STEM ACADEMY OF SILICON VALLEY

Santa Clara County Office of Education

CHARTER SCHOOL PETITION

by
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AFFIRMATIONS/ASSURANCES

STEM Academy of Silicon Valley:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Shall be deemed the exclusive public school employer of the employees of the STEM Academy of Silicon Valley for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Shall admit all students who wish to attend the STEM Academy of Silicon Valley, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random lottery process. Admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- Shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- Shall at all times maintain all necessary and appropriate insurance coverage.
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)
- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the

pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]

- Shall, upon the approval of the petition by the county board of education, provide written notice of that approval, including a copy of the petition, to the school districts within the county, the Superintendent of Public Instruction and to the State Board of Education.
- Will follow any and all other federal, state, and local laws and regulations that apply to the STEM Academy of Silicon Valley including but not limited to:
  - STEM Academy of Silicon Valley shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
  - STEM Academy of Silicon Valley shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
  - STEM Academy of Silicon Valley shall comply with any jurisdictional limitations to locations of its facilities.
  - STEM Academy of Silicon Valley shall comply with all laws establishing the minimum and maximum age for public school enrollment.
  - STEM Academy of Silicon Valley shall comply with all applicable portions of the No Child Left Behind Act.
  - STEM Academy of Silicon Valley shall comply with the Public Records Act.
  - STEM Academy of Silicon Valley shall comply with the Family Educational Rights and Privacy Act.
  - STEM Academy of Silicon Valley shall comply with the Ralph M. Brown Act.
  - STEM Academy of Silicon Valley shall meet or exceed the legally required minimum of school days.

_____ _____

Yilmaz Ak, M.Ed. Date

INTRODUCTION

STEM Academy of Silicon Valley ("SASV" or "the Charter School") is pleased to submit this charter school petition for a new charter to become one of California's most successful science, technology, engineering, and math (STEM) oriented schools in the heart of the Silicon Valley.

SASV has collected over 250 signatures from "meaningfully interested parents" who plan to enroll their children in the prospective school. A large number of admin and staff members of the Magnolia Science Academy-Santa Clara ("MSA-Santa Clara") have also signed the petition with the intent to join SASV as an independent charter school. STEM Academy of Silicon Valley has also identified a potential school facility.

Please see Appendix D-Biographies for more information about the SASV Board of Directors.

STEM ACADEMY OF SILICON VALLEY

SASV respectfully submits this petition for a charter school in accordance with Education Code Section 47605.6. SASV intends to replace MSA-Santa Clara as a new independent charter school with support from the administration, staff and parents of the school currently in operation. By operating a local and independent charter we aim to maintain control at the school site with no oversight fees for CMO, increase transparency and cooperation with the local authorizer, and have greater autonomy in decision making in order to find quick solutions to local needs.

MSA-Santa Clara has been in operation for 5 years and currently serves 480 students in grades 6th through 12th. The School is currently located at 2720 Sonoma Place in Santa Clara. MSA-Santa Clara has been unsuccessful to extend its lease and has not been able to find a new facility for the 2015-16 school year, and therefore, is facing closure or suspension of operations. SASV would like to operate as a district charter and request facilities under Prop 39 with the Santa Clara County Office of Education (also referred to herein as "Santa Clara COE" and "District".)

Please see section 1.2 for projected grade-level enrollments at SASV.

PROPOSED LOCATION OF SCHOOL SITE

Current Status and Future Plans

STEM Academy of Silicon Valley is a charter designed by the parents, staff and administration of the currently operational Magnolia Science Academy-Santa Clara charter school ("MSA-Santa Clara".)

Currently, MSA-Santa Clara operates in one location within the Santa Clara COE. MSA-Santa Clara has waived its Prop 39 rights in order to secure a three year lease for the campus located at 2720 Sonoma Place, Santa Clara, CA 95051. MSA-Santa Clara has not been able to extend its lease with the Santa Clara COE. Moreover, it has not been able to secure a new facility that would meet the needs of the school.

SASV, as a new and independent charter, will apply for a Prop 39 facility with Santa Clara COE. The charter applicants have discussed their plans with the Santa Clara COE leadership.

Facility Selection

In accordance with Education Code Section 47610, the facilities shall meet the California Building Standards Code as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the charter school

is located, unless the facility is otherwise exempt under Education Code Section 47610.5.

STEM Academy of Silicon Valley will apply for Prop 39 facilities with Santa Clara County Office of Education. SASV would like to take over the facility at 2730 Sonoma Place, Santa Clara, where MSA-Santa Clara is currently in operation.

SASV has collected over 250 signatures from "meaningfully interested parents" who plan to enroll their children in the prospective school. The signatures submitted with this petition show that SASV site will enroll students from all over the county and from all school districts. [1]

[1] STEM Academy of Silicon Valley has submitted signatures of "meaningfully interested" teachers as part of the legal charter petition process. Meaningfully interested parent signatures are also submitted to show genuine interest of SCCOE parents in enrolling their children in the proposed SASV school, **not** to meet legal requirements.

ELEMENT 1: EDUCATIONAL PROGRAM

""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 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners." Ed. Code § 47605(b)(5)(A)(i).

"A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals." Ed. Code § 47605(b)(5)(A)(ii).

"If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements." Ed. Code § 47605(b)(5)(A)(iii).

GENERAL INFORMATION

Charter School Information
The facility of the Charter School will be located at 2720 Sonoma Place, Santa Clara, 95051.
The contact phone number of the Charter School is (775) 229-3580.
The contact person for the Charter School is Yilmaz Ak, M.Ed.
The requested term of the charter shall be for five years beginning with the board approval of the charter before the 2015-16 school year and ending on June 30, 2020.
The grade configuration is K-12.
The number of students in the first year of the charter term is expected to be 580.
The grade level(s) of the students the first year of the charter term will be K-12.
The scheduled opening date of the Charter School is August 12, 2015.
The enrollment capacity will be about 615 students. (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student's residency). See "Target Student Population" for anticipated 5-year grade-level enrollment.
The instructional calendar will be traditional. See section 1.3 for the instructional calendar and the bell schedule.

1.1 COMMUNITY NEED FOR CHARTER SCHOOL

Need for STEM Focus

STEM Academy of Silicon Valley (SASV) bases its educational program on the understanding that our nation's economic future will require a highly trained workforce in math, science, and technology. According to a 2003 report from the National Science Board, "The Science and Engineering Workforce: Realizing America's Potential,"[1] current trends indicate serious future problems that may threaten our long-term prosperity and national security. These include:

• Flat or reduced domestic student interest in critical areas, such as engineering and the physical and mathematical sciences,

• Large increases in retirement from the science and engineering (S&E) workforce projected over the next two decades,

• Projected rapid growth in S&E occupations over the next decade, at three times the rate of all occupations,

• Anticipated growth in the need for American citizens with S&E skills in jobs related to national security, following September 11, 2001.

• Global competition for S&E talent is intensifying, such that the United States may not be able to rely on the international S&E labor market to fill unmet skill needs;

• The number of native-born S&E graduates entering the workforce is likely to decline unless the Nation intervenes to improve success in educating S&E students from all demographic groups, especially those underrepresented in S&E careers.

To understand the scale of the risk in a shrinking S&E workforce, it is important to define the range of the S&E industry. It includes all jobs that require science and engineering skills even if the jobs themselves are classified as non-S&E jobs. Using this definition, a pre-college teacher with a baccalaureate degree in a science field, a technical manager, a practitioner with a two-year degree or certificate in science, engineering and technology fields, and Ph.D.s appointed as postdoctoral scholars are all considered to be within the S&E workforce.[2]

In 2005, the National Academies re-emphasized this need with the release of a report: “Rising Above the Gathering Storm: Energizing and Employing America for a Brighter Economic Future.”[3] The report concludes there is a serious risk that the United States may soon irrevocably cause it to lose its lead in science and technology.

California’s economy is highly dependent on technology, and therefore addressing the ongoing need for a strong S&E workforce in California is significant. In 2005, Governor Schwarzenegger asked the California Council on Science and Technology (CCST) to prepare a response to the National Academies report. In its final report the task force recommended: “Increase the number of Science, Technology, Engineering, and Mathematics (STEM) graduates at all levels, especially among Hispanics who represent the fastest growing and soon to be largest segment of California’s population.”[4]

Further, the President’s Council of Advisors on Science and Technology (2010)5 describes the importance of middle and

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1 National Science Board; The Science and Engineering Workforce Realizing America’s Potential. August 2003
2 Source: http://www.nsf.gov/nsb/documents/2003/nsb0369/
3 National Academy of Sciences (2007) Rising Above the Gathering Storm: Energizing and Employing America for a Brighter Economic Future. Available: http://www.nap.edu/catalog.php?record_id =11463
4 Source: http://www.ccst.us/publications/2006/GSTFrecs.pdf
5 Prepare and Inspire: K-12 Education in Science, Technology, Engineering, and Math (STEM) for America's Future. Executive Office of

high school education as follows:

"The success of the United States in the 21st century – its wealth and welfare – will depend on the ideas and skills of its population. These have always been the Nation's most important assets. As the world becomes increasingly technological, the value of these national assets will be determined in no small measure by the effectiveness of science, technology, engineering, and mathematics (STEM) education in the United States. STEM education will determine whether the United States will remain a leader among nations and whether we will be able to solve immense challenges in such areas as energy, health, environmental protection, and national security. It will help produce the capable and flexible workforce needed to compete in a global marketplace. It will ensure our society continues to make fundamental discoveries and to advance our understanding of ourselves, our planet, and the universe. It will generate the scientists, technologists, engineers, and mathematicians who will create the new ideas, new products, and entirely new industries of the 21st century. It will provide the technical skills and quantitative literacy needed for individuals to earn livable wages and make better decisions for themselves, their families, and their communities. And it will strengthen our democracy by preparing all citizens to make informed choices in an increasingly technological world." (PCAST, 2010)

With its vision to 'raise students who are scientific thinkers contributing to the global community as socially responsible and educated members of society' and its mission to "provide a safe learning environment, supported by a diverse community and a student body that is dedicated to a rigorous college preparatory STEM curriculum," STEM Academy of Silicon Valley will help fill this gap by inspiring and preparing students to choose career paths in science and technology. Santa Clara County is one of the focal points of the shortage mentioned above. STEM Academy of Silicon Valley will address the shortage where help is needed most, the Silicon Valley. Consequently, SASV wishes to operate K-12 charter school in Santa Clara.

District and County-wide Benefits

The following are some of the benefits SASV will bring to the District, County, and students attending SASV:

1) Help meet Silicon Valley's projected need for a growing science and engineering workforce (Benefiting the county, local lommunity, and students attending SASV)

As indicated in the introduction section of this petition, Silicon Valley, will be in dire need of more S&E specialists over the next few decades. SASV will address this need by offering programs in Science, Technology and Advanced Math.

At SASV, students will learn skills in computer programming, robotics engineering and be placed in accelerated Math tracks. Students will be equipped with skills neccesary for S&E jobs even before going to college.

In addition to its rigorous math and science courses, SASV will offer electives and clubs to give students access to STEM programs early on. For the 2015-16 academic year, these programs will include Computer Literacy, Computer Programming, Digital Art, Robotics, First Lego League, Future City, A+ (Advanced Math), A+ (Advanced Computer), and Science Bowl clubs.

2) Provide a research-based replicable education model and support implementation (Benefiting the county, local lommunity, and students attending SASV)

STEM Academy of Silicon Valley designs, implements and refines its successful education model using scientific and research tools. STEM Academy of Silicon Valley will not only use this highly successful program but will also make it

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the President, Washington, D.C., 2010.

available for other schools with all implementation tools and professional training opportunities.

SASV will be a model for other schools, where teachers can observe the model at work. SASV intends to explore more areas of collaboration and partnership benefiting Santa Clara, the local community, and the pupils that attend SASV.

3) Raise interest in Math and Science throughout the County (Benefiting the county, local lommunity, and students attending SASV)

SASV will bring the joy and prestige of participating in national and international competitions and science fairs back to public schools in Santa Clara County. SASV will organize math and computer programming competitions for elementary and middle school students. Competition days become a special day that elementary and middle school teachers use to arouse interest in sciences among their students. The following are examples of such competitions and activities SASV will participate in and/or organize:

- CA State Intel Synopsis Science Fair
- Future City
- MathCounts
- League Robotics
- Science Bowl contest
- Annual - Participation in ACCompete; computer science competition among students taking A+ (Advanced computer) classes.

4) Collaboration with universities and businesses (Benefiting the county, local lommunity, and students attending SASV)

SASV staff and aministration will continue to use their connections to build a collaborative network with faculty members at Stanford, Santa Clara University, and other local universities. Through these collaborative efforts, local colleges offer elective courses in arts and drama for SASV' high school students; engineering courses in middle school at SASV schools; dual enrollment; provide college counselors to high school students; and handle teacher professional training on certain subjects. SASV will seek collaboration and partnerships with high-tech companies some of which will sponsor and provide mentors for SASV' Robotics clubs.

5) A comprehensive all-around education for minority and socio-economically disadvantaged populations (Benefiting the county, local lommunity, and students attending SASV)

STEM Academy of Silicon Valley will offer comprehensive, multi-faceted education program and after-school support that allows for frequent adjustments to ensure progress for all demographic subgroups informed by a commitment to data driven design and evaluation; effective character education ("Get Ready For Life (GRFL)" program) and college counseling sessions ("College Mentorship and Leadership Program (CMLP)"); after school tutoring; and home visits.

Through Technology Integrated Education, minority and socio-economically disadvantaged students prepare for college and gain self-confidence.

Surrounding Schools

The following table shows the secondary schools in close proximity of the target area.

Table 1 - Secondary Schools in Close Proximity[1]

School	District	Asian	Filipino	Hispanic	African American	White	Other	2011 API	2011 Similar Schools Rank
A. Wilcox High	Santa Clara Un.	22.9%	7.2%	30.2%	4.5%	31.2%	4.1%	775	8
Santa Clara High	Santa Clara Un.	16.1%	10.4%	28.0%	5.6%	33.2%	6.7%	769	8
Fremont High	Fremont Un. High	16.8%	11.9%	40.3%	4.1%	24.8%	2.1%	765	7
Del Mar High	Campbell U. High	7.2%	3.6%	42.5%	5.4%	26.6%	14.6%	718	2
A. Lincoln High	San Jose Unified	6.2%	1.7%	62.7%	3.2%	24.2%	2.0%	772	8
Cupertino High	Fremont Un. High	52.0%	1.5%	8.9%	1.9%	34.4%	1.3%	893	7
Columbia Middle	Sunnyvale Elem.	9.9%	15.8%	59.8%	2.5%	10.1%	2.1%	719	2
Cabrillo Middle	Santa Clara Un.	16.7%	9.3%	39.5%	4.8%	21.9%	7.8%	756	5
Peterson Middle	Santa Clara Un.	28.0%	3.0%	20.5%	4.1%	35.8%	8.7%	862	6
Buchser Middle	Santa Clara Un.	9.8%	11.6%	34.4%	4.9%	31.3%	8.0%	799	7
Hoover Middle	San Jose Unified	3.7%	1.9%	78.2%	4.2%	9.6%	2.4%	660	1
Sunnyvale Middle	Sunnyvale Elem.	24.5%	4.4%	29.8%	4.7%	34.8%	1.8%	843	2
Lawson Middle	Cupertino Union	79.0%	0.6%	2.3%	0.5%	16.4%	1.2%	983	10
Monroe Middle	Campbell U. Elem.	8.8%	4.1%	49.5%	6.1%	26.8%	4.7%	779	5

[1] Source: http://dq.cde.ca.gov/dataquest/

1.2 STUDENT POPULATION TO BE SERVED

SASV will recruit students from all areas of Santa Clara COE, with a goal of creating an economically and ethnically diverse student population. The school will attract low-achieving students from low income and socio-economically disadvantaged families through free after-school tutoring and home visits programs, and will appeal to high-achieving students with its Advanced Studies Program which include Advanced Placement courses, academic after-school clubs such as Robotics and Future City and Accelerated Math programs, through which students prepare for nationwide and international competitions. College Mentorship and Leadership Program (CMLP), along with SASV's free college counseling and SAT/ACT preparation classes are highly appealing to college bound students.

The overall profile of the student population will represent the demographics of Santa Clara COE. The student population will likely reflect the demographics of nearby neighborhoods and the District.

The enrollment numbers for the school site will be dependent on the building capacity and the number of classes that will be opened in each grade level, with approximately 30 students per class. At full capacity, the school will eventually have 30-60 students at each grade level in grades K-12. See the following table for projected grade-level enrollment at the planned SASV site.

Table 2 - The projected grade-level enrollment of SASV for the following five years

Projected Grade-level Enrollment at SASV					
Grade	2015-16	2016-17	2017-18	2018-19	2019-20
TK/K	30	30	30	30	30
1	60	60	60	60	60
2	30	60	60	60	60
3	30	30	60	60	60
4	30	30	30	60	60
5	30	30	30	30	60
6	60	60	60	60	60
7	100	60	60	60	60
8	100	100	60	60	60
9	50	50	50	50	30
10	30	30	35	30	30
11	20	25	25	25	25
12	15	20	20	20	20
Total	585	585	580	605	615

1.3 GOALS AND PHILOSOPHY

Vision

SASV's vision is to raise students who are scientific thinkers contributing to the global community as socially responsible and educated members of society.

Mission

SASV's mission is to provide a safe learning environment, supported by a diverse community and a student body that is dedicated to a rigorous college preparatory STEM curriculum.

Core Values

SASV promotes scholarship, critical thinking, effective communication, and social responsibility as core values.

In a school setting, teachers are one of the most important role models to the students. Therefore, among the teaching staff, SASV will emphasize the value of continuous professional development, persistent innovation, intellectual curiosity, tolerance, and positive response to change so that these values and attitudes will be conveyed to students through example.

Student Learning Outcomes (SLOs)

SASV graduates will be:

21st Century Scholars who:

- Use technology effectively to access, organize, research and present information.
- Demonstrate the ability to integrate technology as an effective tool in their daily lives.
- Have developed an academic plan with goals to guide them in their pursuit towards a college degree and career choices (planning).
- Have a clear understanding of the UC A-G Course Requirements and meet college eligibility requirements.

Critical Thinkers who:

- Apply, analyze, identify, synthesize and evaluate information and experiences.
- Connect the skills and content learned across the curriculum and evaluate multiple points of view.
- Use the Inquiry Process to address a problem, hypothesize, analyze, and draw conclusions as they investigate an issue/problem.
- Utilize Problem-solving techniques during conflict resolution and to compromise.

Effective Communicators who:

- Demonstrate effective oral and written communication skills through the use of Academic Language at school, with peers and in the community.
- Demonstrate Content area and grade level achievement in Reading, Writing, Mathematics, History and Science.
- Collaborate, work effectively, and manage interpersonal relationships within diverse groups and settings.

