	1,712,508
	<b>SUBTOTAL - General Block Grant</b>	<u>1,153,140</u>	<u>1,615,091</u>	<u>2,103,230</u>	<u>2,625,116</u>	<u>3,180,630</u>
<b>8100 Federal Revenue</b>						
8182	Special Education Reimbursement	-	27,360	35,226	43,539	52,320
8220	Child Nutrition Programs	65,610	90,104	116,009	143,388	172,304
8291	Title I	31,500	31,500	42,000	52,500	63,000
8292	Title II	2,340	2,340	3,120	3,900	4,680
8293	Title III	9,000	9,000	12,000	15,000	18,000
8298	Implementation Grant	425,000	150,000	-	-	-
	<b>SUBTOTAL - Federal Income</b>	<u>533,450</u>	<u>310,304</u>	<u>208,355</u>	<u>258,327</u>	<u>310,304</u>
<b>8300 Other State Revenues</b>						
8311	New Schools Categorical Payment	-	-	-	-	-
8381	Special Education - Entitlement (State)	73,949	101,557	130,754	161,612	194,204
8520	Child Nutrition - State	8,748	12,014	15,468	19,118	22,974
8560	State Lottery Revenue	24,795	33,060	41,325	49,590	57,855
8592	Categorical Block Grant	-	-	-	-	-
0	Educationally Disadvantaged Block Grant	-	-	-	-	-
	<b>SUBTOTAL - Other State Income</b>	<u>107,492</u>	<u>146,630</u>	<u>187,547</u>	<u>230,320</u>	<u>275,033</u>
<b>8600 Other Local Revenue</b>						
8634	Food Service Sales	8,748	12,014	15,468	19,118	22,974
8636	Uniforms	1,350	1,854	2,387	2,950	3,545
8660	Interest	150	155	159	164	169
	<b>SUBTOTAL - Local Revenues</b>	<u>10,248</u>	<u>14,022</u>	<u>18,014</u>	<u>22,233</u>	<u>26,688</u>
<b>8800 Donations/Fundraising</b>						
8802	Donations - Private	15,000	15,450	15,914	16,391	16,883
	<b>SUBTOTAL - Fundraising and Grants</b>	<u>15,000</u>	<u>15,450</u>	<u>15,914</u>	<u>16,391</u>	<u>16,883</u>
<b>TOTAL REVENUE</b>		<u><b>1,819,330</b></u>	<u><b>2,101,498</b></u>	<u><b>2,533,060</b></u>	<u><b>3,152,387</b></u>	<u><b>3,809,538</b></u>

**Morgan Hill Prep School**  
Budget Summary

		<u>2014/15</u>	<u>2015/16</u>	<u>2016/17</u>	<u>2017/18</u>	<u>2018/19</u>
		Budget	Budget	Budget	Budget	Budget
<b>EXPENSES</b>						
<b>1000</b>	<b>Certificated Salaries</b>					
1100	Certificate Teachers Salaries	330,000	453,200	572,886	710,273	855,387
1103	Certificated Teacher - Substitute Pay	8,100	10,800	13,500	16,200	18,900
1148	Certificated Teacher - Special Ed	40,000	41,200	42,436	65,564	90,041
1150	Academic Coach	37,500	38,625	79,568	81,955	84,413
1300	Certificated Supervisor & Administrator Salaries	110,000	113,300	116,699	120,200	123,806
	<b>SUBTOTAL - Certificated Employees</b>	<b>525,600</b>	<b>657,125</b>	<b>825,089</b>	<b>994,191</b>	<b>1,172,547</b>
<b>2000</b>	<b>Classified Salaries</b>					
2100	Instructional Aide Salaries	100,000	144,200	148,526	174,836	202,592
2400	Clerical & Office Salaries	60,000	61,800	71,611	81,955	84,413
2930	Other Classified - Maintenance/grounds	15,000	18,540	23,870	32,782	33,765
	<b>SUBTOTAL - Classified Employees</b>	<b>175,000</b>	<b>224,540</b>	<b>244,007</b>	<b>289,573</b>	<b>320,770</b>
<b>3000</b>	<b>Employee Benefits</b>					
3100	STRS	39,600	50,135	60,392	73,923	88,212
3300	OASDI-Medicare-Alternative	23,837	29,760	36,366	42,601	47,875
3400	Health & Welfare Benefits	70,000	105,840	122,472	158,725	201,050
3500	Unemployment Insurance	8,876	7,112	6,608	8,624	10,388
3600	Workers Comp Insurance	21,018	26,450	32,073	38,513	44,799
	<b>SUBTOTAL - Employee Benefits</b>	<b>163,331</b>	<b>219,298</b>	<b>257,910</b>	<b>322,385</b>	<b>392,324</b>

**Morgan Hill Prep School**  
Budget Summary

	<u>2014/15</u>	<u>2015/16</u>	<u>2016/17</u>	<u>2017/18</u>	<u>2018/19</u>
	Budget	Budget	Budget	Budget	Budget
<b>4000 Books &amp; Supplies</b>					
4100 Approved Textbooks & Core Curricula Materials	22,500	7,725	7,957	8,195	8,441
4200 Books & Other Reference Materials	13,500	18,540	23,870	29,504	35,454
4315 Custodial Supplies	7,200	9,888	12,731	15,735	18,909
4320 Educational Software	55,000	20,000	20,600	21,218	21,855
4325 Instructional Materials & Supplies	18,000	24,720	31,827	39,338	47,271
4330 Office Supplies	3,750	4,820	5,888	7,458	8,610
4335 PE Supplies	2,500	2,575	2,652	2,732	2,814
4350 Uniforms	1,800	2,472	3,183	3,934	4,727
4410 Classroom Furniture, Equipment & Supplies	10,000	10,300	10,609	10,927	11,255
4420 Computers (individual items less than \$5k)	40,000	25,000	25,750	26,523	27,318
4430 Non Classroom Related Furniture, Equipment & Supplies	15,000	15,450	15,914	16,391	16,883
4710 Student Food Services	87,480	120,139	154,679	191,184	229,739
4720 Other Food	2,500	2,575	2,652	2,732	2,814
	-	-	-	-	-
<b>SUBTOTAL - Books and Supplies</b>	<b>279,230</b>	<b>264,205</b>	<b>318,312</b>	<b>375,870</b>	<b>436,089</b>

**Morgan Hill Prep School**  
Budget Summary

	<u>2014/15</u>	<u>2015/16</u>	<u>2016/17</u>	<u>2017/18</u>	<u>2018/19</u>
	Budget	Budget	Budget	Budget	Budget
<b>5000 Services &amp; Other Operating Expenses</b>					
5210 Conference Fees	6,250	8,034	9,813	12,430	14,350
5215 Travel - Mileage, Parking, Tolls	2,500	3,214	3,925	4,972	5,740
5305 Dues & Membership - Professional	3,500	3,605	3,713	3,825	3,939
5450 Insurance - Other	27,000	37,080	47,741	59,007	70,907
5510 Utilities - Gas and Electric	18,000	24,720	31,827	39,338	47,271
5520 Security	2,500	2,575	2,652	2,732	2,814
5525 Utilities - Waste	900	1,236	1,591	1,967	2,364
5530 Utilities - Water	1,800	2,472	3,183	3,934	4,727
5615 Repairs and Maintenance - Building	6,000	6,180	6,365	6,556	6,753
5616 Repairs and Maintenance - Computers	2,500	2,575	2,652	2,732	2,814
5631 Other Rentals, Leases and Repairs 1	10,000	10,300	10,609	10,927	11,255
5803 Accounting Fees	7,500	7,725	7,957	8,195	8,441
5804 CMO Fees	75,720	106,053	138,107	172,376	208,853
5812 Business Services	88,122	110,459	132,101	164,766	199,450
5815 Consultants - Instructional	10,000	10,300	10,609	10,927	11,255
5824 District Oversight Fees	34,594	48,453	63,097	78,753	95,419
5836 Fingerprinting	1,000	1,030	1,061	1,093	1,126
5839 Fundraising Expenses	1,000	1,030	1,061	1,093	1,126
5843 Interest - Loans Less than 1 Year	525	350	175	-	-
5845 Legal Fees	5,000	5,150	5,305	5,464	5,628
5848 Licenses and Other Fees	2,000	2,060	2,122	2,185	2,251
5851 Marketing and Student Recruiting	2,500	2,575	2,652	2,732	2,814
5854 Consultants - Other 1	5,000	5,150	5,305	5,464	5,628
5857 Payroll Fees	3,125	4,017	4,907	6,215	7,175
5860 Printing and Reproduction	1,800	2,472	3,183	3,934	4,727
5863 Professional Development	3,125	4,017	4,907	6,215	7,175
5869 Special Education Contract Instructors	-	20,000	30,000	40,000	50,000
5875 Staff Recruiting	1,500	1,545	1,591	1,639	1,688
5878 Student Assessment	3,600	4,944	6,365	7,868	9,454
5880 Student Health Services	4,500	6,180	7,957	9,835	11,818
5881 Student Information System	15,800	16,274	16,762	17,265	17,783
5887 Technology Services	15,000	15,450	15,914	16,391	16,883
5905 Communications - Cell Phones	9,000	9,270	9,548	9,835	10,130
5910 Communications - Internet / Website Fees	1,800	1,854	1,910	1,967	2,026
5915 Postage and Delivery	900	1,236	1,591	1,967	2,364
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>374,061</b>	<b>489,585</b>	<b>598,256</b>	<b>724,597</b>	<b>856,146</b>