Socially Responsible Global Citizens who:

- Embrace and respect cultural diversity through the understanding of our Global World.
- Demonstrate knowledge and understanding of American and World History and the values of different cultures.
- Contribute to the improvement of life in their school and local community through Leadership skills and participation in Community Projects.
- Demonstrate knowledge of proper nutrition, exercise and physical health and its impact on daily life.

An "Educated Person" in the 21st Century

Educated citizens of the 21st century must have a love of learning that will enable them to be self-motivated lifelong learners who can adapt easily and quickly to changes. They must be able to work productively and cooperatively in a multicultural environment. In addition, educated citizens must be effective language users, adept at writing and speaking, and they must be committed to the intellectual virtues of objectivity, honesty, critical thinking, and social and moral awareness.

SASV graduates will have an understanding of the world and be confident of the roles that they will accept in life. They will be competent researchers, able to investigate questions they will face in college and throughout their careers.

SASV will:

- Empower students to become self-motivated, competent, and lifelong learners.
- Provide challenging and engaging curriculum with carefully selected standards-based teaching materials and state-of-the-art equipment provided by highly qualified teachers.
- Create a supportive and caring environment with small class sizes, and strong student-parent-teacher communication.
- Improve students' knowledge and skills in core subjects thereby increasing their chances of success in higher education and beyond.
- Provide intensive enrichment programs for both high and low achieving students.
- Teach students to think objectively and critically, respect truth, and be socially responsible.
- Prepare students to be conscientious and productive citizens.

How Learning Best Occurs

Learning best occurs when students are actively involved in the learning process, have direct experiences with the physical world, and relate these experiences to what they are learning in school[1,2]. The rigorous standards-based educational program uses inquiry-based activities to help students acquire core academic knowledge, critical thinking, and problem-solving skills. Furthermore, SASV offers health and life skills courses designed to help students attain organizational and study skills, which are crucial to enable students to become **self-motivated, competent, and lifelong learners**.

Students are given opportunities to construct their knowledge through multiple encounters with a new concept. To develop conceptual understanding in constructivist settings, SASV teachers assume the role of facilitators of meaningful learning experiences. Students build on existing knowledge as facilitated experiences help them discover the underlying concepts for themselves. This process deepens students' knowledge and stimulates their curiosity and passion for learning. Students will discover how to learn, and develop the skills to become self-empowered learners. Experiential methods will engage each student and facilitate understanding of core concepts.

STEM Academy of Silicon Valley's after school programs will offer academic assistance to students who need it and provide a safe place for academic and non-academic enrichment outside the regular school day. The balance between academic and enrichment programs promotes a love of learning and positive feeling about the school experience.

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[1] D. Fortus et al, "Design-based science and student learning," Journal of Research in Science Teaching, vol. 41, no. 10, pp. 1081-1110, 2004.
[2] S. B. Mertens and N. Flowers, "Middle school practices improve student achievement in high poverty schools," Middle School Journal, pp. 33-43, Sep 2003.

New knowledge and skills must build on current knowledge and skills, using a combination of independent study and collaborative activities. Learning occurs best when motivation is intrinsic rather than extrinsic. Thus, teachers and parents play a critical role in developing the inner desire to know and to discover. A high quality learning environment must be one that is highly structured and generously flexible, allowing students explore and discover and operates with high standards that challenge students. Indeed, the ideal learning environment consists of a "community of scholars" in which teachers and students learn together through the open exchange of ideas and information.

Parent participation is an important element in STEM Academy of Silicon Valley's educational philosophy. Students whose parents are involved in their education generally have higher grades, better attendance, higher homework submission rates, higher graduation rates and a better chance of continuing with their education after graduation.

Course content is organized into topical units that incorporate relevant activities and lessons. Associations between expository writing and careers, mathematical proofs and space science, and science laboratory experimentation with chemical engineering will be drawn. Guest speakers and field trips will emphasize the links between study and practical application. Teacher-designed units will allow students to make necessary study-to-life correlations.

In order to be responsible members of society, students need to provide service to the community. Engaging in "real life" projects that are related to the curriculum will help students move from adolescence and school to adulthood and society. Therefore, SASV students will be actively involved in various community service projects.

Distinguishing Features in SASV'S Approach

Blended Learning

As our economy's base has shifted from industry to technology, the digital exchange of information has become the cornerstone of success both in scholastic and subsequent undertakings[1]. Problems facing our society at all levels are increasingly scientific and technological in nature. It has become apparent that our nation's economic future will require a technologically competent and highly adaptable workforce. To address these concerns effectively, young Americans need to be science and technology literate. STEM Academy of Silicon Valley bases its educational program on the understanding that our nation's economic future will require a highly trained workforce in STEM[2]. The comprehensive science education provided by SASV helps students acquire a whole set of necessary intellectual habits and attitudes that might well be called "scientific habits of thinking," an important component of critical thinking.

SASV's blended learning vision is based on a 'Personalized Learning Plan' that sees teachers as facilitators with instructional programs that are tailored based on needs, levels and pace of students. In order to best meet the students' needs, after enrollment to school, all students are assessed for **placement** into the right program based on their individual level.

General Education:

In the **general education** setting students will be offered three different tracks in each grade level based on their needs and **assessment** results.

For example students in the 6th grade will be able to take 6th course Math, Pre-Algebra or Algebra I classes:

Initial Placement options

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[2] National Science Board's Report, Science and Engineering Indicators, 2004 Source: http://www.nsf.gov/statistics/seind04/

- 6th Grade: Course 6, Pre-Algebra, Algebra I
- 7th Grade: Pre-Aglebra, Algebra I, Geometry
- 8th Grade: Algebra I, Geometry, Algebra II
- 9th Grade: Algebra I, Geometry, Algebra II, Pre-Calculus
- 10th Grade: Geometry, Algebra II, Pre-Calculus, AP Calculus AB

In order to further personalize learning, students will frequently be assessed with benchmark tests and through NWEA's adaptive online MAP (Measure of Academic Progress) tests. Students will be allowed to switch/progress through sections/courses based on assessment results and teacher recommendations throughout the year.

Each classroom/section will have an average of 30 students which will be divided in two or three groups, again based on student levels. Teachers will deliver instruction to these groups on a rotation model based on their levels and pace, allowing different groups to start at a higher or lower level and progress at different speeds.

Students will work individually on their assignments, quizzes and homework, when not working with a teacher.

Students will take pretests before each chapter and units and will be allowed to skip content in order to progress at faster speeds based on mastery through the integrated assessments. Small group instruction will focus on areas where students need to grow further.

Curriculum:

In order to provide a curriculum that allows personalized learning opportunities, we have looked at different options and are currently considering to use Plato (part of Edmentum) as the online curriculum for all subject areas. Plato's curriculum consists of integrated assessments including exemptive ***pretests*** that allow learners to ***forgo content*** they have already ***mastered*** and focus on the concepts that need additional work. Plato's courseware lends itself to both regular classroom instruction, blended learning or fully virtual experience. Plato Courseware provides courses in a wide range of core subjects, electives, global languages, honors, and Advanced Placement offerings.

Intervention tracks:

On top of the general education, students who are functioning below grade level will be offered additional support through online intervention programs. In this program, students are given diagnostic tests and receive fully online instruction at their level and pace, which is constantly monitored by an instructor who tracks their progress. The intervention classes are offered during elective periods.

Further Acceleration and enrichment:

a. The students that are functioning at higher levels and do not fit within the three regular courses offered at their own grade level, will be allowed to take classes with higher grade levels.
b. Teams and Clubs: Gifted students will be selected for Math, Science and technology teams/clubs (MathCounts team, Advanced Math & Computer program, Future City Competition teams, Science Olympiad team, Lego Robotics team, etc.) that meet 3 times a week. These programs will help the students progress at much higher levels and pace.
c. Full Online programs: If the students are not a fit for any of the general ed classes and scheduling conflicts do not allow alternative placement, they will be enrolled in fully online programs at their own level.

With the help of ability grouping and course offerings at three levels, plus the intervention classes and accelerated programs that students will be enrolled in, there will be 5 different levels of programs offered to students at each grade

level. This will alleviate the problem of differentiating within the classrooms to some extent. With the blended learning environment in the classrooms smaller groups of students and individuals will further be allowed to focus on content that they have not learned, and experience a personalized program with the help of pre and post assessments that focus on mastery and not seat time.

SASV believes that educated citizens of the 21st century must have a solid background in science and math as well as in history and literature. With such knowledge, they not only will be able to keep up with the rapid growth of science and technology but they also will be able to contextualize it and understand what it means.

Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP) or LCAP update, as appropriate, to the District on or before July 1. In accordance with Ed. Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Ed. Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Ed. Code section 47606.5, including but not limited to the requirement that Charter School "shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update." Ed. Code § 47606.5(e).

Pursuant to Ed. Code § 47605(b)(5)(A)(ii), please see the table below, describing the Charter School's annual goals to be achieved in the state priorities schoolwide and for all pupil subgroups, as described in Ed. Code § 52060(d), and specific annual actions to achieve those goals. Further below in Elements 2&3, please find tables that delineate SASV schoolwide and subgroup outcome goals and performance targets aligned to the state's priorities that apply for the grade levels served, or the nature of the program operated, by the charter school, methods for measuring progress and the individual(s) with primary responsibility for each, all aligned with the state's priorities defined in Ed. Code § 52060(d). As the State finalizes new standardized assessment tools (e.g., [assessments]) and new school performance measures (e.g., API), and finalize the format for the new LCAPs as applicable to charter schools, SASV will work with the CDE to ensure that it creates and updates its plans and goals accordingly. The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a "material revision to the charter" as defined on § 47607. Actions intended to ensure that the school meets these goals and targets are delineated throughout this charter petition.

Table 3 – Charter School Annual Goals & Actions to Achieve Annual Goals

CHARTER SCHOOL ANNUAL GOALS & ACTIONS TO ACHIEVE ANNUAL GOALS	
STATE PRIORITY #1: BASIC SERVICES The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))	
TEACHERS:	
ANNUAL GOALS TO ACHIEVE PRIORITY #1	▪ For each year of the charter, all Charter School teachers will be appropriately assigned and fully credentialed as required by law and the charter.
ACTIONS TO ACHIEVE ANNUAL GOALS	▪ Charter School will conduct credential review as part of teacher hiring process. *(Principal; HR)* ▪ Charter School will annually review master schedule/teacher assignments to ensure compliance. *(Principal)*
INSTRUCTIONAL MATERIALS:	
ANNUAL GOALS TO ACHIEVE PRIORITY #1	▪ For each year of the charter, every student will have sufficient access to standards-aligned instructional materials.
ACTIONS TO ACHIEVE ANNUAL GOALS	▪ Charter School will annually review alignment of instructional materials to standards. *(Principal)* ▪ Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials *(Principal; Business Manager)* ▪ Charter School will annually review budget and plan to ensure adequate budget for instructional materials *(Principal; Business Manager)*
FACILITIES:	
ANNUAL GOALS TO ACHIEVE PRIORITY #1	▪ For each year of the charter, the school facilities will be maintained in good repair.
ACTIONS TO ACHIEVE ANNUAL GOALS	▪ Annual and monthly facility inspections will screen for safety hazards. *(Principal)* ▪ Daily general cleaning by custodial staff will maintain campus cleanliness. *(Custodian, with report to Principal)*

STATE PRIORITY #2: IMPLEMENTATION OF COMMON CORE STATE STANDARDS
Implementation of Common Core State Standards, including how EL students will be enabled to gain academic

content knowledge and English language proficiency	
CCSS IMPLEMENTATION	
ANNUAL GOALS TO ACHIEVE PRIORITY #2	▪ Charter School will fully implement state-adopted ELA and Math academic content and performance standards for all students, including subgroups. ▪ Charter School will seek to implement academic content and performance standards for all core subjects as they are adopted by the state.
ACTIONS TO ACHIEVE ANNUAL GOALS	▪ Charter School will ensure ELA and Math curricula and assessments are aligned to the CCSS. *(Principal)* ▪ Annually, teachers will participate in professional development on the implementation of CCSS. *(Principal)*
EL STUDENTS	
ANNUAL GOALS TO ACHIEVE PRIORITY #2	▪ All students will gain academic content knowledge through the implementation of CCSS.
ACTIONS TO ACHIEVE ANNUAL GOALS	▪ EL students will participate in ELA/Literacy instruction with appropriate instructional support. *(Principal; Dean of Academics)*

STATE PRIORITY #3: PARENTAL INVOLVEMENT Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation	
PARENT INPUT	
ANNUAL GOALS TO ACHIEVE PRIORITY #3	▪ Charter School will provide opportunities for parent input in school site decisions.
ACTIONS TO ACHIEVE ANNUAL GOALS	▪ Charter School will have parents on its School Site Council (SSC). *(Principal)* ▪ Charter School will hold regular SSC meetings. *(Principal)* ▪ Charter School will have a Parent Teacher Organization (PTO). *(Principal)* ▪ Charter School will hold regular PTO meetings. *(Principal)* ▪ Charter School will have an English Learner Advisory Committee (ELAC). *(Principal)* ▪ Charter School will hold regular ELAC meetings. *(Principal)*
PROMOTING PARENT PARTICIPATION	
ANNUAL GOALS TO ACHIEVE PRIORITY #3	▪ Charter School will provide opportunities for parent involvement.
ACTIONS TO ACHIEVE	▪ Charter School will host parent activities/events, including Student/Parent

ANNUAL GOALS	Orientation, Back to School Night, and parent conferences. *(Principal)* ▪ Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through CoolSIS, an online web portal. *(Principal; Dean of Academics)* ▪ Charter School will communicate with the parents of academically low-achieving students. *(Principal; Dean of Academics)* ▪ Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement. *(Principal; Dean of Academics)*

STATE PRIORITY #4: PUPIL ACHIEVEMENT Pupil achievement, as measured by all of the following, as applicable: (A) Statewide assessments (B) The Academic Performance Index (API) (C) Percentage of pupils who have successfully completed courses that satisfy the UC/CSU or career technical education program requirements (D) Percentage of ELs who make progress toward English language proficiency as measured by the CELDT (E) EL reclassification rate (F) Percentage of pupils who have passed an AP exam with a score of 3 or higher (G) Percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program, or any subsequent assessment of college preparedness	
(A) STATEWIDE ASSESSMENTS	
ANNUAL GOALS TO ACHIEVE PRIORITY #4	▪ Charter School will set and strive to meet targets in ELA and math on the CAASPP assessment system.
ACTIONS TO ACHIEVE ANNUAL GOALS	▪ Charter School will set targets based on prior year data once baseline has been established. *(Principal; Dean of Academics)* ▪ Charter School will synthesize information into reports. *(Dean of Academics)* ▪ Charter School will regularly review progress towards targets. *(Principal; Dean of Academics)* ▪ Charter School will provide additional supports and interventions, as needed. *(Principal; Dean of Academics)*
(B) API	
ANNUAL GOALS TO ACHIEVE PRIORITY #4	▪ Charter School will meet or exceed the annual API growth target.

ACTIONS TO ACHIEVE ANNUAL GOALS	▪ Charter School will regularly review progress towards targets. *(Principal; Dean of Academics)*
(C) COLLEGE/CAREER READINESS	
ANNUAL GOALS TO ACHIEVE PRIORITY #4	▪ Students will be on track to be college/career ready.
ACTIONS TO ACHIEVE ANNUAL GOALS	▪ Charter School will offer courses that meet UC/CSU admission requirements. *(Principal; Dean of Academics)* ▪ Charter School will offer "Advisory" classes, a college planning and career exploration program for students. *(Principal; Dean of Academics; College Advisor)* ▪ Charter School will offer special programs to prepare students for the SAT/ACT tests. *(Principal; Dean of Academics; College Advisor)* ▪ Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school. *(Principal; College Advisor)*
(D) EL PROGRESS	
ANNUAL GOALS TO ACHIEVE PRIORITY #4	▪ ELs will make annual progress in learning English as measured by the CELDT.
ACTIONS TO ACHIEVE ANNUAL GOALS	▪ EL students will receive in-class instructional support which includes one-on-one teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; extended day instruction as needed. *(Principal; Dean of Academics)*
(E) EL RECLASSIFICATION RATE	
ANNUAL GOALS TO ACHIEVE PRIORITY #4	▪ EL students will be reclassified as fluent English proficient (RFEP) annually.
ACTIONS TO ACHIEVE ANNUAL GOALS	▪ EL students will receive in-class instructional support which includes one-on-one teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; extended day instruction as needed. *(Principal; Dean of Academics)*
(F) AP EXAM PASSING RATE	
ANNUAL GOALS TO ACHIEVE PRIORITY #4	▪ Students will take and pass AP exams at a high rate.
ACTIONS TO ACHIEVE ANNUAL GOALS	▪ Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. *(Principal; Dean of Academics)*
(G) EAP PARTICIPATION & PASSING RATES	
ANNUAL GOALS TO ACHIEVE PRIORITY #4	▪ Students will demonstrate college preparedness pursuant to the EAP.
ACTIONS TO ACHIEVE	▪ Charter School will encourage and support students to participate in the EAP

ANNUAL GOALS	program and demonstrate college preparedness. *(Principal; Dean of Academics; College Advisor)* ▪ Charter School will offer "Advisory" classes, a college planning and career exploration program for students. *(Principal; Dean of Academics; College Advisor)* ▪ Charter School will regularly review progress towards targets. *(Principal; Dean of Academics; College Advisor)*

STATE PRIORITY #5: STUDENT ENGAGEMENT Pupil engagement as measured by all of the following, as applicable: (A) School attendance rates (B) Chronic absenteeism rates (C) Middle school dropout rates (D) High school dropout rates (E) High school graduation rates	
(A) SCHOOL ATTENDANCE RATES	
ANNUAL GOALS TO ACHIEVE PRIORITY #5	▪ Charter School will maintain a high student attendance rate.
ACTIONS TO ACHIEVE ANNUAL GOALS	▪ Charter School will provide a safe environment that cultivates respect for self and others. *(Principal; Dean of Students)* ▪ Charter School will encourage and support student attendance. *(Principal; Dean of Students; Office Manager)*
(B) CHRONIC ABSENTEEISM RATES	
ANNUAL GOALS TO ACHIEVE PRIORITY #5	▪ Charter School will maintain a low chronic absenteeism rate.
ACTIONS TO ACHIEVE ANNUAL GOALS	▪ Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook. *(Principal; Dean of Students; Office Manager)* ▪ Charter School will provide a nurturing and engaging learning environment for all its students and families, including those of all the subgroups enrolled. *(Principal; Dean of Academics; Dean of Students)*
(C) MIDDLE SCHOOL DROPOUT RATES	
ANNUAL GOALS TO ACHIEVE PRIORITY #5	▪ Charter School will maintain a low middle school dropout rate.
ACTIONS TO ACHIEVE	▪ Charter School will reduce dropout rates by providing academic and social support

ANNUAL GOALS	in a small school environment. *(Principal; Dean of Academics; Dean of Students)* ▪ Charter School will provide a nurturing and engaging learning environment for all its students and families, including those of all the subgroups enrolled. *(Principal; Dean of Academics; Dean of Students)*
(D) HIGH SCHOOL DROPOUT RATES	
ANNUAL GOALS TO ACHIEVE PRIORITY #5	▪ Charter School will maintain a low high school dropout rate.
ACTIONS TO ACHIEVE ANNUAL GOALS	▪ Charter School will reduce dropout rates by providing academic and social support in a small school environment. *(Principal; Dean of Academics; Dean of Students)* ▪ Charter School will provide a nurturing and engaging learning environment for all its students and families, including those of all the subgroups enrolled. *(Principal; Dean of Academics; Dean of Students)*
(E) HIGH SCHOOL GRADUATION RATES	
ANNUAL GOALS TO ACHIEVE PRIORITY #5	▪ Charter School will maintain a high rate of high school graduation.
ACTIONS TO ACHIEVE ANNUAL GOALS	▪ Charter School will develop and gain support for a school culture that promotes high expectations for all its students, including high school graduation. *(Principal; Dean of Academics; Dean of Students)*

STATE PRIORITY #6: SCHOOL CLIMATE School climate, as measured by all of the following, as applicable: (A) Pupil suspension rates (B) Pupil expulsion rates (C) Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	
(A) PUPIL SUSPENSION RATES	
ANNUAL GOALS TO ACHIEVE PRIORITY #6	▪ Charter School will maintain a low student suspension rate.
ACTIONS TO ACHIEVE ANNUAL GOALS	▪ Charter School will annually assess its suspension policies and procedures. *(Principal; Dean of Students; Board)* ▪ Charter School will document and implement the alternatives to suspension. *(Principal; Dean of Students)* ▪ Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high

	expectations. *(Principal; Dean of Students; Dean of Academics)* ▪ Charter School staff will acknowledge and encourage positive student behavior and improvements. *(Principal; Dean of Students)*
(B) PUPIL EXPULSION RATES	
ANNUAL GOALS TO ACHIEVE PRIORITY #6	▪ Charter School will maintain a low student expulsion rate.
ACTIONS TO ACHIEVE ANNUAL GOALS	▪ Charter School will annually assess its expulsion policies and procedures. *(Principal; Dean of Students; Board)* ▪ Charter School will document and implement the alternatives to expulsion. *(Principal; Dean of Students)* ▪ Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. *(Principal; Dean of Students; Dean of Academics)* ▪ Charter School staff will acknowledge and encourage positive student behavior and improvements. *(Principal; Dean of Students)*
(C) SENSE OF SAFETY AND SCHOOL CONNECTEDNESS	
ANNUAL GOALS TO ACHIEVE PRIORITY #6	▪ Students, parents, and teachers will feel a sense of community and connectedness.
ACTIONS TO ACHIEVE ANNUAL GOALS	▪ Charter School will annually administer school satisfaction surveys to students, parents, and teachers. *(Principal)*

STATE PRIORITY #7: COURSE ACCESS	
The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs. "Broad course of study" includes the following, as applicable: Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210) Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))	
COURSE ACCESS	
ANNUAL GOALS TO ACHIEVE PRIORITY #7	▪ Students, including all student subgroups and students with exceptional needs, will have access to and enroll in Charter School's academic and educational program as outlined in the charter petition.

ACTIONS TO ACHIEVE ANNUAL GOALS	▪ Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in the charter petition. *(Principal; Dean of Academics)* ▪ Charter School will design its master schedule to meet the needs of its students. *(Principal; Dean of Academics)* ▪ All academic content areas will be available to all students, including student subgroups, at all grade levels. *(Principal; Dean of Academics)*

STATE PRIORITY #8: PUPIL OUTCOMES Pupil outcomes, if available, in the subject areas described in E.C. §51210(a)-(i), inclusive, of §51220, as applicable	
ANNUAL GOALS TO ACHIEVE PRIORITY #8	▪ Students will attain proficiency in core subjects (English, mathematics, social sciences, and science) and electives.
ACTIONS TO ACHIEVE ANNUAL GOALS	▪ Charter School will regularly review progress towards targets. *(Principal; Dean of Academics)* ▪ Charter School will provide additional supports and interventions, as needed. *(Principal; Dean of Academics)*

VENT1.4 INSTRUCTIONAL DESIGN

SASV implement an innovative blended learning program This research-based, proven educational program has been shaped by highly successful STEM focused charter schools. The program has four major components, which are summarized below:

1. Individualized Self-paced learning
2. Data-Driven Design
3. STEM Focus for Creativity and Innovation
4. Accelerated Academic Achievement

SASV's Blended learning experience will integrate online learning with face-to-face classroom time, bringing together high quality instruction and technology enhanced individualized learning. Online learning will be tailored based on individual student needs, but will be facilitated by a classroom teacher at all times. For most courses, classroom instruction will still be at the center of learning, with online content being used to supplement through various media, assignments and assessments. However, some courses, that we cannot offer on campus, may be delivered through online labs, with 100% online instruction and limited teacher input. Students will also be allowed to self-blend, especially at the high school level.

Benefits of SASV's Blended Learning Program:

1. **Intervention and Enrichment:**

   Students learn at different paces for various reasons and by third grade there is an achievement gap that grows for the students every year. Schools have tried to overcome differences by differentiating instruction in the classroom; however, by 6th grade we already have students that range between the 4th grade level and the 8th grade level in their reading and math skills. The teacher in the classroom is expected to teach the 6th grade curriculum while trying to meet the different needs of the students, which can be an arduous task with 150 students in 5 sections. Online learning can help with both **intervention** and **enrichment** of the curriculum. SASV will achieve this by using computerized adaptive testing to accurately measure student levels, skills and needs – independent of grade level and age through NWEA's MAP tests. Students will be placed into programs based on their needs – not age or grade level and they will be allowed to progress at their own pace. Remedial support and enrichment as well as accelerated programs will be offered based on student needs.
2. **Use Teacher Time more efficiently:**
   a. Using online tools for intervention and enrichment will allow the teachers to spend more time focusing on higher order thinking skills
   b. Online assignments, homework, assessments and automated grading will be a tremendous time saver for teachers, who spend hours preparing, copying, administering, reading papers, and grading on a daily basis.
3. **Immediate Feedback**: The use of online assessments helps students, teachers and parents to receive immediate feedback. Moreover, through item analysis, online programs provide feedback as well as further instruction and practice in areas that students are struggling at.
4. **Deeper & Individualized Learning**: Customized learning experiences driven by smart recommendation engines (Online diagnostic tools) allow students to drill down on a subject based on their individual levels and needs.

5. **Enrich Curriculum – Engage students**: Blended learning allows the integration of videos, interactive games and other online content, which can enrich the curriculum and increase student engagement.
6. **Flexible time and learning environment**: Online programs can be used at school, at home and on the go, allowing students to work anywhere. This can prevent missed assignments and instructions when students are absent and away from the school.
7. **Help with Communication and Accommodations**: Having all assignments online will help overcome many issues with parent/student communication and lost-not turned in assignments as well as eliminate or decrease the need for trackers and planners for students with special needs.
8. Ideal for Station **Rotations** in the Classrooms: Teachers have used station rotations in elementary schools as well as science labs for decades. Online content can make up for labs that cannot be realized due to lack of resources and funding. Online stations are a natural fit and can save money and time.
9. **Credit Recovery and Summer school**: Online programs can be used for credit recovery and summer school to make up for failing grades, helping students and schools with student promotion, preventing drop-outs.
10. **Increase Course offerings – Retain & Recruit students**: Offering a variety of electives, AP courses and programs can be a challenge for smaller charter schools. Working with online course providers can help retain students by offering more choices while reducing costs of hiring.

1.4.1 Data Driven Design

California's high stakes standardized testing program provides results too late for meaningful academic adjustments. Therefore, SASV students will be tested in the beginning of the school year and several times during the year with a standards-based and large-scaled tests, and necessary adjustments to the instruction are made based upon the data. SASV will implement an effective method to help its low-achieving students as explained below:

A. Identifying Low-Achieving Students Through Computer Adapted Tests

SASV uses Northwest Evaluation Association (NWEA)'s computer-adapted tests, called Measures of Academic Progress ("MAP"), to evaluate student learning and to differentiate instruction to meet student needs.

These campus-wide tests are used to measure individual levels of student performance reflected in state adopted content standards. They also measure various skills, such as analytic ability, critical thinking, and synthesis. While the MAP testing is not used as a basis for student promotion, it does provide a valuable resource to identify students in need of remediation and intervention.

MAP is administered three times every academic year. With a large norm reference group (more than 2 million), MAP reports provide highly accurate feedback as how SASV students are performing. The assessments adapt to the student's ability, accurately measuring what a child knows and needs to learn. MAP measures academic growth over time, independent of grade level or age.

The first MAP test of the year is implemented in the first two weeks of the school year. NWEA provides test results within 24 hours of the test allowing the school administration and the teachers to plan necessary interventions for low achieving students. MAP test results are also used to identify the skills and concepts individual students have learned, diagnose instructional needs, monitor academic growth over time, make data-driven decisions, and place new students into appropriate courses.

Students are tested in four main subject areas: Reading, Language Usage, Mathematics, and Science. MAP produces

reports in subject areas and subcategories and within each subject area student performance can be identified as:

- Proficient and growing
- Proficient and not growing
- Growing but not proficient
- Not growing and not proficient

B. Differentiated Instruction

SASV is well-equipped to meet the needs of a diverse student body with multiple learning styles. Students are assigned class activities based on their identified levels that are determined by MAP and other placement test results. Teachers differentiate instruction per their students' cognitive and social needs. In-class assessments are also used to determine the level of understanding students and design individualized instruction. Teachers utilize strategies that include tiered assignments, interest centers/groups, independent projects, flexible grouping, and varying questions.

Students who are achieving substantially below grade level are identified through multiple measure assessments including MAP Tests, sample CST questions (as provided by the California Department of Education's website), Accelerated Reader & Accelerated Math tests, and teacher-designed tests. For students achieving substantially below grade level, educational materials that provide review and re-teaching are used. McGraw Hill's Acuity program software, Holt McDougal Publisher's resources, and the Accelerated Math program allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and instructional materials based on California content standards/framework which have not been achieved.

For details of how differentiated instruction is implemented for English Language Learners, please see section 1.9 "English Learners."

C. Department and Grade-Level Meetings

Biweekly staff meetings at SASV are organized by subject and grade level during which teachers discuss student progress, reviewing and adjusting strategies as indicated. With the approval of the school administration, these changes are made.

Staff share best practices and discuss issues such as academic and behavior support for students including peer tutoring, mentorships, RTI, tutoring, IEP, 504, homework load, differentiation, grading uniformity, long-term projects, horizontal and vertical curriculum alignment, and other departmental or grade level issues, etc.

D. Early Intervention

SASV identifies the socio-economically disadvantaged and low-achieving students in the first weeks of the academic year, and implements early intervention where indicated. Continuous free tutoring, individual teacher mentoring and support, after school programs; home visits, motivational guest speakers, parent meetings, university and college visits, and field trips shape the educational vision of the student and the family.

Parents are invited to meet their child's teachers and are encouraged to participate in their child's education and are provided tips and training for doing so.

Targeted English & Math intervention classes are offered during elective periods to students who are not achieving at grade level. Individual and small group tutoring as well as homework clubs are also available. Low achieving students'

progress is quantitatively measured through MAP, Acuity, Accelerated Reader, and Accelerated Math tests with the goal of attaining at least one year's academic progress within the school year.

E. After-School Tutoring

SASV will build an educational environment that includes after-class individual attention through the after-school tutoring program. Students receive tutoring from the faculty and also from volunteers from area universities. It is structured to fit individual student needs to maximize each student's potential. Thus, some students may require tutoring one afternoon a week, whereas others may require daily tutoring. The tutoring program also benefits students who are not classified as low achievers. Tutors are available to students performing at or above grade level upon request. These tutoring sessions generally occur after school, but some may be scheduled on weekend days, depending on student and parent need.

McGraw Hill's Acuity program, Holt McDougal Publisher's resources, Kuta software, Khan Academy, and Accelerated Math programs are also utilized in order to provide students with personalized worksheets adjusted according to the student's needs.

1.4.2 STEM Focus for Creativity and Innovation

1.4.2.1 STEM Emphasis in Instruction

In agreement with the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO), SASV believes that an educated citizen in the 21st century must have the skills and understanding to participate and work productively in a technologically oriented and global environment. A significant step toward helping students achieve their maximum potential involves providing a rigorous, relevant and college preparatory curriculum. SASV's educational program specifically emphasizes science, technology, engineering and math (STEM) education. While the curriculum concentrates on STEM, it also provides a solid instruction in humanities and social sciences to educate the whole child.

Math courses provide a comprehensive scope and sequence in an effort to address the diverse skills, interests and backgrounds of all learners. Students are assessed for their current knowledge and skill level and placed in the most appropriate class. Those with little math background are supported with remediation and intervention. Students with a strong background are provided with enrichment opportunities. These students also have the opportunity to participate in the A+ (Advanced STEM) program, which is offered as an elective course and as an after school program. A+ challenges students by preparing them for various regional, state, and international competitions in math, science, and computers.

Science courses immerse students in the scientific method and encourage them to use the applicable technology to plan and organize projects, hypothesize, analyze data, and draw conclusions from tests they create. Students who have experience applying scientific inquiry and reasoning to real-world problems in the classroom will have a clear advantage when they are exposed to the types of questions that require similar thought and reasoning process as adults.

In keeping with the STEM emphasis, advanced courses are offered to spur interest and prepare students for STEM related careers. Science classes employ technology in laboratory explorations and experimentation. Computer simulations assist in expanding the number of lab opportunities in all grade levels. Teachers effectively use the inquiry-based approach to engage students in the learning process while encouraging high levels of interest. Students' observations and reflections are the key factors for maximum learning results through hands-on instruction.

SASV implements peer tutoring to challenge both high and low achieving students. To enhance critical-thinking skills, students work on inquiry-based activities and projects outside of the classroom throughout the school year. Each year SASV organizes a school-wide science fair and history fair, in which all students participate. SASV students then move on to participate in the regional and statewide science fairs.

Teachers use instructional aides such as LEGO Mindstorms Lab to spur interest and enhance teaching and learning practices in math, science and technology, as well as basic engineering skills. Skills in programming, physical coordination, and sequencing are developed using these tools.

SASV organizes and participates in math and computer programming competitions for elementary and middle school students throughout the county. Through various activities, competition days become a targeted event to arouse student interest. Please see the Section titled "Raise Interest in Math, Science throughout the County" under "Countywide Charter School and Its Benefits" for such competitions and activities, and a partial list of achievements SASV students have received in two years.

SASV will offer a variety of after school clubs to students to stimulate their interest in and extend their knowledge of various subjects covered in the classroom. Students who are high achieving in math and science are invited to participate in the A+ program, an advanced math & computer program that is designed to motivate and encourage students in grades K-12. A+'s condensed program helps students develop their critical and analytical thinking skills while providing a challenging academic environment. For the 2015-16 school year, SASV offers the following clubs in STEM areas: First Lego League, Future City, A+ (Advanced Math), A+ (Advanced Computer), and Science Bowl. Through its partnership with Stanford University, Stanford faculty members support SASV's STEM programs. The school also involves parents in co-facilitating such after-school programs and activities.

1.4.2.2 Computer Science Program

STEM Academy of Silicon Valley implements an Innovative Computer Science Program. The middle school component of this curriculum aims to provide strong skills in computer literacy and fundamentals of computational thinking in 6th and 7th grades and transitions into conceptual understanding of high school electives in 8th grade. The high school component of the curriculum is composed of computer elective courses and the Advanced Placement Computer Science course.

1.4.3 Life-long Learning

The scale of current economic and social change and the rapid transition to a knowledge-based society are all challenges which demand a new approach to education and training, within the framework of lifelong learning. Lifelong learning is defined as 'all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competence, within a personal, civic, social and/or employment-related perspective.' [1]

Every student has the potential to learn and excel. However, not all students have the vision to excel, or the means to do so. Many students are prone to fail because of lack of vision, or because they do not have necessary assistance and guidance required of their families. The instructional design at SASV is prepared so that students have role models around them to provide vision and guidance. Students are motivated to focus on learning, and gain self-confidence with the discovery of their potential.

SASV has a guidance program aligned with American School Counselors Association (ASCA)'s National Model for School

[1] Source: http://www.esae.org/articles/2007_08_005.pdf

Counseling Programs. This program includes following effective means of counseling students in addition to responsive services and individual student planning.

A. High Expectations

Numerous research studies have shown that high expectations yield better results at schools. The No Child Left Behind Act of 2001 (NCLB) requires states, districts, and schools to hold high expectations for all students and work to improve outcomes for low performing groups.

SASV expects its graduates to:

- Attend a 4-year college and pursue a career, preferably in STEM fields.
- Possess the qualities and character of educated citizens of the 21st century.

To prepare students for these goals, SASV will require:

- A High School Planning project in 8th grade including a presentation to be made to an audience including classmates and parents on their high school planning and coursework.
- A college and career planning project again to be presented to classmates and parents in 10th grade.

B. Guidance Programs

1. Get Ready For Life (GRFL) Program

SASV uses the "Get Ready for Life (GRFL)" program. This program contains topics on Life Skills, Study Skills, Test Taking Skills, Drug Prevention, Environmental Issues, College and Career Awareness and Character Education.

Recognizing the importance of character education, the United States Congress authorized the Partnerships in Character Education Program in 1994. NCLB renewed and expanded the emphasis on character development. The family is the most important place for character and moral education, but public schools are partners with the family.

GRFL is an enrichment course that provides students with valuable skills to support academic excellence and social skill development. Students participate in activities/projects to demonstrate their understanding of the values/lessons. Guest speakers and various forms of technology also engage students in the course content.

GRFL themes are integrated into broader school-wide activities including assemblies, field trips, displays, announcements, and into the general curriculum. Parents are regularly informed about the GRFL topic of the week to support SASV's effort to inspire positive principles of conduct in future leaders.

Please see section 1.5.4, "Courses Explained," for more information about SASV's GRFL program.

2. College Prep And Counseling

2.1 College Readiness

SASV's educational program focuses on strengthening basic academic skills in middle school in order to build a solid foundation for the college preparatory program offered in its high school program. SASV will offer:

- Courses that meet the University of California's "a-g" admission requirements

- CollegeEd® - a college planning and career exploration program for middle and high school students
- Advanced Placement (AP) Courses
- Special programs to prepare students for the SAT and ACT tests, such as SAT classes and SAT boot camps
- Special interest classes and clubs, such as web authoring, programming, robotics, debate, journalism, and photography. SASV will offer electives and clubs for students interested in pursuing particular disciplines in STEM areas.
- Comprehensive college counseling
- Continuous career counseling, career days, college fairs, and guest speakers
- Use of an online tool to create a multi-year academic plan to track graduation requirements with an opportunity to explore careers and colleges.
- 4-year academic plan, outlining the classes a student will take during their four years of high school.
- Structured after-school academic tutoring

Students are encouraged to begin thinking about professional opportunities through career counseling and exposure to possible careers. In addition, individual tutoring helps identify and nurture the special interests and talents of each student. When students are able to identify career areas early and when the school can provide a focused curriculum that enables them to pursue their interests, their motivation grows.