**Morgan Hill Prep School**  
Budget Summary

		<u>2014/15</u>	<u>2015/16</u>	<u>2016/17</u>	<u>2017/18</u>	<u>2018/19</u>
		Budget	Budget	Budget	Budget	Budget
<b>6000</b>	<b>Capital Outlay</b>					
6100	Sites & Improvement of Sites	20,000	20,600	21,218	21,855	22,510
	<b>SUBTOTAL - Capital Outlay</b>	<u>20,000</u>	<u>20,600</u>	<u>21,218</u>	<u>21,855</u>	<u>22,510</u>
<b>TOTAL EXPENSES</b>		<u>1,537,222</u>	<u>1,875,352</u>	<u>2,264,792</u>	<u>2,728,470</u>	<u>3,200,386</u>
	Depreciation - Prior Years	-	4,000	8,120	12,364	16,735
	Depreciation - Current Year	4,000	4,120	4,244	4,371	4,502
<b>6900</b>	<b>SUBTOTAL - Depreciation</b>	<u>4,000</u>	<u>8,120</u>	<u>12,364</u>	<u>16,735</u>	<u>21,237</u>
<b>TOTAL EXPENSES including Depreciation</b>		<u>1,521,222</u>	<u>1,862,872</u>	<u>2,255,937</u>	<u>2,723,350</u>	<u>3,199,112</u>

**Morgan Hill Prep School**

Monthly Cash Flows

	2014/15												AP/AR	
	Actual & Projected													
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Forecast	
<b>Beginning Cash</b>	-	269,586	184,892	168,119	191,594	128,559	117,185	258,216	194,736	256,082	230,219	203,923		
<b>Revenue</b>														
General Block Grant	-	44,036	139,733	137,364	58,715	110,375	96,976	58,715	173,542	70,506	63,236	103,036	1,153,140	96,907
Federal Income	225,000	-	-	6,561	6,561	6,561	173,697	6,561	6,561	23,697	6,561	6,561	533,450	65,129
Other State Income	-	-	-	875	875	875	875	875	2,272	875	23,096	3,611	107,492	73,263
Local Revenues	-	540	1,430	920	920	920	920	920	920	920	920	920	10,248	0
Fundraising and Grants	100	1,355	1,355	1,355	1,355	1,355	1,355	1,355	1,355	1,355	1,355	1,355	15,000	-
<b>Total Revenue</b>	<b>225,100</b>	<b>45,930</b>	<b>142,517</b>	<b>147,074</b>	<b>68,425</b>	<b>120,085</b>	<b>273,823</b>	<b>68,425</b>	<b>184,650</b>	<b>97,352</b>	<b>95,168</b>	<b>115,482</b>	<b>1,819,330</b>	<b>235,299</b>
<b>Expenses</b>														
Compensation & Benefits	12,416	60,916	80,298	79,854	78,966	78,966	80,298	79,410	79,144	79,055	77,304	77,304	863,931	-
Books & Supplies	60,089	39,711	32,995	6,551	15,299	15,299	15,299	15,299	15,299	15,299	15,299	15,299	279,230	17,496
Services & Other Operating Expenses	33,008	13,056	40,722	31,919	31,919	31,919	31,919	31,919	31,919	31,919	31,919	31,919	374,061	0
Capital Outlay	-	20,000	-	-	-	-	-	-	-	-	-	-	20,000	-
<b>Total Expenses</b>	<b>105,514</b>	<b>133,683</b>	<b>154,014</b>	<b>118,324</b>	<b>126,184</b>	<b>126,184</b>	<b>127,516</b>	<b>126,628</b>	<b>126,362</b>	<b>126,273</b>	<b>124,522</b>	<b>124,522</b>	<b>1,537,222</b>	<b>17,496</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>119,586</b>	<b>(87,752)</b>	<b>(11,498)</b>	<b>28,750</b>	<b>(57,760)</b>	<b>(6,099)</b>	<b>146,307</b>	<b>(58,203)</b>	<b>58,288</b>	<b>(28,921)</b>	<b>(29,353)</b>	<b>(9,039)</b>	<b>282,108</b>	<b>217,803</b>
Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prior Year Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Accounts Receivable (current yr)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Accounts Payable (current yr)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	-	3,058	3,058	3,058	3,058	3,058	3,058	3,058	3,058	3,058	3,058	3,058	-	-
Loan Proceeds	150,000	-	-	-	-	-	-	-	-	-	-	-	-	-
Loan Payments	-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,334)	(8,334)	-	-	-	-	-	-
Capital Expenditure	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Changes (prepaids etc)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Ending Cash</b>	<b>269,586</b>	<b>184,892</b>	<b>168,119</b>	<b>191,594</b>	<b>128,559</b>	<b>117,185</b>	<b>258,216</b>	<b>194,736</b>	<b>256,082</b>	<b>230,219</b>	<b>203,923</b>	<b>197,942</b>		



**Morgan Hill Prep School**  
Monthly Cash Flows

	2015/16 Projected												Forecast	AP/AR
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun		
<b>Beginning Cash</b>	<b>197,942</b>	<b>285,723</b>	<b>202,018</b>	<b>219,057</b>	<b>159,093</b>	<b>87,827</b>	<b>148,814</b>	<b>101,881</b>	<b>75,258</b>	<b>276,447</b>	<b>299,183</b>	<b>311,746</b>		
<b>Revenue</b>														
General Block Grant	-	54,664	171,056	77,845	77,845	150,202	77,845	77,845	302,690	138,185	120,691	164,505	1,615,091	201,715
Federal Income	-	-	40,236	11,746	11,746	49,246	28,882	11,746	49,246	28,882	11,746	49,246	310,304	17,578
Other State Income	-	-	-	1,201	1,201	1,201	9,466	1,201	3,121	9,466	31,719	4,959	146,630	83,093
Local Revenues	-	742	1,958	1,258	1,258	1,258	1,258	1,258	1,258	1,258	1,258	1,258	14,022	0
Fundraising and Grants	-	-	1,545	1,545	1,545	1,545	1,545	1,545	1,545	1,545	1,545	1,545	15,450	-
<b>Total Revenue</b>	<b>-</b>	<b>55,406</b>	<b>214,796</b>	<b>93,596</b>	<b>93,596</b>	<b>203,452</b>	<b>118,997</b>	<b>93,596</b>	<b>357,861</b>	<b>179,337</b>	<b>166,960</b>	<b>221,514</b>	<b>2,101,498</b>	<b>302,386</b>
<b>Expenses</b>														
Compensation & Benefits	29,962	76,114	100,738	100,383	99,672	99,672	100,738	100,027	99,814	99,743	97,539	96,561	1,100,963	-
Books & Supplies	-	42,761	46,477	6,092	18,106	18,106	18,106	18,106	18,106	18,106	18,106	18,106	264,205	24,028
Services & Other Operating Expenses	21,354	33,220	53,587	42,381	42,381	42,381	42,381	42,381	42,381	42,381	42,381	42,381	489,585	0
Capital Outlay	-	8,240	8,240	458	458	458	458	458	458	458	458	458	20,600	0
<b>Total Expenses</b>	<b>51,316</b>	<b>160,335</b>	<b>209,043</b>	<b>149,313</b>	<b>160,616</b>	<b>160,616</b>	<b>161,682</b>	<b>160,971</b>	<b>160,758</b>	<b>160,687</b>	<b>158,483</b>	<b>157,505</b>	<b>1,875,352</b>	<b>24,028</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>(51,316)</b>	<b>(104,929)</b>	<b>5,753</b>	<b>(55,717)</b>	<b>(67,019)</b>	<b>42,837</b>	<b>(42,685)</b>	<b>(67,375)</b>	<b>197,103</b>	<b>18,650</b>	<b>8,477</b>	<b>64,009</b>	<b>226,146</b>	<b>278,358</b>
Prior Year Revenue	190,230	17,138	15,533	-	-	12,398	-	-	-	-	-	-		
Prior Year Expenses	(17,496)	-	-	-	-	-	-	-	-	-	-	-		
Change in Accounts Receivable (current yr)														
Change in Accounts Payable (current yr)						10,000		45,000					(55,000)	
Summerholdback for Teachers	(33,636)	4,086	4,086	4,086	4,086	4,086	4,086	4,086	4,086	4,086	4,086	4,086		
Loan Proceeds	-	-	-	-	-	-	-	-	-	-	-	-		
Loan Payments	-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,334)	(8,334)	-	-	-	-		
Capital Expenditure														
Other Balance Sheet Changes (prepaids etc)														
<b>Ending Cash</b>	<b>285,723</b>	<b>202,018</b>	<b>219,057</b>	<b>159,093</b>	<b>87,827</b>	<b>148,814</b>	<b>101,881</b>	<b>75,258</b>	<b>276,447</b>	<b>299,183</b>	<b>311,746</b>	<b>324,841</b>		