Every student is provided access to grade level and college preparatory courses. Students are encouraged to take Advanced Placement courses. In addition, SASV will provide academic intervention programs to support students who are struggling academically. The academic intervention programs include: structured after-school academic tutoring, CAHSEE preparation course for all 10th grade students, use of small group instruction during intervention classes for students who continue to struggle academically, and learning contracts for students.

SASV will offer electives for students interested in pursuing particular disciplines in STEM areas. For example, students who plan to pursue a career in engineering have the chance of taking high-level math classes.

SASV will prepare students for college admission tests such as SAT I and SAT II Subject tests. This includes special after-school classes and tutoring.

SASV will help high school students that continue to struggle academically by creating a plan that articulates the student's academic standing, course credits, academic path to college, and development of an individualized learning plan, academic intervention plan with benchmarks developed by the student, parent and teacher towards academic progress and proficiency.

Academic interventions at SASV are targeted and the staff use data to closely monitor our students' academic progress. Discussion of each student's progress or lack thereof takes place during department and grade level team meetings, including during SST. The GRFL course curriculum incorporates at least two months towards college and career planning, and the schools provide a college-going culture through field trips to colleges/universities, after-school social enrichment programs, culture of high expectations, AP courses, and advanced math courses.

2.2 College Mentorship and Leadership Program (CMLP)

SASV uses the "College Mentorship and Leadership Program (CMLP)". This is a voluntary mentorship program designed to help qualified students to improve their skills in the following areas:

- Academics
- Athletics
- Character Education/Leadership
- Voluntary Public Service

SASV believes that students, within a collaborative and cooperative environment, will excel at academics while reaching their full intellectual, mental, physical and emotional potential. CMLP is based on a committed long-term mentor-mentee relationship that encourages and equips students for life-long learning and prepares for admission into top US and World colleges.

Students in the CMLP program sign commitment to the program goals and requirements that include weekly, monthly, and annual benchmarks. Parents will be involved and community resources will be used to implement a successful program. Through this program, students will also be eligible to receive a bronze, silver, or gold Congressional Award. Please see Appendix B7 for the CMLP handbook.

C. Home Visits

Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school.[1] Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, SASV uses home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.

SASV teachers visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.

More than 150 visits to student homes have been conducted by the SASV staff in the first two years of the school. SASV staff uses an "Activity Module" in its school information system, i.e., CoolSIS, to plan and record home visits.

D. Field Trips And Guest Speakers For Motivation

Field trips are intended to allow students to gain insight, information, or knowledge that cannot be adequately developed through regular classroom instruction. Field trips, therefore, will be an integral part of the curriculum and are as essential to the instructional process as textbooks, equipment, and other instructional devices and teaching/learning strategies. Since not all children learn in the same way, field trips will allow students the opportunity to expand their intelligence in ways different from those typically available inside the classroom.

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[1] Source: http://crede.berkeley.edu/products/print/pract_briefs/pb1.shtml

Visiting a research laboratory, a university campus, and meeting with scientists during these field trips or through guest speakers on campus will motivate the students. Especially when some of these guest speakers or people they meet during field trips share the same culture with students, students will find new role models.

While most field trips are directly related to specific, academic curricula, they also may address the need for intra- and inter- personal growth in children, and thus may be designed to promote social and emotional development and to provide for the development of the "whole" child.

1.4.4 Accelerated Academic Achievement

SASV education Model envisions high academic achievement rooted in the belief that all students can learn and excel. Many students need enhanced academic challenges than what they currently receive, as well as more opportunities to develop their skills and talents. SASV strives to provide students with means to reach their full potential.

A. Advanced Placement (AP) Courses

SASV will offer Advanced Placement (AP) classes as it expands into the high school grades. AP courses are college-level courses, taught with college textbooks and exams that can give students college credit in the form of advanced standing when they enter their freshman year. Students have to pass the corresponding AP test in order to get college credit.

For the 2015-16 school year, SASV offers AP Biology to freshmen. The school plans to offer AP Language and Composition, AP Literature, AP Calculus, AP Biology, AP Chemistry, AP Physics, AP US History, AP American Government, AP Economics, and AP Spanish Language in the coming years.

B. Advanced Math Courses

SASV students who are enrolled in a grade level math course are on the college-preparatory course path to enroll in Geometry by the 9th grade, Algebra 2 (Trigonometry) in the 10th grade, followed by Pre-Calculus and Calculus, fulfilling the UC math course (B Requirement) upon high school graduation. In addition, SASV offers an advanced math course at each grade level for students who are ready to be enrolled in a math course above California Department of Education's expectations. For example; students who are ready will be able to enroll in Algebra 2 (Trigonometry) in the 9th grade, Pre-Calculus in the 10th grade, Calculus in the 11th grade followed by a choice of Probability or Statistics in the 12th grade.

C. A+ (Advanced STEM) Program

A+ is SASV's program for gifted/highly gifted students. This program helps students develop critical and analytical thinking skills while providing them with a motivational and challenging environment of prestigious regional, national, and international math, science and computer competitions. Ultimately, students in this program prepare for the International Olympiads where a group of 4 or 6 students represent each country. The International Olympiads are the most prestigious and most difficult competitions in which high school students can participate.

A+ program aims to motivate and encourage students to advance their studies and pursue careers in STEM fields. In the A+ computer class, students learn the programming language C++ and Scratch. Scratch is programming language for beginners; C++ is programming language for high school and college students. In A+ math class, students learn creative problem solving strategies.

Through A+ program, SASV students prepare for the following competitions:

- International Mathematics Olympiad (IMO)
- International Olympiad in Informatics (IOI)
- USA Math Olympiads (USAMO)
- USA Computing Olympiads (USACO)
- American Mathematics Competitions (AMC-8, AMC-10, AMC-12, AIME)
- MathCounts
- Math League
- Math Olympiads for Elementary and Middle Schools (MOEMS)

A+ is offered both as an elective class and after school club at SASV. Students have the opportunity to meet after school, over the weekends and at camps throughout the year to continue their advanced studies. They get coached by Stanford University faculty. Please see Appendix B3 for more information about A+ (Advanced STEM) Program.

D. Academic Clubs

Academic clubs are an important extension and integral part of SASV's program. In addition to its rigorous STEM courses, SASV offers these clubs to give students access to STEM programs early on. For the 2015-16 academic year, these academic clubs include First Lego League, Future City, A+ (Advanced Math), A+ (Advanced Computer), and Science Bowl clubs. Through these clubs, students participate in regional/nationwide contests such as:

- Math: American Mathematics Competitions, International Mathematics Olympiad, MathCounts, Math League, Math Olympiads for Elementary and Middle Schools
- Science: Science Fairs, Lego® Robot Design, Intel International Science and Engineering Fair, Science Olympiad, National Science Bowl
- Computer and Technology Related: USA Computing Olympiad, Lego® Robot Design, FIRST Robotics Competition, SimCity Future City Design

1.5 CURRICULUM

1.5.1 Elementary School Curriculum

The school leadership and faculty of SASV ensure that all students are provided with a rigorous, relevant, coherent, standards-based college-preparatory STEM curriculum that supports the vision and mission, the academic standards, and goals of the school. While the curriculum concentrates on a hands-on approach to STEM areas, the school also provides a solid education in humanities and social sciences to educate the whole child.

SASV will adopt and transition to the Common Core State Standards (CCSS) which were developed through a state-led initiative to establish consistent and clear education standards for mathematics and English Language Arts and Literacy in History/Social Studies, Science and Technical subjects that would better prepare students for success in college, career, and the competitive global economy. SASV curriculum immerses students in the scientific method and encourages them to use computers and the Internet to plan and organize projects, hypothesize, analyze data, and draw conclusions from tests they create. In the process, students become self-reliant, independent problem-solvers.

SASV teachers will develop curriculum maps at the beginning of each school year, clearly defining the course objectives with an alignment to the California State Content Standards, the Common Core State Standards, and the academic needs of our students based on Smarter Balanced and MAP test results. They will develop weekly lesson plans that include clearly outline objectives, use of academic language, use of various instructional strategies, and assessments that check for understanding. The lesson plans will be submitted to the school administration for review and feedback prior to implementation.

SASV teachers will regularly meet in departments and grade levels where they share best practices, receive feedback and collaborate on horizontal and vertical alignment of the SASV curriculum across grades and subjects. Curriculum revision and refinement processes will be continuous and collaborative based on student performance assessment and data. These processes will continue in the summer and at the beginning of the school year as part of comprehensive in-service programs.

To implement the SASV curriculum most effectively, SASV teachers will use inquiry-based instruction as described in Section 1.4.2. Teachers will design inquiry-based instruction for diverse learners that engages them in active learning in meaningful, real-world activities by utilizing effective instructional approaches such as differentiation, scaffolding, brain-based learning, authentic multi-level teaching and learning, workshop teaching and multiple intelligences. SASV teachers will use a wide variety of effective instructional strategies[1] to shape instruction. Some of those strategies can be listed as (1) Identifying similarities and differences; (2) Summarizing and note taking; (3) Reinforcing effort and providing recognition; (4) Homework and practice; (5) Nonlinguistic representations; (6) Cooperative learning; (7) Setting objectives and providing feedback; (8) Generating and testing hypotheses (9) Cues, questions, and advance organizers.

Core Curriculum Areas

The math curriculum at SASV is based on the common core state standards. The K-5 program will provide students with a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions and decimals—which help young students build the foundation to successfully apply more demanding math concepts and procedures, and move into applications. All students at all grade levels will be engaged in challenging, hands-on math activities that include

manipulatives, simulation, real world problems, model manipulation and creation, and 3-D puzzles. The activities will be integrated throughout the curriculum. Most math activities will be multi-leveled and provide students with a variety of skill levels for mathematical thinking and problem-solving.

The math program will stress not only procedural skill but also conceptual understanding, to make sure students are learning and absorbing the critical information they need to succeed at higher levels. Having built a strong foundation in earlier grades, students can do hands-on learning in geometry, algebra and probability and statistics. The robust school program will prepare students to think and reason mathematically and provide a coherent and rich preparation for high school mathematics.

The science program at SASV will use hands-on science curriculum that will be formulated using inquiry-based research topics. From the earliest grades, students will experience science in a form that engages them in the active construction of ideas and explanations that enhance their opportunities to develop the abilities of doing science. The elementary school curriculum will ensure that science is integrated into the lessons and activities. Students will explore topics of Astronomy, Geology, Meteorology, Biology, Physics, and Chemistry in the cross-curricular units and programs. The curriculum is based on the state framework and state standards and integrates essential learning in all areas of earth, physical, and life sciences.

Inquiry and exploration will be the basis of each curriculum unit in science classes. Key questions will be given to students and the emphasis will be on the process and the questions to be asked, rather than focusing on a finite answer or "drill and kill" activities. Students will build on their understanding of science concepts, learn to apply the scientific method, and use technology in laboratory explorations and experimentation. In the process, depth over breadth will be emphasized and students will become self-reliant, independent problem-solvers. Students at SASV will also have off campus field trip experiences and meet with professionals in STEM areas during these field trips or through guest speakers on campus. These experiences will deepen and enhance classroom study, and enhance students' vision of science.

Language Arts curriculum is literature-based with fluency practice in reading and writing. Conventions of writing are emphasized in daily written homework and lab assignments. The curriculum incorporates a period of sustained silent reading as part of the daily curriculum. Accelerated Reader © by Renaissance Learning is utilized to personalize reading practice to each student's current level, maximizing its effectiveness.

The elementary/middle school reading curriculum will be integrated into all content areas. Students will progress through a literature-based and common core standards-based reading and curriculum emphasizing balanced literary practices. The curriculum will begin with basic phonics skills, such as phonemic awareness, rhyming, blending and decoding words to sounding out unfamiliar words, discovering words and meaning from context, and recognition of irregularly spelled words. Fluent reading and strong comprehension skills will be the focus of the school curriculum.

Writing serves as an important vehicle for learning, and SASV students are given writing assignments frequently to reinforce learning and enhancing understanding. We believe that every student must be able to express themselves clearly through writing in every subject. As the common core writing standards[1] phrase it, "For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt."

The elementary/middle school writing curriculum will be integrated into all content areas. It will include literature and science-based readings with the emphasis on six traits of writing: voice, sentence fluency, organization, ideas, word choice, and conventions. Students will practice various forms of writing, including personal narrative, exposition, letters, newspaper reporting, plays, poetry, short stories, biographies, directions, formal scientific reporting, scientific observation, realistic and fantasy stories. The principles and applications of correct grammar will be incorporated into writing exercises.

The social science curriculum will be aligned with the state framework and offer students grounding in local, California, and United States history and an understanding of the development and operation of the three levels of government. The curriculum will also introduce world history through literature, culture, arts and current events. The social science curriculum will focus on inquiry-based questions to explore topics using research and critical thinking skills. Students will use and evaluate primary sources, historical documents, and the Internet to responsibly and critically access information.

Social science courses at SASV use inquiry-based research topics involving real-world problems, with a focus on local current events, history and culture. In accordance with the National Council for the Social Studies[1], social studies courses aim to prepare students to identify, understand, and work to solve the challenges facing our diverse nation in an increasingly interdependent world. Education for citizenship should help students acquire and learn to use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives. Competent and responsible citizens are informed and thoughtful, participate in their communities, are involved politically, and exhibit moral and civic virtues.

In addition to the above core curriculum, SASV will offer courses and/or clubs in physical education, languages other than English, art, music and technology. Study of the arts will be enhanced by their integration into other subjects, such as: The Physics of Sound and Music, The Art of Fractals and Snowflakes, Design Elements in Art (analysis of Marc Chagall's work in Technology courses), Japanese Papermaking and Kite Design (World History and Cultures), and streamline and deco design, as used in automobile styling, and film robots described in science fiction literature (as part of the technology and robotics lab). Students will not be "cultural tourists," but instead will be immersed in culture and diversity through daily discussion, projects and guest speaker presentation.

To implement the SASV curriculum most effectively, teachers design instruction for diverse learners that engages them in active learning in meaningful, real-world activities by utilizing effective instructional approaches such as differentiation, scaffolding, brain-based learning, authentic multi-level teaching and learning, workshop teaching and multiple intelligences. SASV teachers use a wide variety of effective instructional strategies[2] to shape instruction. Some of those strategies can be listed as (1) Identifying similarities and differences; (2) Summarizing and note taking; (3) Reinforcing effort and providing recognition; (4) Homework and practice; (5) Nonlinguistic representations; (6) Cooperative learning; (7) Setting objectives and providing feedback; (8) Generating and testing hypotheses (9) Cues questions, and advance organizers.

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[1] Source: http://www.ncss.or/positions/powerful
[2] Marzano, Robert J., Deborah Pickering, and Jane E. Pollock. Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement Alexandria, Va.: ASCD, 2001.

1.5.2 Middle School Curriculum

In grades 6 through 8, students are required to take core courses in Mathematics, Science, English-Language Arts and History-Social Science. In addition, the following courses are also part of the comprehensive education program and may be offered depending on student needs/demands and availability of teachers and resources: Languages Other than English, Visual and Performing Arts, Physical Education/Health, Computers and Technology, Math/ELA Enrichment, Get Ready For Life (GRFL), Sustained Silent Reading (SSR), and other elective courses that students can choose from.

Mathematics

The math curriculum at SASV is based on the common core state standards. All students at all grade levels will be engaged in challenging, hands-on math activities that include manipulatives, simulation, real world problems, model manipulation and creation. The activities will be integrated throughout the curriculum. Most math activities will be multi-leveled and provide students with a variety of skill levels for mathematical thinking and problem-solving.

The math program will stress not only procedural skill but also conceptual understanding, to make sure students are learning and absorbing the critical information they need to succeed at higher levels. Having built a strong foundation in earlier grades, students can do hands-on learning in geometry, algebra and probability and statistics.

SASV will offer a personalized and accelerated Math program based on student levels and needs. Students enrolling into 6th grade will be assesed for their Math skills and be placed in different Math tracks ranging from 6th grade Math, Pre-Algebra and Algebra1. Students that need extra support will also be offered remedial support with online self-paced programs such as I-Ready or Study Island. Placement will be made based on diagnostic tests such as NWEA's Map tests that measure student levels and progress independent of age and grade level. The accelerated blended curriculum will allow students to be placed in Geomtery and Algebra 2 courses by the 8th grade.

Gifted and talented students will be offered after school programs that meet 2 or 3 times a week. The programs will be designed to challenge students with higher order thinking and problem solving through competitions in Math, Programming, Robotics, and Engineering.

Science

The school curriculum is based on the state framework and state standards following Next Generation Science Standards (NGSS). The NGSS framework is organized into four major domains: the physical sciences, the life sciences, the earth and space sciences, and engineering, technology and applications of science. Within each domain, the framework describes how a small set of disciplinary core ideas has been developed. Each core idea is then broken into three or four component ideas which provide more organizational development of the core idea.

The science program at SASV will use hands-on science curriculum that will be formulated using inquiry-based research topics. From the earliest grades, students will experience science in a form that engages them in the active construction of ideas and explanations that enhance their opportunities to develop the abilities of doing science. The middle school curriculum will ensure that science is integrated into the lessons and activities. Students will explore Disciplinary Core Ideas (DCI) in Life Sciences, Earth and Space Sciences, and Physical Sciences in the cross-curricular units and programs.

Inquiry and exploration will be the basis of each curriculum unit in science classes. Key questions will be given to students and the emphasis will be on the process and the questions to be asked, rather than focusing on a finite answer or "drill and kill" activities. Students will build on their understanding of science concepts, learn to apply the scientific method, and use technology in laboratory explorations and experimentation. In the process, depth over breadth will be

emphasized and students will become self-reliant, independent problem-solvers. Students at SASV will also have off campus field trip experiences and meet with professionals in STEM areas during these field trips or through guest speakers on campus. These experiences will deepen and enhance classroom study, and enhance students' vision of science.

Science Courses:

SCIENCE	
SCIENCE 6	**SCIENCE 7**
This course emphasizes the study of earth science providing students with an introduction to the Earth's history and the mechanisms that account for the planet's topography, weather phenomena, and interactions of living things within the Earth's system. The course focuses on learning how two sources of energy (the Sun and the radioactive decay inside the Earth) power convection currents that cause weather, the reshaping of the Earth's surface, and the continuation of ecosystems. Through the investigation and experimentation standards, students learn and apply the scientific methods, interpret maps, interpret events by sequence and time, and identify changes in natural phenomena.	This course focuses on life science with the study of cells, body systems, and genetics and the history of life on Earth. Examination of the evolution of life through the geologic history learned in grade six receives considerable emphasis. The physical science principles that underlie biological structures and functions (e.g., light, levers, blood pressure) are studied to gain a deeper understanding of living systems. Through the investigation and experimentation standards, students learn how to use appropriate tools and technology and a variety of print and electronic resources, communicate ideals logically, construct scale models and diagrams to communicate knowledge, and communicate the steps and results from investigations.
SCIENCE 8	
This course focuses on topics in chemistry and physics. The topics in chemistry focus on the structures of matter, behavior of atoms and molecules and the chemical makeup of living systems. Physics topics focus on motion, forces, and density and buoyancy that are explored as aspects of the behavior of matter. The Earth and the solar system are studied according to the physical interactions of bodies in space. Through the investigation and experimentation standards, students learn how to plan and conduct a scientific investigation, evaluate data, distinguish between variables and controls, construct linear graphs, and manipulate simple mathematical formulas.	

English Language Arts

English Language Arts curriculum is literature-based with fluency practice in reading and writing. Conventions of writing

are emphasized in daily written homework and lab assignments. Accelerated Reader © by Renaissance Learning is utilized to personalize reading practice to each student's current level, maximizing its effectiveness.

The middle school reading curriculum will be integrated into all content areas. Students will progress through a literature-based and common core standards-based reading and curriculum emphasizing balanced literary practices. The curriculum will begin with basic phonics skills, such as phonemic awareness, rhyming, blending and decoding words to sounding out unfamiliar words, discovering words and meaning from context, and recognition of irregularly spelled words. Fluent reading and strong comprehension skills will be the focus of the school curriculum.

Writing serves as an important vehicle for learning, and SASV students are given writing assignments frequently to reinforce learning and enhancing understanding. We believe that every student must be able to express themselves clearly through writing in every subject. As the common core writing standards[1] phrase it, "For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt."

The middle school writing curriculum will be integrated into all content areas. It will include literature and science-based readings with the emphasis on six traits of writing: voice, sentence fluency, organization, ideas, word choice, and conventions. Students will practice various forms of writing, including personal narrative, exposition, letters, newspaper reporting, plays, poetry, short stories, biographies, directions, formal scientific reporting, scientific observation, realistic and fantasy stories. The principles and applications of correct grammar will be incorporated into writing exercises.

English Language Arts Courses:

English Language Arts 6: This course provides a strong foundation in grammar and the writing process. It emphasizes simple but useful composition and language mechanics strategies with multiple opportunities for modeling practical, real-world writing situations that will enable students to improve their written communication skills quickly. Through a variety of grade-appropriate reading selections, students develop a clear understanding of key literary genres and their distinguishing characteristics.

Students in sixth grade focus on active engagement with text. They are required to analyze, identify, define, explain, integrate, evaluate, compare, contrast, and cite supportive evidence—developing and building upon those skills that were required in fifth grade. Deeper analysis of literature and informational text continues to be the focus of sixth-grade instruction, although reading fluently and accurately remains a Standards-based goal for all students. Students' understanding of the precise meaning of words, English instruction is critical language conventions, structural features of informational text and materials, and to developing fundamental elements of literature all support greater comprehension of what they read, students' literacy and see, and hear.

English Language Arts 7: English 7 Integrates the study of writing and literature through the examination of a variety of genres. Students identify the elements of composition in the reading selections to understand their function and effect on the reader. Practice is provided in narrative and expository writing. Topics include comparison and contrast, persuasion, and cause and effect essays, as well as descriptive and figurative language. Lessons are supplemented with vocabulary development, grammar, and syntax exercises, along with an introduction to verbal phrases and research tools. The seventh grade English language arts standards establish a higher level of communication

1 Source: http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

skills and comprehension strategies. Students demonstrate a growing understanding by connecting ideas and information in two or more texts and analyzing and evaluating textual evidence more carefully. Their writing reflects both a deeper understanding of texts and the interrelationship between reading and writing as they draw evidence to support their claims and convey concepts and ideas. Seventh-grade students build on their communication and collaboration skills from earlier grades. As they engage in collaborative discussions, they are able to acknowledge and analyze new information and, when appropriate, modify their own view based on the new information. Students continue to acquire and use general academic language and domain-specific vocabulary. They also learn to use precise and concise language to express themselves in their speaking and writing.

English Language Arts 8: Extends the skills developed in English 7 through detailed study of parts of sentences and paragraphs to understand their importance to good writing. Students also acquire study skills such as time management and improved test-taking strategies. Other topics include punctuation, word choice, syntax, varying of sentence structure, subordination and coordination, detail and elaboration, effective use of reference materials, and proofreading. In preparation for high school and beyond, students in eighth grade must have a firm grasp of skills to be a literate person in the twenty-first century. They read and respond to significant works of literature and examine how modern works of fiction draw on traditional themes and characters. Given informational text, students read critically the arguments and specific claims in a text, assessing whether the author's evidence is reasoned and sufficient in addressing conflicting evidence and viewpoints. Students, working on their own and with others, produce clear and coherent texts appropriate to the task, purpose, and audience. Students connect their reading to their writing by drawing evidence from literary and informational texts when writing analyses or short research projects. Eighth-grade students build on the communication and collaboration skills from earlier grades. As they engage in collaborative discussions, they probe and reflect on discussion topics and are able to justify their own views in light of evidence presented by others. Students continue to acquire and accurately use general academic language and domain-specific vocabulary. They recognize when it is important to know the precise meaning of a word in order to comprehend a text and call upon a range of strategies to determine word meanings.

History/Social Science

The History/Social Science curriculum will be aligned with the state framework and offer students grounding in local, California, and United States history and an understanding of the development and operation of the three levels of government. The curriculum will also introduce world history through literature, culture, arts and current events. The social science curriculum will focus on inquiry-based questions to explore topics using research and critical thinking skills. Students will use and evaluate primary sources, historical documents, and the Internet to responsibly and critically access information.

History/Social Science courses at SASV use inquiry-based research topics involving real-world problems, with a focus on local current events, history and culture. In accordance with the National Council for the Social Studies[1], social studies courses aim to prepare students to identify, understand, and work to solve the challenges facing our diverse nation in an increasingly interdependent world. Education for citizenship should help students acquire and learn to use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives. Competent and responsible citizens are informed and thoughtful, participate in their communities, are involved politically, and exhibit moral and civic virtues.

[1] Source: http://www.ncss.or/positions/powerful

History/Social Science Courses:

HISTORY/SOCIAL SCIENCE	
HISTORY/SOCIAL SCIENCE 6	**HISTORY/SOCIAL SCIENCE 7**
Students in sixth-grade world history and geography classrooms learn about the lives of the earliest humans, the development of tools, the gathering way of life, agriculture, and the emergence of civilizations in Mesopotamia, Egypt, the Indus River valley, China, and the Mediterranean basin. With the guidance of their teachers, students review the geography of the ancient and contemporary worlds and recognize that these civilizations were not static societies but continually experienced change. In addition to developing basic geography skills, students are introduced to patterns, systems, and processes of physical and human geography. The fundamental aspects of this period that students will study in this course include: ▪ The movement of early humans across continents and their adaptations to the geography and climate of new regions. ▪ The rise of diverse civilizations, characterized by economies of surplus, centralized states, social hierarchies, cities, networks of trade, art and architecture, and systems of writing. ▪ The growth of urban societies as well as links with one another through trade, diplomacy, migration, conquest, and the diffusion of goods and ideas. ▪ The development of new political institutions (monarchy, empire, democracy) and new ideas (citizenship, freedom, morality, law). ▪ The birth and spread of religious and philosophical systems (Judaism, Greek thought, Hinduism, Buddhism, Confucianism, Christianity), and changes in societies (social class divisions, slavery, divisions of labor between men and women). In studying this earliest history of humankind, students	The medieval period provides students with opportunities to study the rise and fall of empires, the diffusion of religions and languages, and significant movements of people, ideas, and products. Students trace the development of medieval civilizations and make connections with regional and present day world maps. We can identify several major changes that took place during medieval and early modern times. ▪ Long-term growth, despite some temporary dips, in the world's population, beyond any level reached in ancient times. ▪ A great increase in agricultural and city-dwelling populations in the world compared to hunters and gatherers, whose numbers steadily declined. ▪ Technological advances that gave humans power to produce greater amounts of food and manufactures, allowing global population to keep rising. ▪ Expansion of long-distance commercial, technological, and cultural exchanges. By the first millennium BCE, these networks spanned most of Afroeurasia, which encompassed the combined land masses and adjacent islands of Africa and Eurasia. In the Americas, the largest networks were in Middle America and the Andes region of South America. After 1500 CE, a global network of intercommunication emerged. ▪ The rise of more numerous and powerful kingdoms and empires, especially after 1450 CE, when gunpowder weapons became available to rulers. ▪ Increasing human impact on the natural and physical environment, including new transport technology that allowed the diffusion of plants, animals, and microorganisms to parts of the

will have the opportunity to explore different kinds of source documents, such as the Hebrew Bible, Mesopotamian laws, the Homeric epics, Greek drama, the Bhagavad Gita, the Analects of Confucianism, the New Testament, and a range of visual images.	world where they had previously been unknown. The chronology may be divided into four major periods to help teachers and students to make sense of the flow of significant changes in world history. Students may explore change in every inhabited part of the world during this period using source documents and evidence from archaeology. Students can use the knowledge they gain in this course to create a school project that promotes understanding of diverse cultures.
HISTORY/SOCIAL SCIENCE 8	
The eighth-grade course of study begins with an intensive review of the major ideas, issues, and events preceding the founding of the nation. Students will concentrate on the critical events of the period—from the framing of the Constitution to the American Industrial Revolution. In their study of this era, students will view American history through the lens of a people who were trying—and are still trying—to make the words of the Declaration of Independence true. Students will confront themes of equality and liberty and their changing definition over time. This course will also explore the geography of place, movement, and region, starting with the thirteen colonies and then continuing with American westward expansion, and economic development, including the shift to an industrial economy.	

Additional Programs

In addition to the above core curriculum, SASV will offer programs (courses and/or clubs) in the areas of, including, but not limited to, Intervention, Languages other than English, Visual and Performing Arts, Computers and Technology, and Physical Education.

Early Intervention

SASV quickly identifies the low-achieving students in the first weeks of the academic year, and implements an early intervention program based on. Students who are achieving substantially below grade level are identified through multiple measure assessments including MAP Tests, sample Smarter Balanced questions, Accelerated Reader & Accelerated Math tests, STAR Reading diagnostic tests, Study Island tests, and teacher-designed tests.

Students who require early intervention will be required to access free tutoring and after-school programs, even in the first month of classes. In addition to tutoring, the program will provide structured intervention in both language arts and math through a three tiered approach.

Where indicated, parents/guardians of struggling students will be invited to meet with teachers to discuss possible

intervention methods, and learn how they can participate in helping with their child's education. Parent-teacher meetings at the school will frequently be followed by home visits. Please see distinguished features (Element 1, Section 1.4.3.C "Home Visits") for more information on their utilization for low-achieving and socio-economically disadvantaged students' success.

Tier 1 interventions involve providing all students with high quality, differentiated instruction as part of the regular core instruction in the classroom. As evidenced in the schedule, there is time each day for this intervention for both the underperforming students as well as those who want more accelerated learning. We call it intervention for both groups.

Students who need additional time beyond the regular classroom instruction and who have failed to meet standards based on formative and diagnostic assessments will be provided Tier 2 interventions. Tier 2 intervention focuses on additional support for specific skill sets. Typically, supplemental materials are used for short periods of time for Tier 2 interventions.

A small percentage of students will require additional support beyond the Tier 2 intervention and will be eligible for Tier 3 intervention which is generally more intensive and longer term and will occur after and before school.

The Dedicated Time Intervention Model that is written in to the schedule for the SASV program is a flexible intervention that can be used with a variety of curriculum and varying schedules. The principal idea in Dedicated Time is that a school intentionally builds consistent math and ELA intervention time into the entire school schedule.

Various implementations are possible with the Dedicated Time Intervention Model. Implementation strategies may include:

- 50 minute intervention block every day or 2-3 times per week (a student may have reading intervention on one day and math on the next)
- 50 Minute Intervention/Enrichment computer tutorials where the teacher can tutor selected students
- All specialists, special Ed, volunteers support during intervention time
- Divide students up by need and send to different teaching team members for support during intervention blocks

During intervention teachers use educational materials that provide review, re-teach and enrichment programs. I-Ready, Study Island, Khan Academy, Accelerated Reader allow teachers to monitor the progress of students who are achieving below grade level and provide software generated tests and personalized instructional materials based on CCSS which have not been achieved.

1.5.3 High School Curriculum

One of the cornerstones of SASV's academic vision is the understanding that science is a central factor in understanding the world. Science has the power to help students discover interesting and exciting facts about the world and also about themselves. As a college-preparatory school, SASV considers the various factors that lead to post-secondary success. Two reliable predictors are high school achievement in advanced science and math courses and writing ability.

High school curriculum will offer courses in core subjects of Mathematics, Science, English, and History/Social Science. In addition to the core subjects, students are required to take two years of Physical Education, at least two years of Languages Other Than English (three years recommended), one year of Visual & Performing Arts, one year of Computers & Technology courses, and six semesters of electives for a standard diploma. Please see Section 2.3, titled "Graduation Requirements," for a list of required high school courses for graduation.

Please see section 1.5.4, "Courses Explained," and Appendix B4, PLATO Course Catalog for more information about the curriculum.

1.5.4 Courses Explained

STEM Academy of Silicon Valley's high school curriculum meets all California State Minimum Course Requirements for high school graduation and the "a-g" requirements of the University of California system.

A. History/Social Science

In grades 6 through 8, students are required to take core courses in History/Social Science. In high school, students are required to take at least three years of History/Social Science, including World History, U.S. History, and American Government/Economics.

B. English

In grades 6 through 8, students are required to take core courses in English. In high school, students are required to take four years of approved courses in English.

C. Mathematics

In grades 6 through 8, students are required to take core courses in Mathematics. In high school, students are required to take at least three years of approved courses in Mathematics; four years are recommended. Students need to complete Algebra I, Geometry, and Intermediate Algebra (Algebra II) before graduation. Please see section 1.4.4 "Accelerated Academic Achievement" for "Advanced Math Courses."

D. Science

In grades 6 through 8, students are required to take core courses in Science. In high school, students are required to take at least two years of Science, two of which are laboratory courses chosen from Biology, Chemistry, and Physics; three years are recommended.

E. Languages Other Than English

In grades 6 through 8, students may be offered languages other than English as elective courses. In high school, students

are required to take at least two years of a language other than English in the same language; three years are recommended.

F. Visual and Performing Arts

In grades 6 through 8, students may be offered visual and performing arts courses as elective. In high school, students are required to take at least one year of visual and performing arts chosen from the following categories: dance, drama/theater, music, or visual art.

G. Electives

In grades 6 through 8, students may be offered a variety of elective courses depending on student needs/demands and availability of teachers and resources. In high school, students are required to take at least six semesters of electives for a standard diploma. The electives will be offered in the areas of Social Science, English, Mathematics, Science, Language Other Than English, Visual and Performing Arts, Life Skills/Health, and Computer and Technology.[1]

H. Physical Education/Health

In grades 6 through 8, students may be offered Physical Education/Health courses as elective. In high school, students are required to take two years of Physical Education before graduation unless exempted pursuant to the provisions of the related Education Code.

During Physical Education courses students will be given the opportunity to engage in an array of physical activities that are fun, culturally appropriate, and challenging. In the Health portion of the curriculum, students will have the opportunity to develop the skills necessary for maintaining a healthy lifestyle.

I. Computers and Technology

In grades 6 through 8, students may be offered Computers and Technology courses as elective. For the 2015-16 school year, these electives include Computer Literacy, Computer Programming, Digital Art, and Robotics. In high school, students are required to take one year of Computers and Technology courses before graduation.

SASV Computer Curriculum covers the technology skills that are essential for a 4-year S&E major and the basic skills that lead to various IT related careers. The curriculum not only covers the technology skills but also integrates them with Math, Science, English, and History/Social Science through hands-on activities.

SASV Computer Curriculum can be roughly classified as Computer Literacy, middle school Computer Science electives and high school Computer Technology and Computer Science electives.

I.1 Computer Literacy

Computer Literacy covers the technology skills that are essential for a 4-year S&E major and the basic skills that lead to various IT and computer science related careers. The curriculum not only covers the technology skills but also integrates them with Math, Science, English, and History/Social Science through hands-on activities. The set of essential technology skills are derived from the syllabus of International Computer Driving License (ICDL). The ICDL is the world's largest

[1] SASV offers electives for students interested in pursuing particular disciplines in STEM areas. For the 2015-16 school year, these electives include Computer Literacy, Computer Programming, Digital Arts, Robotics and AP Biology courses. SASV will also seek to partner with colleges and universities for elective courses.

end-user computer skills certification program, with more than 20,000 test centers, 7 million students and 2 million certificate holders in 146 countries including the United States. It is a globally recognized credential that certifies an individual as competent in using computers and covers all the computer skills that students need to have to be successful in college and at work. It provides a superior syllabus that is uniquely validated to ensure that it is always relevant, up-to-date, and meaningful. Many students are consumers of technology without a basic understanding of the underlying principles of how technology works or how to choose the right combinations of tools for projects. The ICDL integrated curriculum ensures that they graduate from SASV as technology-literate individuals.

I.2 Middle School Computer Science Electives

In grades 6 through 8, students may be offered Computers and Technology courses as electives. For the 2015-16 school year, these electives include Computer Science, Computer Programming, Digital Art, and Robotics.

STEM Academy of Silicon Valley implements a Computer Science curriculum that complies with Computer Science Teachers Association (CSTA)'s 'A Model Curriculum for K-12 Computer Science.' This model has four levels:

Recommended Grade	Level
• K-8	Level I-Foundations of Computer Science
• 9 or 10	Level II-Computer Science in the Modern World
• 10 or 11	Level III-Computer Science as Analysis and Design
• 11 or 12	Level IV-Topics in Computer Science

SASV Computer Science curriculum is one step ahead of the above chart since Level I and a big portion of the Level II topics are already covered in the middle school computer program. Level III and IV topics are covered in high school.

I.2.1 Computer Science I is designed to introduce middle school students to the breadth of the field of computer science through an exploration of engaging and accessible topics. The course is designed to focus the conceptual ideas of computing and help students understand why certain tools or languages might be utilized to solve particular problems. The goal of *Computer Science I* is to develop in students the computational thinking practices of algorithm development, problem solving and programming within the context of problems that are relevant to the lives of today's students. **In the introductory computer science course, middle school students**

- **learn the basics of computer hardware**
- **learn and apply the concepts fundamental to computer science such as binary numbers, representation of images and text using numbers and logic gates.**
- **express themselves creatively using web pages they design and construct themselves using HTML and JavaScript**
- **mature in their problem solving, algorithmic thinking and programming skills using Python, Java and Scratch.**

I.3 High School Computer Science and Computer Technology Electives

In high school, students are required to take one year of Computers and Technology courses before graduation. High school curriculum is composed of the new College Board Computer Science Principles course, AP Computer Science course, Introduction to Programming and Digital Arts.