**Morgan Hill Prep School**

Monthly Cash Flows

	2016/17 Projected												Forecast	AP/AR
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun		
<b>Beginning Cash</b>	<b>324,841</b>	<b>452,663</b>	<b>380,300</b>	<b>386,508</b>	<b>330,428</b>	<b>259,540</b>	<b>291,142</b>	<b>252,442</b>	<b>201,223</b>	<b>406,699</b>	<b>439,450</b>	<b>457,258</b>		
<b>Revenue</b>														
General Block Grant	-	76,069	229,008	109,524	109,524	203,749	109,524	109,524	375,216	171,717	147,989	203,499	2,103,230	257,887
Federal Income	-	-	3,523	15,124	15,124	15,124	37,972	15,124	15,124	37,972	15,124	15,124	208,355	23,025
Other State Income	-	-	-	1,547	1,547	1,547	11,878	1,547	4,018	11,878	40,838	6,385	187,547	106,363
Local Revenues	-	955	2,518	1,616	1,616	1,616	1,616	1,616	1,616	1,616	1,616	1,616	18,014	0
Fundraising and Grants	-	-	1,591	1,591	1,591	1,591	1,591	1,591	1,591	1,591	1,591	1,591	15,914	-
<b>Total Revenue</b>	<b>-</b>	<b>77,024</b>	<b>236,640</b>	<b>129,402</b>	<b>129,402</b>	<b>223,626</b>	<b>162,581</b>	<b>129,402</b>	<b>397,564</b>	<b>224,773</b>	<b>207,158</b>	<b>228,214</b>	<b>2,533,060</b>	<b>387,275</b>
<b>Expenses</b>														
Compensation & Benefits	32,387	89,552	121,702	121,372	120,711	120,711	121,702	121,041	120,843	120,777	118,104	118,104	1,327,006	-
Books & Supplies	-	42,761	47,381	8,166	23,633	23,633	23,633	23,633	23,633	23,633	23,633	23,633	318,312	30,936
Services & Other Operating Expenses	26,117	38,339	63,768	52,226	52,226	52,226	52,226	52,226	52,226	52,226	52,226	52,226	598,256	0
Capital Outlay	-	8,487	8,487	472	472	472	472	472	472	472	472	472	21,218	0
<b>Total Expenses</b>	<b>58,505</b>	<b>179,139</b>	<b>241,339</b>	<b>182,234</b>	<b>197,042</b>	<b>197,042</b>	<b>198,033</b>	<b>197,372</b>	<b>197,174</b>	<b>197,108</b>	<b>194,435</b>	<b>194,435</b>	<b>2,264,792</b>	<b>30,936</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>(58,505)</b>	<b>(102,115)</b>	<b>(4,699)</b>	<b>(52,833)</b>	<b>(67,640)</b>	<b>26,585</b>	<b>(35,452)</b>	<b>(67,970)</b>	<b>200,391</b>	<b>27,666</b>	<b>12,723</b>	<b>33,779</b>	<b>268,268</b>	<b>356,339</b>
Prior Year Revenue	255,300	24,667	14,155	-	-	8,265	-	-	-	-	-	-		
Prior Year Expenses	(24,028)	-	-	-	-	-	-	-	-	-	-	-		
Change in Accounts Receivable (current yr)														
Change in Accounts Payable (current yr)								20,000				(20,000)		
Summerholdback for Teachers	(44,945)	5,085	5,085	5,085	5,085	5,085	5,085	5,085	5,085	5,085	5,085	5,085		
Loan Proceeds	-	-	-	-	-	-	-	-	-	-	-	-		
Loan Payments	-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,334)	(8,334)	-	-	-	-		
Capital Expenditure														
Other Balance Sheet Changes (prepaids etc)														
<b>Ending Cash</b>	<b>452,663</b>	<b>380,300</b>	<b>386,508</b>	<b>330,428</b>	<b>259,540</b>	<b>291,142</b>	<b>252,442</b>	<b>201,223</b>	<b>406,699</b>	<b>439,450</b>	<b>457,258</b>	<b>476,123</b>		

**Morgan Hill Prep School**  
Monthly Cash Flows

	2017/18 Projected												Forecast	AP/AR
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun		
<b>Beginning Cash</b>	<b>476,123</b>	<b>655,351</b>	<b>585,511</b>	<b>607,642</b>	<b>549,449</b>	<b>487,443</b>	<b>553,373</b>	<b>531,030</b>	<b>468,592</b>	<b>718,758</b>	<b>762,909</b>	<b>783,497</b>		
<b>Revenue</b>														
General Block Grant	-	98,549	289,547	143,138	143,138	260,743	143,138	143,138	452,428	208,423	177,254	244,005	2,625,116	321,617
Federal Income	-	-	4,354	18,693	18,693	18,693	47,253	18,693	18,693	47,253	18,693	18,693	258,327	28,619
Other State Income	-	-	-	1,912	1,912	1,912	14,309	1,912	4,966	14,309	50,476	7,891	230,320	130,720
Local Revenues	-	1,180	3,108	1,994	1,994	1,994	1,994	1,994	1,994	1,994	1,994	1,994	22,233	0
Fundraising and Grants	-	-	1,639	1,639	1,639	1,639	1,639	1,639	1,639	1,639	1,639	1,639	16,391	-
<b>Total Revenue</b>	<b>-</b>	<b>99,729</b>	<b>298,649</b>	<b>167,375</b>	<b>167,375</b>	<b>284,980</b>	<b>208,333</b>	<b>167,375</b>	<b>479,720</b>	<b>273,618</b>	<b>250,056</b>	<b>274,222</b>	<b>3,152,387</b>	<b>480,956</b>
<b>Expenses</b>														
Compensation & Benefits	27,815	104,088	159,841	159,410	144,105	144,105	145,399	144,536	144,277	144,191	144,191	144,191	1,606,149	-
Books & Supplies	-	51,397	57,017	8,475	27,593	27,593	27,593	27,593	27,593	27,593	27,593	27,593	375,870	38,237
Services & Other Operating Expenses	32,012	44,600	75,499	63,610	63,610	63,610	63,610	63,610	63,610	63,610	63,610	63,610	724,597	0
Capital Outlay	-	8,742	8,742	486	486	486	486	486	486	486	486	486	21,855	0
<b>Total Expenses</b>	<b>59,826</b>	<b>208,827</b>	<b>301,098</b>	<b>231,980</b>	<b>235,793</b>	<b>235,793</b>	<b>237,087</b>	<b>236,225</b>	<b>235,966</b>	<b>235,880</b>	<b>235,880</b>	<b>235,880</b>	<b>2,728,470</b>	<b>38,237</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>(59,826)</b>	<b>(109,098)</b>	<b>(2,449)</b>	<b>(64,605)</b>	<b>(68,418)</b>	<b>49,187</b>	<b>(28,754)</b>	<b>(68,850)</b>	<b>243,754</b>	<b>37,739</b>	<b>14,176</b>	<b>38,342</b>	<b>423,917</b>	<b>442,719</b>
Prior Year Revenue	325,929	32,846	18,168	-	-	10,331	-	-	-	-	-	-		
Prior Year Expenses	(30,936)	-	-	-	-	-	-	-	-	-	-	-		
Change in Accounts Receivable (current yr)														
Change in Accounts Payable (current yr)														
Summerholdback for Teachers	(55,938)	6,412	6,412	6,412	6,412	6,412	6,412	6,412	6,412	6,412	6,412	6,412		
Loan Proceeds	-	-	-	-	-	-	-	-	-	-	-	-		
Loan Payments	-	-	-	-	-	-	-	-	-	-	-	-		
Capital Expenditure														
Other Balance Sheet Changes (prepaids etc)														
<b>Ending Cash</b>	<b>655,351</b>	<b>585,511</b>	<b>607,642</b>	<b>549,449</b>	<b>487,443</b>	<b>553,373</b>	<b>531,030</b>	<b>468,592</b>	<b>718,758</b>	<b>762,909</b>	<b>783,497</b>	<b>828,251</b>		

**Morgan Hill Prep School**  
Monthly Cash Flows

	2018/19 Projected												Forecast	AP/AR
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun		
<b>Beginning Cash</b>	<b>828,251</b>	<b>1,049,721</b>	<b>1,057,684</b>	<b>1,098,216</b>	<b>1,034,412</b>	<b>964,433</b>	<b>1,049,345</b>	<b>1,028,102</b>	<b>959,162</b>	<b>1,248,270</b>	<b>1,296,426</b>	<b>1,314,654</b>		
<b>Revenue</b>														
General Block Grant	-	122,413	352,977	179,244	179,244	321,736	179,244	179,244	533,620	247,604	208,054	286,017	3,180,630	391,233
Federal Income	-	-	5,232	22,462	22,462	22,462	56,734	22,462	22,462	56,734	22,462	22,462	310,304	34,366
Other State Income	-	-	-	2,297	2,297	2,297	16,761	2,297	5,968	16,761	60,656	9,483	275,033	156,214
Local Revenues	-	1,418	3,732	2,393	2,393	2,393	2,393	2,393	2,393	2,393	2,393	2,393	26,688	0
Fundraising and Grants	-	-	1,688	1,688	1,688	1,688	1,688	1,688	1,688	1,688	1,688	1,688	16,883	-
<b>Total Revenue</b>	<b>-</b>	<b>123,832</b>	<b>363,630</b>	<b>208,085</b>	<b>208,085</b>	<b>350,577</b>	<b>256,821</b>	<b>208,085</b>	<b>566,132</b>	<b>325,181</b>	<b>295,253</b>	<b>322,043</b>	<b>3,809,538</b>	<b>581,814</b>
<b>Expenses</b>														
Compensation & Benefits	35,804	49,259	194,017	194,017	177,217	177,217	177,217	176,178	176,178	176,178	176,178	176,178	1,885,641	-
Books & Supplies	-	56,046	62,669	9,737	32,711	32,711	32,711	32,711	32,711	32,711	32,711	32,711	436,089	45,948
Services & Other Operating Expenses	38,226	51,192	87,694	75,448	75,448	75,448	75,448	75,448	75,448	75,448	75,448	75,448	856,146	0
Capital Outlay	-	9,004	9,004	500	500	500	500	500	500	500	500	500	22,510	0
<b>Total Expenses</b>	<b>74,030</b>	<b>165,500</b>	<b>353,384</b>	<b>279,703</b>	<b>285,877</b>	<b>285,877</b>	<b>285,877</b>	<b>284,838</b>	<b>284,838</b>	<b>284,838</b>	<b>284,838</b>	<b>284,838</b>	<b>3,200,386</b>	<b>45,948</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>(74,030)</b>	<b>(41,669)</b>	<b>10,246</b>	<b>(71,618)</b>	<b>(77,792)</b>	<b>64,700</b>	<b>(29,056)</b>	<b>(76,753)</b>	<b>281,294</b>	<b>40,342</b>	<b>10,415</b>	<b>37,205</b>	<b>609,152</b>	<b>535,866</b>
Prior Year Revenue	404,267	41,819	22,472	-	-	12,398	-	-	-	-	-	-		
Prior Year Expenses	(38,237)	-	-	-	-	-	-	-	-	-	-	-		
Change in Accounts Receivable (current yr)														
Change in Accounts Payable (current yr)														
Summerholdback for Teachers	(70,531)	7,813	7,813	7,813	7,813	7,813	7,813	7,813	7,813	7,813	7,813	7,813		
Loan Proceeds	-	-	-	-	-	-	-	-	-	-	-	-		
Loan Payments	-	-	-	-	-	-	-	-	-	-	-	-		
Capital Expenditure														
Other Balance Sheet Changes (prepaids etc)														
<b>Ending Cash</b>	<b>1,049,721</b>	<b>1,057,684</b>	<b>1,098,216</b>	<b>1,034,412</b>	<b>964,433</b>	<b>1,049,345</b>	<b>1,028,102</b>	<b>959,162</b>	<b>1,248,270</b>	<b>1,296,426</b>	<b>1,314,654</b>	<b>1,359,673</b>		

**Oct. 30<sup>th</sup>, 2013**

## **Budget, Cash Flow and 5-Year Financials**

### **Morgan Hill Prep School Charter Petition Budget**

#### **Enrollment**

Morgan Hill Prep School (MHPS) will open with grades K-2 and 180 students (60 students per grade) in 2014-15 and reach its full capacity of 540 students with grades K-8 in 2020-21. Each year the school will add one new grade, maintaining 60 students in each grade. MHPS is confident in its ability to start at full capacity and continue to add a class of 60 students each year as Gilroy Prep School has been able to meet enrollment projections and build a waiting list. In Gilroy Prep School's second year there were 184 students in the lottery for Kindergarten with minimal outreach. The quality of education and word of mouth from enrolled families were responsible for the huge interest in year two. Currently, grade level waitlists range from twenty-three students to one hundred eighteen.