- College Board Computer Science Principles

SASV is an official pilot of the new College Board Computer Science Principles course which is funded by the National Science Foundation. See csprinciples.org and apcsprinciples.org. The following are the themes offered in this course.

Creativity A key theme of the Principles course is its focus on creativity. It's not enough for students to know that "computing requires creativity." Rather, we want them to actually be creative: creating artifacts that they want to show off to their friends and family, using simulation to explore questions that interest them, and designing and implementing solutions employing the iterative and sometimes messy process that artists, writers, and engineers use to translate ideas into tangible form.

Technology to Solve and Create A second theme is the course's use of technology as a means for solving computational problems

and exploring creative endeavors, rather than a focus on a specific tool or language. To that end, the course highlights programming as one of the seven big ideas of computer science, because programming is among the creative processes that help transform ideas into reality. Programming will be a tool students use to explore concepts and create exciting and personally relevant artifacts. The Principles course will not focus on nor be organized around a specific language. The instructor of the course will select one or more languages, based on appropriateness for a specific project or problem and according to guidelines provided as part of the course specification. Language specifics will be taught only to the extent that students need them to produce their programs. Similarly, students in this course will work with "big- data"—to analyze it, to visualize it, to draw conclusions from trends in it—but the course itself does not specify particular tools for these explorations.

Broad Appeal A third theme that will help the course appeal to a broad audience is the course's focus on people and society, not just on machines and systems. Students will explore computer science's relevance to and impact on the world today. They will investigate the innovations in other fields that computing and computer science have made possible. They will examine the ethical implications of new computing technologies. They will perform activities that develop their communication and teamwork skills. Students in this course will work individually and in teams to solve problems. They will talk and write about their solutions, the importance of these problems and their impact on the world.

- AP Computer Science

This is the traditional AP Computer Science course which focuses on problem solving and algorithmic thinking using the Java programming language.

- Introduction to Programming

This course teaches students with no prior programming knowledge, the fundamentals of programming using the three basic tenets of programming:

- Sequencing of statements
- Conditionals or if-then statements
- Iterative statements or loops

The programming languages used will be Scratch and C++.

- Digital Arts
-

I.4 A+ Program and Computer Science

In addition, SASV's A+ (Advanced STEM) Program offers in-depth advanced algorithms and programming studies for more interested and gifted students. The A+ program inspires students to pursue graduate studies in Computer Science as well as other S&E areas since through this unique program students already master many undergraduate-level computer science topics in high school and start taking advanced level or masters courses even in the beginning of their college education.

J. A+ (Advanced STEM) Program

As explained in section 1.4.4, "Accelerated Academic Achievement," A+ is SASV's program for gifted/highly gifted students. This condensed training program helps students develop their critical and analytical thinking skills while providing them with a motivational and challenging environment by utilizing prestigious math, science and computer competitions at the regional, national and international level.

A+ is offered both as an elective class and after school club at SASV. Students have the opportunity to meet after school, over the weekends and at camps throughout the year to continue their advanced studies where they get coached by

Stanford University faculty.

K. Advanced Placement (AP) Courses

As explained in section 1.4.4, "Accelerated Academic Achievement," SASV will offer Advanced Placement (AP) classes as the school expands into the high school grades. AP courses are college-level courses, taught with college textbooks and exams that can give students college credit in the form of advanced standing when they enter their freshman year. Students have to pass the corresponding AP test in order to get college credit.

For the 2015-16 school year, SASV offers AP Biology to freshmen. Depending on student needs and interests, the school plans to offer AP Language and Composition, AP Calculus, AP Biology, AP Chemistry, AP Physics, AP Computer Science, AP World History, AP US History, AP American Government, AP Economics, and AP Spanish Language in the coming years.

L. Math/ELA Enrichment/Intervention Classes

As explained in section 1.4.1, "Data Driven Design," we believe that early intervention is a must. SASV quickly identifies the low-achieving students in the first weeks of the academic year, and implements an early intervention program. Students who are achieving substantially below grade level are identified through multiple measure assessments including MAP Tests, sample CST questions (as provided by the California Department of Education's website), Accelerated Reader & Accelerated Math tests, and teacher-designed tests.

For students achieving substantially below grade level in math or English, SASV offers Math/ELA Enrichment/Intervention classes. Teachers use educational materials that provide review and re-teach programs. McGraw Hill's Acuity program, Holt McDougal Publisher's resources, Kuta software, Khan Academy, Accelerated Reader and Accelerated Math program allow teachers to monitor the progress of students who are achieving below grade level and provides software generated tests and personalized instructional materials based on California content standards/framework which have not been achieved.

M. Get Ready For Life (GRFL) Curriculum

As explained in section 1.4.1, "Life-long Learning," SASV uses the "Get Ready for Life (GRFL)" program. This program contains topics on Life Skills, Study Skills, Test Taking Skills, Drug Prevention, Environmental Issues, College and Career Awareness and Character Education.

Throughout the GRFL course offered at SASV, we put into practice a well-structured character education plan through the GRFL class, announcements, quotes displayed on the board, special events and activities, and curriculum integration. The GRFL program addresses the following issues/topics as part of the curriculum:

- Patterns of Success (Essential skills to prepare for College & Academic Success)
- Respect
- Conflict Resolution (Addressing teen issues including: Bullying, Cyber bullying, Peer Pressure)
- Making Responsible Choices (Ethics, Drug/Alcohol Awareness/Prevention)
- Citizenship (Democratic Values)
- Human Relations (Social Interactions)
- Personal Qualities (Core Values)
- Self-Discipline (Developing a positive attitude)

GRFL is an enrichment course that provides students with valuable skills to excel academically and socially in the 21st century. Students participate in activities/projects to demonstrate their understanding of the values/lessons. Guest speakers and various forms of technology engage students in the course content.

Lesson plans include exemplary stories, effective PowerPoint presentations on character traits such as trustworthiness and integrity, skits by students and community activities such as nursing home visits. Parents are regularly informed about the topic of the week to ensure that they also be involved in our effort to inspire positive principles of conduct in our future leaders. Approximately every month there is a different topic that is discussed.

N. Community Service

SASV students will engage in community service to develop and demonstrate crucial life skills. This will help students gain "real life" experience and develop responsibility, caring and respect for others.

Students will be required to earn 40 hours (or the equivalent of 10 hours per each year of enrollment) of community service for an advanced or honors diploma. Students may begin to earn these hours once they complete their 8th grade year.

1.5.2 High School Curriculum

One of the cornerstones of SVSA's academic vision is the understanding that science is a central factor in understanding the world. Science has the power to help students discover interesting and exciting facts about the world and also about themselves. As a college-preparatory school, SVSA considers the various factors that lead to post-secondary success. Two reliable predictors are high school achievement in advanced science and math courses and writing ability.

High school curriculum will offer courses in core subjects of Mathematics, Science, English, and History/Social Science. In addition to the core subjects, students are required to take two years of Physical Education, at least two years of Languages Other Than English (three years recommended), one year of Visual & Performing Arts, one year of Computers & Technology courses, and six semesters of electives for a standard diploma.

Graduation Requirements

SVSA believes that students need to have physical and mental experience in high school, which includes academic, life skills, and applied experiences. SVSA meets and exceeds the admission requirements of all four-year universities including University of California.

At SVSA every student must earn a total of 210 semester credits in grades 9 through 12 in order to receive a high school diploma. Each high school course at SVSA is semester based and worth 5 credits. Students need to have an end-of-the-semester final grade of at least a "C" (=2.0) to earn credit for the course. Credit is awarded on the basis of student participation, mastery of subject matter, and/or attainment of skills.

The table on the following pages lists courses required in order to graduate from SVSA. SVSA offers three different high school diploma types: standard, advanced, and honors. Each diploma has minimum requirements that meet and exceed the state graduation requirements and the "a-g" subject requirements of California's four-year public universities. Students are always welcome, and often encouraged, to exceed these minimum requirements. (The advanced and honors diploma types will apply to the class of 2017 – students who are entering the 9th grade during the 2013-14 school year.)

Students will be required to pass the California High School Exit Exam (CAHSEE) in order to receive a SVSA Diploma. Letter of completion will be given to students who do not pass the CAHSEE.

SVSA math requirements are threefold:

- Credit requirements: SVSA requires at least 30 semester credits of math for a standard diploma and 40 semester credits of math for an advanced or honors diploma. Some of these credits can be earned in middle school.
- Year requirements: SVSA requires students to be enrolled in a math course for at least two years in grades nine through twelve for a standard diploma (state requirement) and at least three years in grades nine through twelve for an advanced or honors diploma. For example; a student may take Algebra-I in seventh grade, Geometry in eighth grade, and Algebra II in ninth grade. The student still needs to take one more year of math for a standard diploma and two more years of math for an advanced or honors diploma.
- Course requirements: Students need to complete Algebra I, Geometry, and Intermediate Algebra (Algebra II) before graduation.

SVSA encourages students to engage in community service to develop and demonstrate crucial life skills. This will help students gain "real life" experience and develop responsibility, caring and respect for the community. Therefore, students will be required to earn 40 hours of community service before graduation for an advanced or honors diploma. Students may begin to earn these hours once they complete their 8th grade year.

In order for students to participate in any senior activities they must have a total of 150 credits at the beginning of the first semester and/or 180 credits at the beginning of the second semester of their senior year. In addition, students have to fulfill all the graduation requirements to participate in the Graduation Ceremony.

Our mission is that 100% of middle school students will complete courses in grades 6-8 in 3 years passing with a grade of "C" or better and that all high school students will pass all required courses and electives with a grade of "C" or better to graduate in 4 years with a minimum of 210 credits. When students need extra help and do not succeed, the following supports are provided for all students in need including all subgroups and students transferring in:

- Summer Session Credit Recovery
- Online Credit Recovery
- Academic Support classes in English and/or Math
- Tutoring After School or Saturdays
- Students not completing graduation requirements by the end of the summer following their 4th year are welcomed to attend a 5th year or until requirements are met.

Table 3 – SVSA Graduation Requirements

Subject Area	Minimum Course Requirements	Sample Elective Courses*	STANDARD Diploma	ADVANCED Diploma	HONORS Diploma
(a) History/Social Science	Three years, including World History US History American Government and Civics (1/2) Economics (1/2)	Sociology AP Psychology AP World History AP US History AP US Government & Politics	30	30	30
(b) English	Four years of approved courses English 9 English 10 English 11 English 12	Creative Writing Journalism Public Speaking AP English Language and Composition AP English Literature and Composition	40	40	40
(c) Mathematics	Three years, including Algebra I Geometry Intermediate Algebra (Algebra II) *(Four years recommended)*	Trigonometry Probability and Statistics Pre-Calculus AP Calculus AB AP Calculus BC AP Statistics	30	40	40
(d) Science	Two years with lab required; lab chosen from Biology Chemistry Physics *(Three years recommended)*	Earth Science Environmental Science Marine Biology AP Biology AP Chemistry AP Physics B AP Physics C	20	30	40
(e) Language Other Than English	Two years in same language required. *(Three years recommended)*	Spanish-1, Spanish-2, Spanish-3, Spanish-4, AP Spanish Language, Other world languages offered by the School	20	20	30
(f) Visual & Performing Arts	One year of visual and performing arts chosen from the following: dance, drama/theater, music or visual art	Art Drama Multimedia Music Photography Web Design & Graphic Arts	10	10	10
(g) Electives*	20 or 30 credits of electives required depending on diploma type.	Additional courses in History/Social Science, English, Mathematics, Science, Language Other Than English, Visual & Performing Arts and Computers & Technology	30	30	20

Physical Education	Two years required.		20	20	20
Computers & Technology	One year required.	3-D Modeling Advanced Office Computer Aided Design Computer Literacy-1 Computer Literacy-2 Desktop Publishing Digital Arts Introduction to Engineering Design Introduction to Programming Pre-AP Computers Principles of Engineering Robotics Web Authoring AP Computer Science A	10	10	10
Total Required Credits			**210**	**230**	**240**
AP Course / College Credit Requirements	AP * or college courses can be taken to meet minimum course requirements or as elective.		N/A	20	40
Other Requirements	California High School Exit Exam Minimum Cumulative GPA Required Service Learning Hours		 2.00 N/A	 3.25 40 hrs.	 3.50 40 hrs.

* Elective / AP course offerings may change depending on student needs/demands and availability of teachers and resources.

High School Courses

SVSA's high school curriculum meets all California State Minimum Course Requirements for high school graduation and the "a-g" requirements of the University of California system.

A. History/Social Science

Students are required to take at least three years of History/Social Science, including World History, U.S. History, and American Government/Economics.

History/Social Science Courses:

HISTORY/SOCIAL SCIENCE	
WORLD HISTORY A/B	**U.S. HISTORY A/B**

This course provides an overview of the history of human society from early civilization to the contemporary period, examining political, economic, social, religious, military, scientific, and cultural developments. Students study cultures of the western and nonwestern world. The course integrates geography with history and cultural studies.	This course focuses on the examination of major turning points in American history in the twentieth century. The course emphasizes specific themes, such as the expanding role of the federal government and federal courts; the continuing tension between the individual and the state and between minority rights and majority power; the emergence of a modern corporate economy; the impact of technology on American society and culture; change in the ethnic composition of American society; the movements toward equal rights for racial minorities and women; and the role of the United States as a major world power.
AMERICAN GOVERNMENT	**AP WORLD HISTORY A/B**
Students apply knowledge gained in previous years of study to pursue a deeper understanding of the institutions of American government. They draw on their studies of American history and of other societies in the world today. This course prepares students to vote, to reflect on the responsibilities of citizenship, and to participate in community activities. Topics include the Constitution and the Bill of Rights; the Courts and the Governmental Process; Our Government Today; the Legislative and Executive Branches; Federalism; and State and Local Government. Contemporary issues, including key passages from the Federalist Papers and similar primary sources are studied in light of democratic principles.	AP World History course is designed for students to develop a greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study.
AP U.S. HISTORY A/B	**AP GOVERNMENT AND POLITICS: COMPARATIVE A/B**
This course provides students with the analytical skills and factual knowledge necessary to understand the course of United States history. Students learn to assess historical materials and to weigh the evidence and interpretations presented in historical scholarship. The	This course provides students with an analytical perspective on government and politics in the United States, involving both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. Topics include constitutional underpinnings of

course examines time periods from discovery and settlement of the New World through the recent past.	U.S. government, political beliefs and behaviors, political parties and interest groups, the institutions and policy process of national government, and civil rights and liberties.
AP GOVERNMENT AND POLITICS: UNITED STATES A/B	
This course provides students with an analytical perspective on government and politics in the United States, involving both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. Topics include constitutional underpinnings of U.S. government, political beliefs and behaviors, political parties and interest groups, the institutions and policy process of national government, and civil rights and liberties.	

B. English

Students are required to take four years of approved courses in English.

English Courses:

ENGLISH	
ENGLISH 9 A/B	**ENGLISH 10 A/B**
English 9 builds upon the students' prior knowledge of grammar, vocabulary, word usage, and mechanics of writing, and usually includes the four aspects of language use: reading, writing, speaking, and listening. Various genres of literature, including expository and informational materials, are introduced, with written compositions in a variety of genres, often linked to the reading selections.	English 10 offers students a balanced focus on composition and literature. Students learn to write persuasive, critical, and creative multi-paragraph thematic essays and compositions. The study of literature and other written material encompasses various genres as students improve their reading comprehension and develop the skills to determine the purposes and themes of authors and to recognize the techniques employed by authors to achieve their goals.
ENGLISH 11 A/B	**ENGLISH 12 A/B**
English 11 courses continue to develop students' writing skills, emphasizing clear, logical writing patterns, word choice, and usage, as students write essays and learn the techniques of writing research papers. Students continue to read works of literature and other written materials that often form the backbone of the writing assignments.	English 12 courses blend composition and literature as students write critical and comparative analyses of classic and contemporary literature and other written genres. Typically, multi-paragraph essays in a variety of genres predominate as the form of student composition, but one or more major research papers may also be required.
AP ENGLISH LANGUAGE AND COMPOSITION	**AP ENGLISH LITERATURE AND COMPOSITION**

A/B	A/B
This course is designed to parallel college-level English courses. It exposes students to prose written in a variety of periods, disciplines, and rhetorical contexts. The course emphasizes the interaction of authorial purpose, intended audience, and the subject at hand. Students learn to develop stylistic flexibility as they write compositions covering a variety of topics.	This course is designed to parallel college-level English courses. It enables students to develop critical standards for evaluating literature. Students study the language, character, actions, and theme in works of recognized literary merit; enrich their understanding of connotation, metaphor, irony, syntax, and tone; and write compositions of their own (including literary analysis, exposition, argument, narrative, and creative writing).
ENGLISH LANGUAGE DEVELOPMENT A/B	
The course focuses on reading, writing, speaking, and listening. Students participate in extensive listening and speaking exercises. The course covers basic structures of the English language. Students progress from an elementary understanding of English words and verb tenses to a more comprehensive grasp of various formal and informal styles. The course may include an orientation to the customs/cultures of people in the U.S.	

C. Mathematics

Students are required to take at least three years of approved courses in Mathematics; four years are recommended. Students need to complete Algebra I, Geometry, and Intermediate Algebra (Algebra II) before graduation.

Mathematics Courses:

MATHEMATICS	
ALGEBRA I A/B	**GEOMETRY A/B**
In this course, students develop an understanding of the symbolic language of mathematics and the sciences. Algebraic skills and concepts are developed and used in a wide variety of problem-solving situations. The course includes a study of the real number system; the solving of equations and inequalities; linear, polynomial, and rational functions; graphing; systems of two linear equations; polynomials; rational expressions and functions; the quadratic formula; and logical reasoning.	This course develops geometry skills and concepts useful to all students. Students will develop their ability to construct formal, logical arguments and proofs in geometric settings and problems. The course includes congruence and similarity; the Pythagorean theorem; basic constructions; coordinate geometry; properties of angles, parallel and perpendicular lines, triangles, special right triangles, quadrilaterals, and circles; basic trigonometric function; perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.
ALGEBRA II A/B	**PRE-CALCULUS A/B**
This course complements and expands the mathematical	This course prepares students for work in calculus.

content and concepts of Algebra I and geometry. Students will gain experience with algebraic solutions of problems in various content areas, including the solution of systems of quadratic equations, logarithmic and exponential functions, the binomial theorem, and the complex number system. Course topics include absolute value, systems of linear equations and inequalities, matrices, operations on polynomials, rational expressions, quadratic equations and functions, conic sections, inverse functions, sequences and series, probabilities, and mathematical induction.	Topics include: coordinate geometry with analytical methods and proofs; equations and graphs of conic sections; rectangular and polar coordinates; parametric equations; vectors; the study of polynomial, logarithmic, exponential, and rational functions and their graphs; induction; limits and rate change; continuity; and problem analysis. The course unifies and emphasizes the structure of mathematics.
AP STATISTICS A/B	**AP CALCULUS AB A/B**
This is a college-level course that covers the following topics: exploring data; planning a study (deciding what and how to measure); anticipating patterns (introducing probability and simulation); and statistical inference. Mastery of the course content gives students the background to succeed in the Advanced Placement examination in this subject.	This is a course that provides students with an intuitive understanding of the concepts of calculus and experience with its methods and applications. The course introduces calculus and includes the following topics: elementary functions; properties of functions and their graphs; limits and continuity; differential calculus (including definition of the derivative, derivative formulas, derivative theorems, geometric applications, optimization problems, and rate-of-change problems); and integral calculus (including anti derivatives and the definite integral).