In Morgan Hill, an active recruitment process at local preschools will ensure that each incoming Kindergarten classes will be full. It is fully anticipated that waitlists will outpace attrition at the school.

#### **Demographics**

Demographic information is estimated based on data from Morgan Hill School District.

Free and Reduced Lunch: 50%

Economically Disadvantaged: 20%

English Learners: 25%

#### **Accounting:**

Like most charter schools, Morgan Hill Prep School will use accrual based accounting. This means that MHPS 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 MHPS won't receive cash proceeds from lottery funding until year two, the funds are still earned in year one.

## **Revenue**

### **General Purpose Revenue**

Morgan Hill Prep School is using the Local Control Funding Formula to drive the general purpose entitlements. Per Senate Bill 97, the starting rates are being determined by the LCFF base rate of Morgan Hill Unified School District. Below is an excerpt from page 81 of Senate Bill 97 that provides clarification on how newly operational charter schools will be funded under the LCFF.

(f) (1) For purposes of this section, commencing with the 2013–14 fiscal year and until all school districts and charter schools equal or exceed their local control funding formula target computed pursuant to Section 42238.02, as determined by the calculation of a zero difference pursuant to paragraph (1) of subdivision (b), a newly operational charter school shall be determined to have a prior year per average daily attendance funding amount equal to the lesser of:

(A) The prior year funding amount per unit of average daily attendance for the school district in which the charter school is physically located. The Superintendent shall calculate the funding amount per unit of average daily attendance for this purpose by dividing the total local control funding formula entitlement, calculated pursuant to subdivisions (a) and (b), received by that school district in the prior year by prior year funded average daily attendance of that school district. For purposes of this subparagraph, a charter school that is physically located in more than one school district shall use the calculated local control funding entitlement per unit of average daily attendance of the school district with the highest prior year funding amount per unit of average daily attendance.

The following link provides the Department of Finance estimate for Morgan Hill Unified [http://www.dof.ca.gov/reports\\_and\\_periodicals/district\\_estimate/documents/LCFF Funding Estimates.pdf](http://www.dof.ca.gov/reports_and_periodicals/district_estimate/documents/LCFF_Funding_Estimates.pdf). With Morgan Hill Prep School opening in 2014-15, the estimate for the LCFF funding rate that year is \$6,744. MHPS will move from the base rate to their target rate in 2020-21 with the target rate being based off of the projected school specific demographics. The estimated unduplicated count comes from an assumption that 50% of students will qualify for free or reduced price meal and that of the 25% of students that are English Learners, 20% of them will not already be counted under FRL. This would give MHPS an unduplicated count of 55% and a target LCFF rate of \$8,564 that school would progress towards until reaching that amount in 2020-2021.

In 2015-16, MHPS is using the DOF estimate that schools will progress an additional 18.69% of the way from their 2014-15 rate to their target rate. Since there are no estimates currently available for LCFF implementation beyond 2015-16, MHPS is assuming the LCFF will be implemented equally until the target funding rate is achieved in 2020-21.

Although the intent of the LCFF is that the target funding will be increased by a COLA each year, MHPS is conservatively holding the target rate at current the current level all the way through full implementation.

The table below shows the implementation schedule of the LCFF from 2014-15 through 2020-21 and the general purpose rates that are generated over that period.

<b>LCFF Implementation</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
Implementation % Towards Goal	16.5%	18.7%	20%	25.0%	33%	50%	100%
Total Effective Implementation %	26.3%	40.1%	52.1%	64.1%	76.0%	88.0%	100%
	<b>6,744</b>	<b>7,084</b>	<b>7,380</b>	<b>7,676</b>	<b>7,972</b>	<b>8,268</b>	<b>8,564</b>

To estimate the amount of funding that is coming from local In Lieu Property taxes MHPS is using the final P2 rate of \$4,292 that MHUSD paid to charter schools in 2012-13. The remaining money would come from the state through State Aid and Education Protection Account funds. Education Protection Account funding is currently projected at 17.92% of total general purpose funding with State Aid making up the remainder.

#### Other State Funding

Morgan Hill Prep School has removed all funding for Categorical Block Grant, Economic Impact Aid and New Charter School Supplemental Funding from the projections as these programs are being eliminated under the LCFF.

Lottery funding is included with the following amounts:

State Lottery Unrestricted: \$120 per ADA

State Lottery Restricted: \$25 per ADA

#### Federal Funding

The budget includes funding from the Public Charter School Grant Program for startup operations in years 1 and 2. The amounts are based on the 2010-15 grant cycle. Morgan Hill Prep School will 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 school is confident based on the successful applications for funding of Gilroy Prep School and Hollister Prep School that they would have a very good chance of qualifying for funding in the first round.

Based on projected FRL counts, Morgan Hill Prep School will be applying for Title I, Title II and Title III funding. Projections for funding are \$350 per FRL student for Title I, \$26 per FRL student for Title II and \$100 per FRL student for Title III funding. To be conservative, we are not assuming that these amounts will increase over the first five years of the charter. Title funding will be used according to federal standards and will be used purely for supplementing the school's core program, including additional paraprofessionals and technology. Additionally, the required percent of funds will be spent on staff development.

### Child Nutrition

Since MHPS will be serving meals to students who qualify for free and reduced lunch, the school will receive both federal and state reimbursements. The state reimbursement is estimated at 10% of the cost of total student meals and the federal reimbursement is estimated at 75% of the cost of student meals.

### Special Education

Morgan Hill Prep School will be joining the El Dorado County SELPA, which is the same SELPA that Gilroy Prep School participates in and that Hollister Prep School will be participating in. Starting in year one, the school will receive \$432 per ADA for the state entitlement and starting in year two receive \$120 from federal entitlement. These amounts are both net of a 7% administrative fee charged by the El Dorado County SELPA.

### Local Revenues

Morgan Hill Prep School is projecting direct sales for lunches. While assuming that most of the lunches served will be to students who are eligible for free or reduced priced meals, 10% of lunches served will be paid for. MHPS is also going to collect revenues for uniforms and estimates a collection rate of 75% of expenses.

While MHPS plans to actively fundraise and apply for available grants, the school is only estimating \$15K in fundraising per year. This figure is less than half of what Gilroy Prep School was able to raise in their first year of operation.

### Expenses

Expenses are largely based on the experience of Gilroy Prep School over the first two years of operation. Based on the success of both the academic program and the financials of Gilroy Prep School, MHPS expects that these are reasonable assumptions to make in ensuring that the school will be able to deliver a successful academic program, while



maintaining financial stability. Most expense assumptions have been increased 3% per year 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 – The table below contains the starting salary for all positions as well as FTE for positions each year. All salaries will grow at 3%.

	Starting Salary	2014-15	2015-16	2016-17	2017-18	2018-19
Principal	\$ 110,000	1	1	1	1	1
Certificated Teacher	\$ 55,000	6	8	10	12	14
Academic Coach	\$ 75,000	0.5	0.5	1	1	1
Office Manager	\$ 45,000	1	1	1	1	1
Special Ed. Teacher	\$ 80,000	0.5	0.5	0.5	0.75	1
Attendance/Food	\$ 30,000	0.5	0.5	0.75	1	1
Custodian	\$ 30,000	0.5	0.6	0.75	1	1
Paraprofessional	\$ 20,000	2.5	3.5	3.5	4	4.5

The main driver for salary projections and FTE is what Gilroy Prep School pays employees. The school is also using some data from an EdTec study on charter school pay, as well as their experience working with over 100 charter schools in California.

Substitute pay assumes a 5% absence rate for teachers and a sub rate of \$150 per day.

Morgan Hill Prep School will offer a health plan to all full time employees with an average cost to the school of \$7,000 per employee. This cost is based on what GPS pays for employee health coverage and is above the charter school average of \$5,819. We realize that this is less expensive than the average district cost of roughly \$8,000, but charters typically experience lower benefits costs than tradition public school, as they have a younger workforce.

All full-time employees (teachers, certificated admin, coach, SPED, and office manager) will be offered benefits. Note that no instructional aides will be full time employees.

MHPS intends to hire five part-time paraprofessionals equaling a total of 2.5 FTEs

Health care cost per employee increase at 8% per year.

All certificated employees will participate in STRS. Classified employees will participate in Social Security and all employees will participate in Medicare. MHPS will not offer PERS due to the rapidly escalating costs of participating in the program.

### Books and Supplies

Whenever possible, MHPS will employ the same purchasing practices used at GPS and attempt to purchase used equipment, furniture and textbooks whenever possible at a significant discount.

Morgan Hill Prep School is budgeting start up costs of \$125 per new student to purchase textbooks as well as \$75 for all students to purchase additional books and reference materials. In addition, the school is budgeting \$100 per student for instructional materials.

Cost of furniture is estimated at \$25,000 per year. Office supplies are being budgeted at \$300 per FTE.