D. Laboratory Science

Students are required to take at least two years of Science, two of which are laboratory courses chosen from Biology, Chemistry, and Physics; three years are recommended.

Laboratory Science Courses:

LABORATORY SCIENCE	
PHYSICS A/B	**BIOLOGY A/B**
The first course in physics with mathematical reasoning not exceeding the level of trigonometry. The course uses the concept of vectors. Physics concepts usually include conservation laws, motion, gravity, optics, energy, kinetic theory, fields and interactions, and atomic structure.	Biology is the study of all living things. Living things are characterized as having the ability to reproduce, grow, adjust and adapt. This includes plants, animals and microorganisms. This course is designed to enhance student's awareness on the essentials of biology and the underline disciplines that it covers: Cell Biology, Genetics, Evolution, Physiology, Investigation and

	Experimentation. Students will be able to understand the relationship between living and nonliving things and their effects on each other. Students will be able to actively carry out investigations and experiments through a series of lab experiments.
CHEMISTRY A/B	**MARINE BIOLOGY A/B**
This introductory course covers the basic topics of chemical bonds, periodicity, kinetic molecular theory, kinetics, energies, dynamic equilibrium, conservation laws, atomic and molecular theory, and chemical systems. The course usually includes applications of chemical principles.	This Marine Biology course builds upon and extends biological concepts developed during earlier science courses. Students take an in depth look at the physical, chemical, and geological characteristics of the world's oceans. They then investigate the structure, functions, behaviors, adaptations, and classification of a variety of plant and animals that live in the marine environment. Students learn how energy flows and matter cycles through the Earth's ocean system and they investigate the impact of humans on that system.
AP PHYSICS B A/B	**AP BIOLOGY A/B**
This course parallels a non-calculus college-level physics. The course is described in the AP Physics B syllabus. The instructor is expected to follow and complete the syllabus.	This course is typically taken after a year of high school biology and chemistry. The course parallels a college-level introductory biology course. The course is described in the AP Biology syllabus. The instructor is expected to follow and complete the syllabus.
AP CHEMISTRY A/B	**AP ENVIRONMENTAL SCIENCE A/B**
This course parallels a college-level chemistry course. AP Chemistry usually follows high school chemistry and second year algebra. The course is described in the AP Chemistry syllabus. The instructor is expected to follow and complete the syllabus.	This course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

E. Language Other Than English

Students are required to take at least two years of a Language other than English in the same language; three years are recommended.

Language Other Than English Courses:

LANGUAGE OTHER THAN ENGLISH

SPANISH 1-2 A/B	AP SPANISH LANGUAGE AND CULTURE A/B
This course is designed to teach students about the language and culture of the Spanish and Latin American people. The first-year course emphasizes communication, basic grammar and syntax, and simple vocabulary so that students can read, write, speak, and comprehend on a basic level. The second-year course enables students to expand upon what they have learned, increasing their skills and depth of knowledge. The course teaches students to appreciate the Spanish and Latin American cultures by acquainting students with art, literature, customs, and history of the Spanish-speaking people.	The course is designed to parallel third-year college-level courses in Spanish composition and conversation. Building upon students' prior knowledge of Spanish, the course develops the students' ability to understand and express themselves accurately, coherently, and fluently in Spanish. In the course, students develop a large enough vocabulary to understand literary texts, magazine/ newspaper articles, films, and television productions.
TURKISH 1-2 A/B	**CHINESE 1-2 A/B**
This course is designed to teach students about the language and culture of the Turkish people. The first-year course emphasizes communication, basic grammar and syntax, and simple vocabulary so that students can read, write, speak, and comprehend on a basic level. The second-year course enables students to expand upon what they have learned, increasing their skills and depth of knowledge. The course teaches students to appreciate the Turkish culture by acquainting students with art, literature, customs, and history of the Turkish people.	This course is designed to teach students about the language and culture of the Chinese people. The first-year course emphasizes communication, basic grammar and syntax, and simple vocabulary so that students can read, write, speak, and comprehend on a basic level. The second-year course enables students to expand upon what they have learned, increasing their skills and depth of knowledge. The course teaches students to appreciate the Chinese culture by acquainting students with the art, literature, customs, and history of the Chinese people.

F. Visual & Performing Arts

Students are required to take at least one year of Visual and Performing Arts chosen from the following categories: dance, drama/theater, music, or visual art.

Visual & Performing Arts Courses:

VISUAL & PERFORMING ARTS	
ART A/B	**DIGITAL ART A/B**
This course covers the organization of art elements and principles and provides study of their application in two- and three-dimensional problems. Students analyze and use design principles in works of art from art history and many world cultures. Students learn to critique their work and the work of others and become more aware of design in their environment.	This course helps students develop aesthetic criteria in order to create graphic art imagery using a microcomputer. The course emphasizes the knowledge and application of the art elements and principles of design as used in visual communication. Students use the computer and digital tools to apply or formulate programs to communicate creative visual ideas, including animation, game production, and artistic aspects of Web

	site design. This course may also include aspects of the Cinematography/Artistic Videos course. Students study artists who practice these art forms and learn and practice critiques of these art forms.
PHOTOGRAPHY A/B	**MUSIC APPRECIATION A/B**
This course presents photography as a fine art in which students explore the use of the art elements and principles of design to communicate their ideas, feelings, or values through photographic work. Students learn photographic techniques that may incorporate both traditional and contemporary (digital and multimedia technologies) traditions. They also participate in critiques and study the history of photography as a fine art, as well as the artists who use the medium of photography.	This class emphasizes listening activities related to the structure or design of the music from perceptual, creative, historical, and critical viewpoints using a variety of musical forms and styles.
HISTORY/APPRECIATION OF THEATER ARTS/FILM A/B	**THEATRE/PLAY PRODUCTION A/B**
This course is for students who desire knowledge in the history of drama, plays, theater, and writers. The course may include the study of outstanding examples in the fields of motion pictures, radio, and television. The course includes instruction in reading, writing, critique processes, and research.	This course provides a balanced theater arts program that emphasizes dramatic literature and/or musical theater activities that lead to the formal presentation of a scripted play. The class emphasizes awareness and practice in theater production, performance, direction, stage technique, voice, stage design, costuming, properties, and theater history. Students develop language skills and appreciation through reading dramatic literature from a worldwide perspective and writing critiques, character analyses, and play reports.

G. Electives

Students are required to take at least six semesters of electives for a standard diploma. The electives will be offered in the areas of Social Science, English, Mathematics, Science, Language Other Than English, Visual & Performing Arts, and Computers & Technology.

Elective Courses:

ELECTIVE	
ECONOMICS	**PSYCHOLOGY A/B**
In this course students deepen their understanding of the basic economic problems and institutions of the nation and world in which they live. They learn to make reasoned decisions on economic issues as citizens,	This course focuses on the scientific study of human development, learning, motivation, and personality. Students explore implications for everyday life with a scientific perspective on human behavior.

workers, consumers, business owners and managers, and members of civic groups. This course enriches students' understanding of the operation and institutions of economic systems. Topics include Fundamental Economic Concepts, Comparative Economic Systems, Microeconomics, Macroeconomics, and International Economic Concepts.	
ANTHROPOLOGY A/B	**WORLD CULTURES A/B**
Students learn about human beings and their cultures by studying the two major divisions of anthropology: physical and cultural. In physical anthropology students consider the biological characteristics of human beings, their adaptation to their environment, and development in the context of various forms of animal life. In cultural anthropology students learn about the culture of specific peoples, past and present, as well as those components of culture found universally among human societies.	This course focuses on an investigation of one or more cultures in a geographic region of the world today; for example, cultural studies of Africa, the Middle East, Latin America, Asia, or Southeast Asia. The course covers geographic settings; the population, the stature and roles of women and minority groups; and processes of cultural change and exchange. Students learn about the culture's historical, economic, and political developments, including nation building across time. The course may include an in-depth study of one or more different cultures to expand the students' understanding of cultural diversity and provide balance in the representation of ethnic groups and societies around the world.
JOURNALISM A/B	**SPEECH A/B**
Journalism prepares students for work on school newspapers by fostering habits of clear, concise, written expression and by developing the ability to write interestingly. The course improves students' use of grammar, spelling, punctuation, sentence and paragraph form, style, and structure and offers basic training in techniques of interviewing and news writing. It fosters a critical attitude toward news and develops the ability to evaluate the worth of publications through wide and intelligent readings of newspapers and periodicals.	Speech develops fundamentals of effective oral delivery such as voice, diction, poise, and ease. The course develops effective organization through selection and arrangement of material, transitions, and rhetorical effect. Activities include preparation and practice in making short speeches to inform, convince, stimulate, actuate, and/or entertain. The course may include instruction in parliamentary procedure, discussion, debate, and oral interpretation.
COLLEGE READINESS 11 A/B	**COLLEGE READINESS 12 A/B**
The course focuses on preparing students to complete college applications by creating a portfolio that includes CSU Mentor High School Planner, UC/ Private School personal Statement, EOP application, SAT/ACT registration and preparation, and FAFSA Forecaster.	The course focuses on preparing students to complete college applications by creating a portfolio that includes CSU Mentor High School Planner, UC/ Private School personal Statement, EOP application, SAT/ACT registration and preparation, and FAFSA Forecaster.

H. Physical Education

Students are required to take two years of Physical Education courses before graduation unless exempted pursuant to the provisions of the related Education Code.

Physical Education Courses:

PHYSICAL EDUCATION	
PHYSICAL EDUCATION I A/B	**PHYSICAL EDUCATION II A/B**
This course is the first year of the high school physical education sequence. It includes the required content areas; aquatics, rhythms/dance, individual and dual activities, mechanics of body movement, and the effects of physical activity on dynamic health.	This course is the second year of the high school foundation courses, it expands the content of course I and includes the remainder of the required content areas; gymnastics/tumbling, combatives, team sports, mechanics of body movement, and the effects of physical activity on dynamic health.

I. Computers &Technology

Students are required to take at least one year of Computers & Technology.

Computers & Technology Courses:

COMPUTERS & TECHNOLOGY	
COMPUTER LITERACY 1 A/B	**COMPUTER LITERACY 2 A/B**
In this hands-on course, students will learn keyboarding skills, word processing protocols, database management, electronic presentation skills, electronic mail use and etiquette, internet research skills, and current computer terminology. At the completion of this course, students will be prepared to use current computer applications for communication and research in college & the in workforce.	This course is designed to prepare students for continued education through utilization of current and necessary computer applications, online safety and responsibility, and online collaboration, communication, and research skills. Students will learn advanced skills on Microsoft Word, Excel, and PowerPoint as well as Internet research and other valuable skills for success in current courses, future education and employment success
WEB DESIGN A/B	**COMPUTER PROGRAMMING A/B**
This course introduces students to the Internet and World Wide Web. Students will study the history of the Internet, search engines, Web design process, navigation strategies, creation and editing of graphics, Web hosting services, and Web publishing.	This course covers the principles and programming styles used in the design and implementation of contemporary programming languages. Students are introduced to the history of programming languages, language syntax and formal grammars, language processors such as compilers and interpreters, and generalized parsing strategies. The course focuses on particular language constructs and their realization in a variety of programming languages.

	A particular language such as C, BASIC, or Pascal is used to provide students with practical illustrations of various programming principles.
ROBOTICS A/B	**AP COMPUTER SCIENCE A A/B**
This instructional program prepares individuals to assemble, program, maintain, and repair robotic devices. It includes instruction in the history and development of robotic devices; the types of robotic devices used in industry and their component makeup; computer control systems and robot computer language programming; troubleshooting techniques, especially for servomechanisms, microprocessors, and computer operation; and the integration of these devices and factors into a total manufacturing system.	Computer Science A emphasizes object oriented programming methodology with a concentration on problem solving and algorithm development and is meant to be the equivalent of a first semester college level course in Computer Science. It also includes the study of data structures, design, and abstraction, but these topics are not covered to the extent that they are in Computer Science AB.

Advisory Program

In grades 9 through 12, students are offered an Advisory program for one-half hour a day, every day.

Advisory Program:

ADVISORY PROGRAM
ADVISORY 9-10-11-12 A/B
Students take Advisory all four years of high school. Each student works closely with their Advisory teacher to develop their Individual Learning Plans (ILPs), exploring and setting academic and career goals. Students take part in team building activities, community service opportunities and work on their high school portfolio. Advisory also provides curriculum to increase student knowledge and ability in skills necessary for everyday living. The course emphasizes defining personal values, goal-setting and planning, making decisions and solving problems, evaluating information and dealing with media and peer pressure, communication and relationships, decision making, wellness and personal safety, and contributing to your community.

1.5.5 Textbooks, Instructional Materials and Activities

SASV utilizes California State Board of Education adopted instructional materials per related California Education Codes. SASV will use PLATO as an online curriculum for 6th through 12th grade core subjecet areas, specified in Appendix B4 PLATO Course Catalog. The school leadership works with teacher leaders to identify, evaluate, and select appropriate materials and to make modifications to core and additional instructional resources.

Math: K-5: SASV will use the McGraw-Hill My Math series. My Math is designed to meet the CCSS. Customized for the way teachers teach, personalized for the way students learn, and individualized to maximize student success with a colorful and intuitive lesson format that is engaging and kid-friendly, making math fun and memorable. McGraw-Hill My Math is a completely consumable program where each student interacts with the text in multiple ways throughout the learning cycle. Personalized vocabulary, student-created examples, online games, and downloadable apps move students from learning abstract concepts to concepts they can apply. Students have the chance to take ownership of every aspect of the program.

6-12: SASV will use Plato's online Mathematics curriculum from 6th grade Math to AP Calculus. *Enrichment/Intervention:* Online Curriculum providers I-Ready and Study Island will be used for diagnostic testing and remedial insturction.

Science: Macmillan/McGraw-Hill's dynamic science program, Science: A Closer Look, has been selected for elementary grades. This program offers exciting and accessible standards-based lessons. Engaging activities promote curiosity and foster the development of science inquiry skills. Through a consistent and structured learning cycle, students confidently build upon their experiences to develop a lifelong understanding of science concepts. (K-5),; *Enrichment/Intervention:* FOSS (Full Option Science System), Research Corps, Thematic Unit Materials, Discovery Education resources

6-12: SASV will use Plato's online Science curriculum 6th through 12th grade. *Enrichment/Intervention:* Online Curriculum providers I-Ready and Study Island will be used for diagnostic testing and remedial insturction.

English Language Arts/ELD: The Houghton-Mifflin-Harcourt Journeys series has been selected as the primary instructional materials in elementary grades. With leading-edge digital tools and results-driven instruction, Journeys Common Core is a K–5 reading program with rigorous Common Core instructional design and emphasis within the teacher's guide to attending to the individual learner.

Enrichment/Intervention: Online Curriculum providers I-Ready and Study Island will be used for diagnostic testing and remedial insturction.

6-12: Plato's online ELA curriculum together with a selection of Novels for each grade will be used. *Enrichment/Intervention:* Online Curriculum providers I-Ready and Study Island will be used for diagnostic testing and remedial insturction.

Social Science: Harcourt Brace School Publishers, Reflections Series (K-5),

6-12: Plato's online Social Studies curriculum will be used 6th through 12th grade.

Enrichment/Intervention: Research Corps, Thematic Unit Materials, The Chicago Review Press' Kids Guide Series for American and World History, New York Library Amazing... Series; Oxford University Press, A History of US

1.5.6 Communication to Parents and Students regarding the Transferability of Courses

SASV will inform parents and students through the school newsletters and school meetings about the transferability of the courses taken at SASV to another institution. The annual student/parent handbook for each site will also inform parents and students of transferability of courses.

SASV plans to seek, obtain, and maintain accreditation from Western Association of Schools and Colleges (WASC). The Charter School will apply for its initial accreditation in Spring 2016.

1.5.7 Academic Calendar and Schedules

The school will offer, at a minimum, the number of instructional minutes set forth in Education Code 47612.5 for the grade levels provided by the charter school. The school calendar will have 180 days of instruction. The school will announce its annual calendar before the beginning of each instructional year.

Following are the instructional calendar and bell schedules of SASV site for the 2015-16 school year. The school offers 180 days and 62,020 instructional minutes in middle school and 68,423 minutes in high school for 2015-16.