MHPS will have a strong technological presence in the curriculum. MHPS has budgeted \$40,000 for initial technology purchases and an additional \$25,000 each year after to accommodate student growth and replace technology as needed. The use of warrantied, refurbished computer systems will allow for a greater number of computers than full price new systems. There is also \$55,000 budgeted for educational software in year one with \$20,000 each year after. MHPS will negotiate multiyear payment plans to delay the effect to cash flow.

The food service program assumes that 60% of students will get breakfast and lunch at a total cost of \$4.50 per day per student.

### Services and Operating Expenses

Projections for Services and Operating expenses were estimated based on actual expenses that Gilroy Prep School has experienced.

Rent projections assume Prop 39 with Morgan Hill and assume that the district would increase oversight fees to 3%, rather than the 1% that would be charged if the district did not provide facilities. Gas and Electric are estimated to be an additional \$100 per student with additional expenses for waste, water and security.

Insurance is projected at \$150 per student based on what GPS currently pays in Gilroy.

Back office business services are based on the current contract that GPS has with Edtec, which is 6 % of governmental revenues.

MHPS is budgeting for professional development opportunities for staff with \$500 per FTE for conference fees and another \$250 per FTE for professional development activities.

MHPS will use a student information system and is budgeting \$15,800 per year for set-up, training and support. MHPS is also budgeting \$15,000 for technology services, since technology will be an important part of the instructional program.

There is \$10,000 budgeted for instructional consultants and another \$5,000 budgeted for any non instructional consultants that the school might need. Additionally, the school is planning on using Special Education Contractors to provide services as the school grows bigger, starting with \$20,000 of expense in 2015-16.

#### CMO Fee

Morgan Hill Prep School will pay fees to Navigator Schools to help cover home office functions such as Executive Director, Chief Business Official, Chief Academic Officer and Director of Student Services. The CMO fees are currently estimated at 8% of total general purpose revenues and range from \$76K in year 1 to \$209K by year 5.

#### Capital Outlay

Morgan Hill Prep School has budgeted \$20,000 per year for making necessary capital improvements to buildings or the site. Because the location of the school isn't known at this time, there are no specific plans for these funds, but MHPS believes that it is important to budget for necessary improvements or installations that are needed.

#### Cash Flow

Once the charter is approved, the school will apply for a \$250K CSFA Revolving Loan to help fund the initial purchase of equipment and manage the cash flow. We are conservatively estimating that the proceeds from the loan will only be \$150K. The CSFA loan payback would occur over a three-year period. The proceeds from the CSFA loan would be spent on initial start up materials and payroll. Because it is a loan and all funds are repaid, there are no spending reporting requirements as there would be with a grant. Should the CSFA loan not be available, the school will seek a short term start up loan from Gilroy Prep School or Hollister Prep School and/or a bank loan. In the case that MHPS needs to get a bank loan, MHPS will consult MHUSD first.

The cash forecast assumes the 2013-14 deferral schedule continues as is throughout the five-year projection. This is a conservative assumption given the state's plans to eliminate deferrals by 2016-17. The Special Advance Apportionment for growing schools has been included following historical disbursement patterns.



June 6, 2013

Via Electronic Mail and US Mail

Trustees of the Board of Education  
Wesley Smith, Superintendent  
Morgan Hill Unified School District  
15600 Concord Circle  
Morgan Hill, CA 95037

**RE: Consideration of Charter Petition for Morgan Hill Prep School**

Dear Trustees and Dr. Smith:

On behalf of Navigator Schools, the petitioner for Morgan Hill Prep School (“MHPS” or the “Charter School”), I am writing to respectfully refute the Morgan Hill Unified School District’s (“MHUSD” or the “District”) determination that our responses to the District’s questions about the MHPS charter petition constituted a new submission of the charter, thus restarting the statutory timeline for consideration of the MHPS charter petition. The Charter School submitted one charter, and that document must be approved or denied within the statutory timeline. Yesterday, the district staff informed us that the agenda item to vote on the petition was being pulled from the board’s agenda for this Tuesday’s meeting. I urge the board to make sure that the item does appear and is voted on by the deadline.

We submitted the MHPS charter petition on April 16<sup>th</sup>, 2013. As such, the 60-day timeline for approval or denial of the charter petition will elapse on June 15, 2013. The applicable law clearly states: “[f]ollowing review of the petition and the public hearing, the governing board of the school district shall either grant or deny the charter within 60 days of receipt of the petition...” (Education Code Section 47605(b)) Thus, by law, MHUSD must take action to approve or deny the MHPS charter on or before June 15, 2013. The District can easily meet this deadline by taking action on the Charter School’s charter during its regularly scheduled June 11, 2013 Board meeting.

The Charter School has already respectfully declined to extend the timeline for approval or denial by 30 days.

The District has no viable legal argument to support its assertion that MHPS’s voluntary responses to specific questions about its charter petition somehow constitute a new submission of the MHPS charter. No changes have been made to the MHPS charter document since it was submitted on April 16<sup>th</sup>, 2013. The same charter document is awaiting District Board action as was originally submitted. The Charter School prepared answers to MHUSD staff’s question in an effort to be collaborative and to engage in a dialogue. In good faith, and at the District’s



request, MHPS prepared comprehensive answers to staff questions. The fact that those responses appear now to be used to delay consideration of the MHPS charter seems unfair and not in good faith.

The charter petition submitted on April 16<sup>th</sup>, 2013 by MHPS has not been changed. That document should now be approved or denied on its merits by the District Board on or before June 15, 2013. The District Board must take action to approve or deny the charter submitted to it. MHPS's responses to the District's questions could easily become requirements in a memorandum of understanding between the parties, and this practice is commonly followed throughout the state. We encourage MHUSD to comply with the legal timeline requirement, rather than risk unlawful noncompliance.

Should you have any questions, please do not hesitate to contact me.

Sincerely,

James Dent  
Executive Director



5.31.2013

Dear Superintendent Smith, MHUSD Staff and Board Members,

On behalf of our charter management organization, Navigator Schools, we would like to offer our endorsement for the expansion to Morgan Hill.

At the time of our being seated on this school board, the idea of having two successful schools with actual students, a facility and staff to train, was only a dream and words on a petition. We spent many hours discussing the challenges and the opportunities new schools would bring to us. All of the board members had full-time jobs apart from this school, families and other interests. By our decision to serve on this school board we committed ourselves to being part of improving education for students in our local area. We also committed ourselves to spending the time necessary to open viable schools with all of the systems and policies in place that allowed us close oversight and the staff, the flexibility to operate.

In the months before our first school started we began to implement the charter petition. We supported Mr. Dent in his role as the school leader. We assisted with all of the start-up operations, which included the preparations of the site, outreach for enrollment, interfacing with community and GUSD staff, ordering of supplies and outfitting the facilities. When the first day of school finally came on August 22, 2011, it was very gratifying to see 180 students in uniforms, staff at the ready and parents who supported their children.

As the first year progressed we saw evidence of the success of this school. Student achievement data indicated that our students were rapidly improving their reading and math abilities. Staff interviews suggested to us that we had supportive and passionate teachers who realized they were making positive differences in their students' lives. Parent interviews were overall positive. We began hearing good things about the school from business and community leaders. When Ed Tec produced our first financial report, we were pleased that GPS would have plenty of reserves to ensure fiscal solvency and plenty of operating capital for the future. At the end of the year, as our 2<sup>nd</sup> graders readied for the CST's, we were assured that our students would perform very well, as they had consistently been performing beyond our expectations.

With the ending of our 2<sup>nd</sup> year we have been very satisfied with Gilroy Prep School. We have a competent, innovative school leader, excellent staff, students who have out-performed some of the top schools in California and fiscal reserves to tide us for at least three years. Of all of the successes that this 2nd year brought, the one that we are the most proud of is that our school made a very positive change for the students in this community. From the CST data as of last year, we know that our Latino students performed as well as our White students. At the time of this writing, we have no achievement gap at our school and very high achievement across the board. We are also very proud of the progress Hollister Prep School has made. We have excellent teaching staff hired, full administrative support from both from Navigator Schools and Hollister School District, Navigator Teacher Training schedules and a great deal of parent support.

In terms of Morgan Hill, we are optimistic. Our team is committed to providing Morgan Hill leadership and the Board of Directors our assurances that MHPS will be an excellent school. We look

Morgan Hill Unified School District  
Issues for Discussion with Navigator Schools  
May 7, 2013

forward to discussing any and all concerns that are raised about our petition. We understand that maintaining open dialogues and constructive problem-solving is essential to the success of our schools. We had several meetings with Gilroy and Hollister staffs during this process. It only served to make our school organization stronger. We would anticipate having similar meetings with the Morgan Hill staff as well. Please feel free to contact our team to schedule a meeting.

Thank you for your consideration of this petition.

Paul Nadeau, Board member and Founder  
Dyane Alcantar, Board member and parent  
Sharon Waller, Board member and Founder  
James Dent, Executive Director and Founder  
Brett Mosher, Board member  
James Gargiulo, Board member and Founder  
Art Barron, Board member  
Ray Blanchard, Board member and parent  
BJ Scheid, Board member and parent

**ISSUES FOR DISCUSSION WITH NAVIGATOR SCHOOLS  
(MORGAN HILL PREP SCHOOL)**

- **Teacher Credentialing.** The CDE has indicated that teachers at GPS appear to be teaching outside of their credential area. Holding a Multiple Subject credential does not authorize a teacher to teach in the departmentalized setting that MHUSD staff observed on a site visit to GPS earlier this year. As a result, GPS teachers do not meet the Highly Qualified requirements of the No Child Left Behind Act (“NCLB”) and are misassigned for purposes of the Williams Act. How will petitioners address this issue at MHPS?

We appreciate that MHUSD has brought this issue to our attention. Per California regulations, we felt that we were in compliance per the CDE. We now realize that the federal regulations are different so we will be altering our model, specifically for our math program. We will be implementing a 50.1% homeroom option with flexible grouping. The math teachers will continue to teach multiple groups of students but will be responsible for an additional science class and art class with the homeroom. As a result, each math teacher will have one group of students for over 50% of their instructional time daily.

- **Staffing; Teaching Assignments.** The Petition indicates that MHPS will hire only 5.0 FTE certificated teachers, although it intends to open in Year 1 with six classes of thirty students in grades K through 2. The Petition explains that there is no need to hire additional certificated FTE because students follow a “rotational model” and are receiving instruction from paraprofessionals in phonics, small group reading, and learning lab during various blocks. However, it is not clear how teaching assignments will be made for certificated staff or how paraprofessionals can be appropriately supervised given the limited number of certificated personnel the charter school intends to hire.

In our current school, GPS, paraprofessionals work with students in small group rotations in classrooms, the school’s office, in the school’s library or in the computer labs. Our school model is fully inclusive so SPED students and regular education students are always comingled. The school will most likely be staffed with a Principal-in-Training as we have received verbally that the Silicon Schools Fund will provide additional grant funds for MHPS. That, combined with a full-time academic coach will provide us with the necessary certificated supervision of paraprofessionals.

- As a secondary issue, the Petition does not describe whether paraprofessionals will also teach non-core classes, such as the art, music and dance enrichment courses taught during the extended day. The paraprofessional job description primarily describes paraprofessionals



working with special education populations and does not adequately describe the qualifications necessary for this position.

Occasionally and as needed in the classrooms of certificated staff.

## Paraprofessional

Assist certificated staff in the instruction, supervision and training of individual students or groups of all subgroups of students including any, or a combination of, the following conditions: mental retardation; autism; severe physical/medical involvement (i.e. cerebral palsy, seizure disorders, etc.); communication disorders (to include non-verbal); hearing/vision impairment; learning disorders; emotional disturbances; behavioral challenges. Paraprofessionals may teach in small group reading, computer lab, iPad lab and perform yard duty. Paraprofessionals may also participate in the school's enrichment portion of the school day.

Minimum qualifications:

- AA degree or 48 college units
  - 2 years experience working with school-aged children preferred
  - Paraprofessional/educator or instructional assistant experience is preferred
  - Employees may be required to become certified in the following areas: First- Aid, CPR
  - Possess or obtain upon employment, a valid California Driver License Provide proof of automobile insurability; Meet the physical requirements necessary to perform assigned duties safely and effectively, including lifting fifty (50) pounds on an occasional basis and in excess of fifty (50) pounds with assistance.
- 
- **Staffing Plan.** There are a number of discrepancies between the staffing plan for Year 1 and the staffing allocations set out in the Budget.
    - Paraprofessionals. At page 24, the Petition states that the charter school intends to hire 5.0 FTE Paraprofessionals for Year 1. However, page 90 and the Budget narrative indicate that the charter school will hire 2.5 FTE paraprofessionals.

Sorry for the confusion. In year one, we will hire five part-time paras for a total of 2.5 FTE's.

- Academic Coach. At pages 24 and 90, the Petition provides for a .5 FTE Academic Coach, but the Budget Narrative lists this position as 1.0 FTE.

In late April, Navigator Schools was awarded a \$900,000 grant from a private foundation. This has allowed us to expand our coaching scope. Our current plan of 1.0 FTE will allow our coach to work with existing MHUSD teaching/admin staff to implement any of Navigator's instructional programs that existing schools in the district are interested in.

- Attendance Clerk. This position is listed as .75 FTE on page 24, but .5 FTE on page 90. The Budget Narrative lists a .5 FTE Attendance/Food position.

The budget is correct. The first year at GPS we only had a .5 FTE attendance/food.

- **Educational Program.**

- Assessment/RTI. There are a number of assessments mentioned throughout the Petition. It is unclear how the analysis of each assessment is used to improve instruction. No cut points or specific assessment information is provided to determine how students will be supported for each tier of RTI. The RTI description found in Appendix I provides a basic description of an RTI model, but it is not clear what universal screening tool will be used to assess students' needs. What assessment will be used to assess the progress based on Guided Reading?

Most importantly, Navigator Schools assesses daily and intervenes daily on state standards / common core standards. This is the backbone of our assessment.

Additionally, monthly running records, modified BPST, DIBELS when applicable, STAR Reading, SM Reading, monthly ELA standards-based assessments, Lexia Reading intervention reports. We use a variety of data "cut points" to direct when we intervene. For example, students' progress on AR is monitored. If they do not meet the point goals, they are given more reading time. For Successmaker Math students need to meet monthly percentile scores. In the area reading comprehension if students are below 80% on a daily, weekly or monthly assessment they are given immediate intervention. This same close attention to data is used throughout Navigator Schools software programs and supplemental programs.

- DIBELS is mentioned as being used in grades K-2. The Petition also states teachers will use Reading Mastery and Horizons for Tier 1 in primary grades. How do teachers use the results of each to inform instruction?

Reading Mastery and Horizons are SRA programs that assess students once every 10 days and provide remediation recommendations in the teacher's manual. DIBELS,

when used, is a predictive assessment of reading success. The scores would be used to provide early intervention to prevent reading failure.

- Who are the members of the RTI Team (Petition, p. 204)?

All of the staff that works with the student, including the parents and paraprofessionals make up the RtI team. We are very proactive in conducting meetings and including parents when we place children in more supportive tiers of instruction. The benefits to these early meetings with the team ensure that the child is supported by all of the adults in their world. At this level we have parents coming in for trainings with the teacher in teaching reading fluency or in the use of the software programs, for example. The rate of progress the child can make is much greater sooner.

- The Petition states that “if classroom modification and other tiered interventions fail to help a student make adequate progress, they enter the IEP process.” (Petition, p. 205.) Is this the same as a Special Ed IEP? State and federal special education law requires a student to be appropriately assessed—with parental consent—and to be deemed eligible for special education services under at least one eligibility category, before an IEP is developed for a student. Clarification is needed.

Sorry for the mistake. Should read and will be amended to state: “if classroom modification and other tiered interventions fail to help a student make adequate progress, they enter the SST process.”

- The Petition includes a chart of the RTI tiers at page 55. Under “Writing Interventions”, the chart provides that students in Tier 2 will receive “push in/small group support from SPED teacher” and students in Tier 3 will receive “individual support from SPED teacher.” Please clarify. Does the charter school intend that a certificated special education teacher will provide general education support services in addition to special education?

Yes. Certificated SPED teachers will support to general education students.

- Measurable Student Outcomes. The Petition does not sufficiently describe the measurable student outcomes MHPS will utilize (Petition, p. 78). Additionally, the Petition indicates that MHPS will use is the benchmarks from San Diego City Schools EL students using CST. Please provide additional information.

In April of 2013, GPS received the GUSD benchmarks for use in 2013-14. We will begin using these benchmarks. However, in 2014-15, MHPS will switch to a common core benchmark system. We will be working with our current authorizers (and hopefully MHUSD) to provide a thorough benchmarking system for all Navigator students.

Curriculum; Lesson Plans. At a minimum, the Petition should include a fully-developed curriculum and sample lesson plans for each grade level the Charter School plans to serve. These elements are missing from the Petition.

The size of this would have made the petition several thousand pages long. We use PowerPoints to teach common core standards. Gilroy Unified and Hollister School District were satisfied with the samples provided in the petition. By the end of the 2013 summer break we will have posted all curriculum grades K-4 based on the California content standards so that educators throughout the state and nation may download our content. As the state transitions to common core, we will gladly share our content. Can this request be postponed until next school year, as we will be working hard all year to be ready in 2014-15 to transition to the common core standards? We will provide a data disk with our current assessments and curriculum to the district office on Friday, May 31, 2013.

- Teacher Evaluation and Support. The Petition states that Common Core standards assessment is being used to evaluate teacher effectiveness (Petition, p. 45). It is unclear how this will be implemented with a summative assessment at the end of the year. How are teachers being evaluated now at GPS?

Teachers participate in live coaching, as was referenced in the petition. Additionally, teachers are observed, videotaped and met with either weekly or bimonthly, depending on their need. Our leadership is participating in trainings this Summer on Leveraging Leadership and Teach Like A Champion in New York. We expect our teacher evaluation and coaching model to become even more robust due to this excellent opportunity that the Silicon Schools grant has provided to Navigator Schools. Attached is our coaching template .

- Teaching Methodologies. What are the teaching methodologies that have been proven successful in urban settings? Please provide additional information. (Petition, p. 40)

Please see page 32 and subsequent pages to see our teaching methodologies that succeed in all settings.

- State Standards; Common Core Standards. The Petition indicates that MHPS has a Scope and Sequence for California State Standards and is developing a Scope/Sequence that incorporates the upcoming Common Core Standards. Page 32 states that MHPS will implement Common Core Standards in 2014-15 in the following areas: ELD, ELA, Math, Science, Social Studies, Art and Music. There are no Common Core standards in Art and Music and the Science standards have not been adopted yet.

Correct. We will continue to use California's Art and Music and the Science standards.

- Please provide a copy of your current Scope/Sequence for all grade levels.

Navigator Schools' grades K-1 Common Core scope/sequence will be made available by June 15th. Navigator Schools requests that we be permitted to provide each subsequent year's scope and sequence no fewer than six months prior to that grade level's commencement (i.e. we provide 2nd grade common core pacing in February, 2014 and 3<sup>rd</sup> grade scope/sequence in February, 2015 etc.). With so much change coming in the next few years, from updated instructional materials to new assessments, it behooves the entire educational community to work together to best implement the Common Core. To have a completely developed K-8 scope and sequence when we are proposing opening grades K-2 would be unreasonable in our opinion.

- The Petition does not provide sufficient evidence that the SRA materials described on page 42 will be appropriate for the implementation of Common Core.

SRA programs are supplemental to the Common Core developed PowerPoints. They are aimed at skills such as ELD / oral language development, phonics and decoding.

- What materials will be used for systematic phonics instruction?

SRA Horizons, SRA Reading Mastery, SRA Corrective Reading, HM Leveled Readers, Lexia

- **Low Achieving Students.** With regard to meeting the needs of low-achieving students, MHPS intends to provide leveled instruction groups, adaptive software, access to the learning lab, and tutoring at the end of the school day (in lieu of enrichment courses). Petitioners plan to implement an SST process and to implement "tiered instruction following an RTI model" (Petition, pp. 52, 55, 206, Appendix I) but as discussed above, the Petition does not mention any specific interventions such as scaffolded instruction, types of learning materials, pre-teaching, re-teaching, or any of the other standard learning strategies used to address the needs of low performing students. How will leveled instruction groupings be provided given the plan to hire only 5 FTE certificated teachers and 2.5 FTE instructional aides in Year

Assessment and intervention occur daily. Students will be assessed on two common core standards in each class period. These may be new standards being introduced or review standards. At the end of the session, time has been provided for intervention groupings based on the data derived from the two common core standards assessed. Students not needing remediation move to the computers and begin using the adaptive software while the teacher works with the small group of students that did not succeed on the assessment. Additionally, see Appendix I.

- **EL Program.**

- ELD Instructional Materials. Language for Learning is referred as a “state-adopted ELD program.” Which program is this? If it is SRA, please confirm that it is a “state-adopted “program.

Language for Learning is SRA and was listed as a ELD supplemental program on the CDE website. It has been very successful in helping ELL’s in Gilroy. This was one of the programs that is used in GUSD schools and was thus adopted at GPS. It may not be state-adopted.

- EL Educational Setting. On page 48, the Petition states that EL students will be served by ‘full inclusion in the classroom’ with small group instruction. On page 49, however, the Petition provides that students will receive ELD instruction daily on a “pull out basis.” Please clarify.

Students deemed needing additional language support, particularly Kinder and first graders, would be flexibly grouped to support specific language development needs in reading, writing, speaking and listening.

- EL Instruction. The Sample Bell Schedule included in the Petition reflects ELD being taught during blocks of time when phonics, reading comprehension and reading are also being taught (Petition, p. 31). It’s not clear how EL students will be provided the necessary ELD instruction in a small group setting from a certificated teacher, during the same block when non-EL students are receiving instruction in other core academics.

One of Navigator Schools’ core beliefs is that reading is the gateway to excellent language and vocabulary development. In schools across California, reading is the area that students tend to score lowest on the CELDT. That is why all students receive leveled, small group reading daily in grades K-3. From our experience, a focus on reading and oral language development is critical to ELD progress. Each student participates in an additional 30 minutes of scaffolded writing and listening activities as well throughout the day.

- CLAD. The Petition also notes that "all MHPS teachers will be CLAD-certificated or in the process of obtaining CLAD certification.” How will EL students be supported in the classroom until a teacher has obtained CLAD certification?

SDAIE strategies, academic coach support, whole brain teaching strategies, BTSA support.

- EL Assessment. Adept will be used (p. 212) and assessments will be used from SRA Language for Learning. How do these complement each other? Please clarify how each assessment will be used.

The ADEPT will be used to summatively assess receptive and expressive language needs. Teachers will use this data to target instruction. Language for Learning assessments are more formative in nature, testing taught skills every 10 lessons.

- EL Reclassification Criteria. Reclassifying EL students in grades 1-2 who have one semester of proficient grades in R/LA does not provide sufficient evidence that the student has sufficient English proficiency skills to be reclassified. Most school districts reclassify beginning in grade 3 to ensure students have acquired the academic English language skills necessary for success. Students in grades 3-5 will be reclassified using CST as the empirically-based assessments. What will be used in grades 1-2?

We completely agree with MHUSD. We will begin reclassifying students in grades 3 and up.

- EL Alternate Reclassification Procedures. The criteria set out in the Petition are not in line with State requirements, and do not include CST or other empirical assessment. It is unclear what students these criteria are targeting. The follow-up procedures described on page 214 mention "site ELL Coordinators." Was this document taken from another district?

Our intention is to continue to mirror GUSD's policy of students scoring 4 or higher on all CELDT assessments, at least as scaled score of 326 on the CST ELA, and teacher and parent input. Admittedly, we will make an adjustment due to the Smarter Balance assessments implementation but at this time there is not enough information to describe those adjustments. We will inform MHUSD of our intentions when more information is available.

- Instructional Strategies for EL Students. Many strategies are mentioned to support EL students (sometimes referred as ELL or LEP in the document), including the California Reading Lit Project, GLAD, and SDAIE. Read together, the many strategies described in the Petition for supporting EL students do not provide for a clear and cohesive EL program.

We disagree but are more than willing to learn more about the Morgan Hill EL program and implement any recommendations from district staff.

- Support for EL Student Language/Culture. The Petition does not mention how EL students' language and culture will be recognized in the school curriculum. The English Structured Immersion program described in the Petition takes on an

assimilationist approach which is detrimental to developing the positive self-esteem of students of color. With so many students from culturally and linguistically diverse students being recruited for the school, how will the school value their heritage and backgrounds?

At Navigator Schools all of our students are special and unique. We encourage diversity, tolerance, scholarship and inclusion. Through poetry, drama, music, guest speakers, games, cultural celebrations and art our students understand how valued their unique heritage is.

- **Special Education**

- CHELPA/SELPA membership. Concerns regarding MHPS's contribution to the District's encroachment are discussed in the Budget portion of this memo.
- Extended School Year. How does MHPS intend to provide Extended School Year (ESY) services to students whose IEPs require it?

We will have a summer program and adjust as needed on a case-by-case basis.

- Suspension and Expulsion of Students with Disabilities. How will the District be informed if students are expelled? Monthly? Weekly? Where will students who are expelled be sent? How does MHPS intend to ensure that special education students who are expelled or suspended continue to receive the special education and related services to which they continue to be entitled? What behavioral interventions will be tried to minimize the use of suspensions?

We will follow all applicable laws in this area. In the case of GPS, we have had very few suspensions and no expulsions. We have a behavioral plan in place but have had few opportunities to implement it.

- **Enrichment Courses.** The Charter School intends to offer 6-week long visual and performing arts, music, and foreign language courses during the Enrichment/Tutorial period scheduled at the end of the school day for all grade levels. However, it appears that students who require additional academic support or ELD will be placed in 2-week remediation classes and will not be able to take advantage of music, art, and foreign language offerings, unless they demonstrate academic improvement.

The school prioritizes academic success above the enrichment offerings at the end of the day. However, students flex in and out of groups and they are very aware of their goals and why this is happening. Parents are informed and understand as well.



- **Parent & Student Contract.** At Appendix C, Petitioners have included copies of a "family contract" that includes, among other items, a commitment to volunteering 20 hours of time each year to the school and requires attendance at a number of school activities. Petitioners cannot deny a child enrollment based on a parent's refusal or inability to perform volunteer service at the school or to attend school events. The Petition and admissions materials should be revised to make clear that volunteer hours will be waived in the event of hardship and that a student's enrollment is not threatened by a parent's failure to participate in all school activities.

Correct. We will revise that detail.

- **Uniform Costs.** The charter school's budget indicates that MHPS intends to charge families for student uniforms. The Petition and all admissions materials should be revised to clearly state that students who cannot afford the cost of uniforms will not be denied admission on that basis.

MHPS parents can purchase the uniform shirts at the office. Just like at GPS, we will offer scholarships and free shirts for families that cannot afford to purchase the uniforms.

- **Policies and Procedures.** The Petition is missing copies of a number of policies and procedures necessary for the Board to be assured that the Charter School will be operated in accordance with the law. It would be acceptable to provide copies of existing policies for GPS. Specifically missing are the following:

- Health and safety policies required pursuant to Educ. Code section 47605(b)(5)(F)

To be developed once a site is determined

- Child abuse mandated reporting

MHPS will follow the guidelines of the law and provides an annual training to all employees. We request the MHUSD send us their policy so that we can share it with the Navigator Schools board in the near future and have it in place by opening?

- Sexual harassment prevention

Attached

- Section 504

Page 57

- Special Education, including special education discipline

[See petition](#)

- Promotion and retention

[Currently being developed. We can get this to MHUSD by January, 2014](#)

- Student free speech rights required pursuant to Education Code section 48907

[Attached](#)

- Conflicts of Interest policy

[Attached](#)

- **Budget/Financial Assumptions.**

- Implementation Grant. The Petition assumes that the MHPS will receive a \$575,000 implementation grant. Given that MHPS has not applied nor received a funding approval for the federal Public Charter Schools Grant Program (PCSGP), what alternative plans does MHPS have if the PCSGP grant is not approved?

The projected fund balance for Navigator Schools at the end of 2013-14 school-year is \$1,045,000 including depreciation (slide 7 from attached budget document). Navigator has successfully applied for and received two start-up grants. In the worst-case scenario, GPS and HPS would loan MHPS funds if needed. Navigator Schools also has an unsecured line of credit established with Rabobank and a secured line of credit with Pinnacle Bank should the need arise.

- What are the specific plans for the use of the PCSGP funds and ensuring these funds are used for one-time costs and not ongoing expenses?

The CDE provides training and oversight for the expenditures of start-up funds. We are required to provide a budget to the CDE's charter school department, which outlines the one-time costs that the grant can cover. Personnel expenses are not allowed.

- The Petition assumes that MHPS will receive a higher PCSGP sub-grant award (\$575,000 compared to \$375,000) because MHPS would be located, or a majority of the students served by the applicant's school reside, in an attendance area of a school that is in Program Improvement (PI) Year 3, 4, or 5. Since a facilities location hasn't been discussed and a lottery determines admittance into MHPS, this assumption may not materialize. How would this change impact the financial plan?

The projected fund balance for Navigator Schools at the end of 2013-14 school-year is \$1,045,000 including depreciation (slide 7 from attached budget document). Navigator has successfully applied for and received two start-up grants. In the worst-case scenario, GPS and HPS would loan MHPS funds if needed. Navigator Schools also has an unsecured line of credit established with Rabobank and a secured line of credit with Pinnacle Bank should the need arise.

- Special Education Costs. As indicated in the Petition, the Charter School intends to apply for membership in the El Dorado County CHELPA, to which its flagship school, GPS, already belongs. However, it is not clear if Navigator Schools has received confirmation that Hollister Prep School has been accepted for membership in the El Dorado SELPA, and MHPS's membership in the CHELPA is not a certainty. If MHPS is not accepted into El Dorado CHELPA, MHPS would be required to be a part of the District's SELPA and pay a proportionate share of the

unfunded special education costs. This would result in significantly higher costs than currently budgeted.

HPS has been selected to participate in the El Dorado County CHELPA since the submission of MHPS submission. Once a charter management organization has two schools, the third and subsequent schools thereafter have top priority in admission over other applicants. If, for some reason MHPS does not gain acceptance, we will adjust our budget to compensate.

- Health/Welfare Benefits. It is not clear what benefits MHPS intends to offer, how the charter calculated the costs for those benefits, or what out-of-pocket expenses employees may be required to cover for single or family coverage.

We use the same cost assumptions that GPS offers. Navigator Schools pays 90% of the employee's health, vision and dental.

- Class Size Ratios. The staffing assumptions built into the budget do not seem to support the class size ratios identified. For 2014-15: 5.0 FTE's of ELA/Math teachers are budgeted for six classes; for 2015-16 6.0 FTE's are budgeted for eight classes; etc.

Navigator Schools uses a blended learning model, taking advantage of excellent software to increase student learning. As such, we are able to double up groupings or provide supervision for students for short times by paraprofessionals. We are using a similar model to the highly successful model that Rocketship Education implements in its schools.

- Restricted/Unrestricted Funding. The presentation of the budget information makes it difficult to determine the true operating income and expenses of MHPS, especially given the inclusion of the PCSGP grant. Please divide the budget between unrestricted and restricted, as required for State reporting.

Our back-office company Ed-Tec is currently working on this level of detail and we will forward it on to MHUSD ASAP. EdTec believes they will have it to us by Monday, June 3<sup>rd</sup>.

- Health/Nursing Services. MPCS will be responsible for students receiving Section 504 services, which may include health services such as the provision of insulin for diabetic students. How will MHPS cover the costs of such health and nursing services?

We will cut costs in other areas to cover unexpected costs. Navigator Schools currently contracts with an RN and will extend any necessary services to MHPS students.

- Other Elements Missing from Budget/Financial Assumptions. The budget does not address the following areas:

- Yard duty

Paraprofessionals cover yard duty

- Transportation – at the Board meeting Mr. Dent mentioned MHPS was considering providing bussing but this is not included in the budget plan.

Once our location is determined and any bussing needs are determined, we will submit a budget expense if necessary. We do not currently provide bussing in Hollister or Gilroy but we were placed in the target neighborhoods for the student population we wanted to serve.

- BTSA program expenses

We will add that to our budget revise. In our first year at GPS, we had one teacher that needed BTSA.

- Translation/interpreter services

Provided by existing / to be hired staff

- Migrant services

Most likely we would prefer that MHUSD keep our Migrant funds and help us provide services as we agreed to do in Hollister.

- The Petition indicates the MHPS will use a student information system (SIS) but makes no indication as to the specific system. Has a specific system been identified?

PowerSchool

- Food Service—the Petition indicates a cost of \$4.50 per day/per student for breakfast and lunch, this is significantly more costly than the District's food service program. MHPS may want to consider partnering with the District's food service program instead of Revolution Foods.

We agree. In Hollister we have gone with the district's food service and depending on our final location in Morgan Hill, we will most likely do the same.

- The amount budgeted for utilities does not appear to be adequate.

Please provide us with your recommendation and we will adjust our budget.

- How will MHPS obtain telecommunications services; will MHPS be applying for E-Rate discount?

Yes

- **Human Resources**

- In Affirmations and Assurances, it states: *I also certify that this petition 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 Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:*
- MHPS shall not charge tuition. [Ref. Education Code Section 47605(d)(1)] Do fees count under this code? There is clear pressure for parents to pay for various services. How can the school charge parents \$1/minute for being late to class?

We had a suggested donation fee to encourage parents to pick up their children on time after school as frequently staff had to wait up to an hour for students to be picked up. It has worked well.

- MHPS shall not determine admission according to the place of residence of the pupil, or of his or her or guardian, within this state, except that any existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school. [Ref. Education Code Section 47605(d)(2)] The Principal has made public statements contradicting this assurance as priority admission is given to founders' children.

There are exceptions to the law, specifically that staff and founders' children may be enrolled without going through the lottery, which Navigator Schools outlined in its admission / lottery policy.

- MHPS shall admit all students who wish to attend MHPS. However, if the number of pupils who wish to attend the charter school exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the district except as provided for in Section 47614.5. Other preferences must be permitted by the chartering authority and consistent with the law. [Ref. Education Code Section 47605(d)(2)(A)-(C)] In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and, in no event, shall take any action to impede the charter school from expanding enrollment to meet pupil demand. Again, the Principal has made public statements contradicting this assurance as priority admission is given to founders' children and they were never entered in the random drawing.

Correct for GPS. For MHPS, the founders' children will not attend because they are too old now.

- MHPS shall adhere to Section 504 of the Rehabilitation Act of 1974 ("Section 504"), Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities in Education Improvement Act of 2004 ("IDEA"). Special Education students who required transportation are discriminated against and prohibited from attending unless the parents can transport the children themselves. The charter organization is not approved by any SELPA.

Students requiring transportation per their IEP will receive transportation at the expense of MHPS. GPS and HPS belong to the EDCOE SELPA (CHELPA). Because this, MHPS will be automatically admitted to the CHELPA as it will be the third school under the Navigator Schools CMO.

- MHPS shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary.

Correct

- [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)©]
- MHPS shall ensure that MHPS teachers hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)].

The current Gilroy Prep staff members are not appropriately credentialed for their assignments under state law. The students are not receiving instruction from appropriately credentialed teachers in the specified core class content areas. Students are pulled out of the credentialed teacher's classroom daily and placed with non-credentialed personnel to monitor work on computer

programs for a significant part of the instructional period. The nature of planning, instruction, and evaluation occurring by non-credentialed staff should be reviewed and justified.

Navigator Schools has contacted the CDE and the CTC and has determined that the issue is due to Highly Qualified guidelines under NCLB. By the time MHPS opens, Navigator Schools staffing will have come in compliance with NCLB guidelines by implementing a 50.1% instructional model as described earlier. Navigator Schools staff is working collaboratively with the CDE to adjust the staffing model.

- MHPS will comply with all applicable portions of the No Child Left Behind Act. Are the current Gilroy Prep staff members Highly Qualified under federal law base on the current class structures?

Some are and some are not. We are working with the CDE/CTC to establish a model that will be fully compliant with federal law by 2014-15.

- MHPS agrees to abide by all laws applicable to charter schools and these laws may supersede any agreement in this charter petition as the charter school laws may change from time to time. Would MHPS have to change their teacher assignment and course structures from GPS to abide by state and federal laws related to teachers and student assignments?

State laws, no. Federal laws, yes.

- Are the teachers evaluated in their content area or in a multiple subject venue if not assigned in their content area? Does the evaluation process align with state law if not in their content area?

The teachers are evaluated in a multiple subject venue. All credentialed staff teach multiple subjects throughout the course of the day.

- Are teachers who are clearing their credentials or on internships verified correctly as completing their requirements if not assigned in their true content areas?

All un-cleared teachers are participating in BTSA and teach multiple subjects each day.

- Are all teachers CLAD certified?

Yes or the equivalent.

- Are teachers who have autism students assigned registered with the CCTC with an autism certificate?

Yes. The service delivery for students with Autism is provided push-in from an appropriately credentialed staff member, an LSH with SDC authorization.

- Conflict of Interest Question:



- Does any advisor or investor in Navigator have any conflict of interest with their financial gain or potential financial gain related to their position of decision making within or to Navigator Schools? For example: Would Mary Kaye Gerski's advisory role on community outreach be a conflict of interest to her position as Executive Director at Rebekah Children Services? One immediate question to clarify this concern would be to ask does Navigator have any relationship with Rebekah relative to student referrals or services? Is she serving two agencies where one agency has the potential to gain financially from the other agency?

No. Mary Kaye Gerski simply gave layman support of the original petition submitted to GUSD back in 2010. Since then, she has not advised Navigator Schools further.

- What is the SES level of GPS Latino students compared to Gilroy Latino students? What does the research say about the academic achievement levels of Latino students prior to self-selection or application into Gilroy Prep Charter as compared to those Latino who do not self-select into Gilroy Prep Charter? How will Navigator Schools assure that those students with the lowest academic achievement levels are given first priority over Latinos with higher academic levels for enrollment into MHCP?

Unfortunately, we cannot prioritize based on academic ability though we gladly would. Our outreach efforts are limited to First 5 programs and Head Start Programs in Gilroy and Hollister, which increases our chances of having a high SED / ELL population in those two schools.

- If a fair lottery is utilized for determining enrollment, how have some students been given more percentage of an opportunity to get selected by having their names entered more often than once in the algorithm? What method of verification for equity in selection process for the lottery is used? Is it public? What authority oversees the process?

It is legal to offer students living in the authorizing district a higher priority to out of district students. IT specialists, using algorithms in Microsoft Excel, have verified the method. The lotteries are always public and the local authorizers are always invited to attend.

- Why are there only 5 classroom teachers planned for Year 1 but the number of students planned would require 6 teachers of record, for Year 2, students for 8 teachers but only 7 planned, .....for Year 5, students for 18 teachers but only 12 teachers planned?

Navigator Schools uses a blended learning model, taking advantage of excellent software and other technologies to increase student learning. As such, we are able to double up groupings or provide supervision for students for short times by paraprofessionals. We are using a similar model to the highly successful model that Rocketship Education school implements in its schools.

- Is there proof of site or individual licenses for every software program?

Yes

Where are the licenses kept? Are they transferable to MHPS?

They are kept at the school sites. Some are transferable to MHPS but most aren't. HPS purchased its own site licenses when needed.