Academic Calendar

SVSA Academic Calendar 2015-16

July 2015

Mon	Tues	Wed	Thurs	Fri

August 2015

Mon	Tues	Wed	Thurs	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

September 2015

Mon	Tues	Wed	Thurs	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

October 2015

Mon	Tues	Wed	Thurs	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

November 2015

Mon	Tues	Wed	Thurs	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

December 2015

Mon	Tues	Wed	Thurs	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

January 2016

Mon	Tues	Wed	Thurs	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

February 2016

Mon	Tues	Wed	Thurs	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29				

March 2016

Mon	Tues	Wed	Thurs	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

April 2016

Mon	Tues	Wed	Thurs	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

May 2016

Mon	Tues	Wed	Thurs	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

STUDENTS RETURN

NO SCHOOL DAY

MINIMUM DAY

GRADES DUE

Independence Day	**4-Jul**
Teacher In-Service	**8/3 to 8/10**
School Orientation (P)	**6-Aug**
1st Day of School	**11-Aug**
Back to School Night	27-Aug
Labor Day - No School	**7-Sep**
Minimum Day PD	**4-Sep**
Picture Day	TBD
CELDT Annual Assessment	22-26 Sep.
Progress Report-1	30-Sep
PD Day for Teachers-**No School**	23-Sep
Walkathon	10-Oct.
Open House	1-Nov
Minimum Day- PD- Progress Report-2	6-Nov
Veterans Day - No School	**11-Nov.**
Thanksgiving Break - No School	**11/26 to 11/27**
Science Fair	**5-Dec**
Final Exams - (18-19-20 Minimum Days)	**Dec 16-17-18**
Semester 1 Ends- GRADES DUE-Report Card #1	**18-Dec**
Winter Break - No School	**12/21/15 to 1/5/16**
Staff PD	**5-Jan**
FirstDay of 2nd Semester	**6-Jan**
Civil Rights Day / MLK Day-No School	**18-Jan**
Open House	**23-Jan**
Minimum Day - PD	**5-Feb**
Enrollment Lottery	**6-Feb**
CAHSEE State Test for 10th Graders	TBD
Progress Report-3	26-Feb.
Presidents Week-No School	**2/15/2016-2/19/2016**
Minimum Day - PD	**25-Mar**
Cesar Chavez Day-No School	**31-Mar**
International Festival	**TBD**
Progress Report-4	1-Apr
Spring Break-No School	**04/11 to 04/15**
Charter School Week - STEM Expo	2-6 May
AP Exam dates	2-13 May
8th Grade Promotion Ceremony	26-May
Memorial Day - No School	**30-May**
Final Exams - Student Half Days	May 25-26-27
Last Day of the School for Students	**27-May**
Wrap Up meetings	31-May
Last Day of the School- GRADES DUE-Report Card #2	
Physical Fitness Test Window Closes	
DISMISSAL TIMES	
Dismissal Time in Regular Days is 2:57 pm	
Every Friday is a SHORT DAY. Short Day dismissals are at 2:00 pm	
Minimum Dismissals are 12:38 pm	

Bell Schedules

Table 4 – Regular and Shortened Day Bell Schedules of SASV

Lower Elementary (TK-2)		
Breakfast	7:30 AM	7:50 AM
Reading	8:00 AM	9:45 AM
Recess	9:45 AM	10:05 AM
Reading/Writing/ELA	10:05 AM	10:50 AM
Math	10:50 AM	11:50 AM
Lunch	11:50 AM	12:30 PM
SSR	12:30 PM	12:55 PM
Specials*	12:55 PM	1:40 PM
Science/Social Studies	1:40 PM	2:25 PM
Dismissal	2:25 PM	
After School	2:40 PM	3:30 PM

Upper Elementary (3-5)		
Breakfast	7:30 AM	7:50 AM
Reading/Writing/ELA	8:00 AM	9:45 AM
Recess	9:45 AM	10:05 AM
Math	10:05 AM	11:50 AM
Lunch	11:50 AM	12:30 PM
SSR	12:30 PM	12:55 PM
Science/Social Studies	12:55 PM	1:40 PM
Specials*	1:40 PM	2:25 PM
Dismissal	2:25 PM	
After School	2:40 PM	3:30 PM

Middle/High Grades:

Regular Day		
0 Period	7:00 AM	8:55 AM
1st Period	8:00 AM	9:00 AM
2nd Period	9:05 AM	10:00 AM
Break	10:00 AM	10:15 AM
3rd Period	10:20 AM	11:15 PM
4th Period	11:20 PM	12:15 PM
Lunch	12:20 PM	1:00 PM
5th Period	1:05 PM	2:00 PM
6th Period	2:05 PM	3:00 PM
Dismissal	3:00 PM	
After School	3:05 PM	4:00 PM

Shortened Day		
0 Period	7:10 AM	7:55 AM
1st Period	8:00 AM	8:50 AM
2nd Period	8:55 AM	9:40 AM
Break	9:40 AM	9:50 AM
3rd Period	9:55 AM	10:40 PM
4th Period	10:45 PM	11:30 PM
Lunch	11:35 PM	12:10 PM
5th Period	12:15 PM	1:00 PM
6th Period	1:05 PM	1:50 PM
Dismissal	1:50 PM	
Staff Meeting	2:00 PM	4:00 PM

1.6 PROFESSIONAL DEVELOPMENT

Staff Development

In addition to ongoing professional development activities that support efforts to increase student academic performance, SASV provides all staff with multiple opportunities to grow professionally. SASV assesses staff professional development needs through formal and informal performance observation and surveys. Based on these data and combined with the school improvement plan, SASV determines common staff development days, and tailors staff development to individual staff needs.

Professional Learning Communities (PLC)

SASV makes use of PLCs to:

- Clarify intended outcomes
- Develop common assessments
- Jointly analyze student achievement data
- Establish team improvement goals
- Share best practices and materials
- Engage in collective inquiry and action research regarding student learning
- Support system and sense of efficacy
- Promote more engaged, motivated, and successful students with reduced absenteeism
- Focus on students' needs academically and behaviorally

PLCs seek to transform a school into a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. Combined with the school improvement plans, the answers to the following questions are studied in PLCs:

- How do we ensure that students learn?
- How do we foster a culture of collaboration?
- How do we ensure results?

As an implementation of the PLC at SASV, all staff will read educational literature and make informed recommendations for school and system-wide improvement. The staff produces an annual reading list recommended by the PLCs. The following literature have recently been added to SASV staff's reading list: "Failure Is Not An Option," "Classroom Management That Works," "How To Differentiate Instruction In Mixed-Ability Classrooms," and "Teach Like A Champion."

SASV Meetings

School-wide Meetings and Professional Development Activities

Administrative Meetings

The SASV Principal, Dean of Academics, and Dean of Students meet weekly to act on general school issues including, academics, safety, attendance, overall communications, and student activities. Upcoming events are discussed and planned. The college advisor, resource teacher, and office manager participate as needed.

General Staff Meetings

SASV staff meets every other week to discuss issues related to student discipline, academics, safety, counseling, etc. Presentations, trainings and discussions or concerns about current issues are discussed as time permits.

Department Chair Meetings

Department Chair meetings are held monthly. These meetings are held the week prior to the department meeting in order to review and complete the agenda.

Department Level Staff Meetings

All teachers meet departmentally every month to:

- Share Time: Presentation by a member on an effective classroom strategy
- Vertically align curriculum
- Analyze student achievement data (MAP, STAR, CELDT, etc.,)
- Improve instructional strategies per data indicators
- Differentiate instruction
- Plan major departmental events
- Discuss other departmental issues and policies

Department Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Grade Chair Meetings

Grade Chair meetings are held monthly. These meetings should be held the week prior to the staff grade level meetings in order to review and complete the agenda for the grade level staff meeting.

Grade Level Staff Meetings

Grade level teachers meet once a month and collaborate on the issues below:

- Classroom strategies
- Sharing best practices
- Curricular and academic issues (grading uniformity, homework load, differentiation etc.,)
- Support for students with academic challenges (IEP, 504, RTI, SSR, A.R., A.M., Tutoring)
- Discussion of student academic supports (peer tutoring, mentorships, etc.,)
- Long-term projects (science fair projects, English & history & math projects)
- Integration/thematic units/horizontal alignment of the curriculum
- Field trips
- Discussions and strategies for students with behavioral problems
- School/grade level wide incentive programs
- Other common grade level and school wide issues

Grade Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Wrap up Meetings

SASV staff participates in end-of-the-year meetings to focus on evaluation of student achievement data, effectiveness of the programs such as testing, curriculum, and intervention programs, counseling, after school, etc. These meetings help

staff prepare a professional learning plan for themselves and review what worked well during the school year. These plans and feedback are addressed in the summer in–service program.

Summer in-service programs

SASV also holds orientations and trainings for both new and veteran teachers to familiarize them with policies and procedures regarding the schools' operations, and the academic and education program goals for the year. A teacher workshop/summer in service program is held in August for about two weeks. The program consists of at least four days of intensive training, after which teachers continue their studies at their school sites and communicate with each other via grade level and subject area email groups.

Peer Observations

SASV believes that every effective teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. Therefore, each teacher is required to make monthly class visits to other teachers' classrooms to observe effective strategies and reflect on his/her observations by using peer observation beneficiary forms. These forms are used to create a professional development plan for individual growth.

Formal Observations/Evaluations

All teachers are observed in the classroom by department chairs and the administrative team (dean of academics, principal and chief academic officer). A rubric guides observation and allows for the development of constructive feedback. SASV's formal teacher evaluation program is comprehensive and includes an evaluation of academic performance of their students. All teachers are evaluated annually. A pre-conference and post conference are scheduled for each of the evaluation.

Walkthroughs

SASV administration/Department Chairs make regular walkthroughs in each teacher's classroom. This quick and informal visit provides teachers immediate and constructive feedback in specific areas to improve instruction and student learning.

Beginning Teacher Support and Assessment Program (BTSA)

SASV provides new teachers with BTSA, a two-year program that provides beginning teachers with collegial support, guidance, professional development, motivation to continue in the profession, and training. It links college level teacher preparation with classroom application.

Scheduled Professional Development

- **National Charter Schools Conference:** Based on organizational need aligned with the schedule, selected faculty and administrative staff attend the Annual National Charter Schools Conference, which is organized by The National Alliance for Public Charter Schools (NAPCS).
- **California Charter Schools Association (CCSA) Conference:** Based on organizational need aligned with the schedule, selected faculty and administrative staff attend the annual California Charter Schools Association (CCSA) Conference.
- **Charter Schools Development Center (CSDC):** Based on organizational need aligned with the schedule,

selected emerging and new leaders attend the Charter Schools Development Center (CSDC) Leadership Institute.

Other professional development programs that SASV considers include:

- **College Board's Workshops and Seminars**
- **Association of Latino Administrators and Superintendents Conference**
- **National Council of Teachers of Mathematics Conference**
- **National Science Teachers Association Conference**
- **National Council of Teachers of English Conference**
- **California Council for History Education Conference**
- **California Science Teachers Association (CSTA)** annual PD program
- **California Association of Mathematics Teacher Educators Conference**

Additionally, professors and professional teacher trainers from area universities as well as other universities and institutions will be identified and invited to conduct professional development activities at SASV.

Ongoing Professional Development Program for Special Education

SASV conducts ongoing in-services for special education. During the August in-service training a school psychologist trains our entire staff about services and programs related to students with learning disabilities. SASV has a special education teacher to train the staff on the IEP documentation and how to implement accommodations and modifications in a general education classroom. Our special education teachers attend workshops and trainings provided by the County and attend a resource conference to hear from additional experts in the field of special education.

The professional training in special education includes:

- Laws and regulations aligned with the IDEA
- Implementation of modifications and accommodations
- State test requirements/options for students with disabilities
- Writing Individualized Education Programs (IEP)
- IEP meeting procedures
- Rights and responsibilities of parents, students, and teachers
- Section 504 plans

In addition to the August sessions, SASV conducts quarterly training sessions about special education.

1.7 MEETING THE NEEDS OF ALL STUDENTS

1.7.1 English Learners

SASV will meet all requirements of federal and state laws as they pertain to providing equal educational opportunities for English Learners (EL). SASV will implement its EL Master Plan which includes the following components:

A. Initial Identification, Assessment, Parent Notification, and Placement of English Learners

B. Implementation and Programs

C. Monitoring Student Progress

D. Staff Qualifications & Professional Development

E. Evaluation of Program Effectiveness

A. Initial Identification, Assessment, Parent Notification, and Placement of English Learners

1- Identification: After a student enrolls in SASV, the School will request information regarding the language spoken at home through a Home Language Survey (HLS). The purpose of the HLS is to determine if a language other than English is used in the student's home. Prior to completing the HLS, parents are to receive an explanation regarding its purpose and uses, as well as the possibility that their child may be given an assessment to measure their English language proficiency level.

2- Assessment: Students from homes where a language other than English is spoken will be evaluated first through the Fall MAP test (administered in the first two weeks of the school year with results arriving in 24 hours) to determine their level of proficiency in English, and with the California English Language Development Test (CELDT) (within thirty[1] days of enrollment and at least annually thereafter between July 1st and October 31st until re-designated as fluent English proficient), unless the school has proper documentation of the student's re-designation as Fluent English Proficient. The CELDT will also be used for the annual assessment of each student's ELD level, along with scores on Smarter Balanced ELA/Literacy, Measures of Academic Progress (MAP) tests, teacher observation, and optional parent input as secondary factors.

Northwest Evaluation Association (NWEA)'s Computer-Adapted Tests: Measures of Academic Progress (MAP)

MAP tests are a web-based assessment tool that provides detailed diagnostic data on each student's reading, language usage and math skills in a variety of sub-categories. In addition to generating reports broken down into sub-skills, NWEA can generate "skills reports" that identify which skills in reading, language, and mathematics each student has mastered and which skills the student still needs remedial support. Reports can be generated to look at students individually, by class, or by the school as a whole. NWEA can also generate Rausch Interval Unit (RIT)[2] scores that can project an equivalent performance level on the Smarter Balanced ELA/Literacy test based on student performance in each of the sub-tests administered.

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[1] The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.
[2] The RIT Scale is a curriculum scale that uses individual item difficulty values to estimate student achievement.
Source: http://www.nwea.org/support/article/532

Teachers will use these reports in several ways. First, they will use them to create their standards-based curricular maps and unit plans by looking at the standards that students have already mastered and those that need to be developed. Secondly, they will use them to assess the efficacy of the standards-based instruction that is being delivered and to make plans for re-teaching or acceleration as needed. Training in using NWEA for assessment and planning purposes will be part of the professional development that occurs prior to the start of school and ongoing throughout the year.

NWEA MAP tests are administered three times a year. SASV generates reports from NWEA that includes student performance data for each test administration. The School's admin team analyzes the data and makes inferences. Student performance data is then shared with the school team for further study. Using teacher feedback, observations, and inferences from the student performance data, the School team collaborates to create an action plan that will include recommended student placement and support strategies. This plan will then be implemented throughout the school by the teachers, as well as during tutorial sessions.

3- Parent Notification: The School 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.

4- Placement: Depending on the assessment results, the School admin, EL Coordinator, and the Response To Intervention (RTI) coordinator will determine the most appropriate placement and support strategies with the help of the student's parents and the teachers.

B. Implementation and Programs

Based on the assessment results and the EL Coordinator's evaluation the English Learners will be placed in either **Structured English Immersion Program** or **Mainstream English Instructional Program**. Students who perform below the 30th percentile rank in the Reading and Language Usage sections of the MAP test and/or at CELDT levels 1-3 will be placed in Structured English Immersion Program. Students who perform above the 30th percentile rank and/or at CELDT levels 4-5 will be placed in Mainstream English Instructional Programs.

Structured English Immersion Program: This program is designed in order to ensure acquisition of English language skills and access to core content so that ELs can succeed in a mainstream classroom. SEI is designed to ensure that ELs develop English proficiency and receive appropriate supports to make grade level content standards accessible. Following are the components of this program:

- Daily extra 50 minutes of structured English Language Development program during the Enrichment blocks of the School schedule will be provided through Specially Designed Academic Instruction in English methodology, utilizing materials based on the California State Content Standards and the Common Core State Standards and other supplemental materials. These materials include Rosetta Stone, Holt McDougal Publisher's resources, Accelerated Reader, Buckle Down, and teacher created materials.
- Inclusion: All EL students will continue to receive regular 50 minutes of ELA classes during the day.
- Access to instruction in all curricular areas aligned to content standards
- Differentiated instruction in reading, writing, math, science, and social science
- Cooperative learning activities, conducted in English, in all classes that serve to immerse students in the language while giving them opportunities to practice listening, comprehension, and speaking skills

- Frequent writing assignments in all classes that give students opportunities to practice writing and editing in English
- After-school programs and tutoring
- Collaborative learning experiences through club projects

Mainstream English Immersion Program:

The goal of this program is to ensure that ELs continue to progress linguistically and academically to meet English Language Development and grade-level content standards. These students receive appropriately differentiated instruction and scaffolded academic content instruction and support.

SASV EL plan provides a content-based EL program during whole class instruction. Teachers draw on the EL components of the Language Arts curriculum. During whole class instruction teachers utilize materials within the curriculum and engage students by using thematic planning and SDAIE strategies. Manipulatives, visuals, graphic organizers, and interactive communication are just a few of the ways teachers create an educational environment that fosters language acquisition through content based lessons. Small group intervention is provided. All teachers will be trained in Specifically Designed Academic Instruction in English ("SDAIE") techniques.

Teachers work on simplifying classroom materials using SDAIE methods in a predominantly English speaking setting. When needed, teachers work one-on-one with students to ensure that beginning English speakers progress at an accelerated rate. Depending on the needs of the EL students, teachers will use proven strategies, such as peer mentoring, multi-sensory experiential activities, modeling and tutoring, cooperative learning, and use of media and visuals, to provide effective oral language, literacy and content area instructions.

Teachers will employ the following strategies to help their students:

- Simplify the language of instruction and not the concept being taught. Use simple sentence structure (verb-subject-object). Avoid the passive tense and compound and/or complex sentences. Avoid negative phrasing in questions, such as "which answer is not?" and "all of the above except."
- Provide instructions and messages in written and verbal form.
- Build background knowledge before teaching a lesson.
- Write homework assignments on the board.
- Modify assignments for new students so that they can be successful doing a part of the class assignment.
- Work toward depth, not breadth of information, presenting materials in a clear, concise, comprehensible manner, eliminating all nonessential information.
- Impart information through several learning modalities: oral, visual, auditory, and kinesthetic.
- Present content area vocabulary and concepts using pictures, objects and hands-on activities.
- Provide concrete examples of words using flashcards, pictures and objects.
- Use graphic organizers such as webs, Venn diagrams, and charts to make information more accessible. Textual material is usually too dense for second language learners.
- Employ a variety of questioning strategies in order to determine the student's level of comprehension. Structure

questions to student's level of language understanding.

Class structure may be adjusted to help ELs:

- Students work in teams; ELs can then be active participants instead of simply observers.
- EL is paired with a student who is a native English speaker and of the same age.
- EL is paired with a student "buddy" in another grade.

C. Monitoring Student Progress

Assessments: Students in the Structured Immersion Program will be continuously assessed through Renaissance's Star Reading tests during the Enrichment/Intervention hours.

Other assessments to monitor student progress include NWEA MAP tests, Rosetta Stone, Holt McDougal Publisher's resources, Accelerated Reader and teacher created assessments. These allow teachers to monitor the progress of students who are achieving below grade level in English and provide software generated tests and personalized instruction based on California content standards/framework which have not been achieved. ELs' progress will be measured through satisfactory grades and scores in the following table:

Beginning of Year	Weekly	Quarterly	Year-End
▪ Home Language Survey ▪ MAP Test-1 ▪ CELDT	▪ Renaissance STAR Reading Tests ▪ Weekly Tests and Quizzes	▪ Progress Reports with grades and teacher comments ▪ MAP Tests	▪ Smarter Balanced ELA/Literacy test ▪ MAP Test

Reclassification: SASV uses the four criteria in state law in determining whether or not an English learner should be reclassified as fluent English proficient: CELDT results, comparison of performance in basic skills on the ELA/Literacy section of the Smarter Balanced test or CMA (score of Basic or higher)-MAP testing Reading score will be used until Smarter Balanced ELA/Literacy cut scores are released by the state-, teacher evaluation, and input from parents.

To satisfy the CELDT criterion for English-language proficiency, a student in grade two through twelve must have an overall performance level of early advanced or advanced, with no score below intermediate level for each of the domains tested, i.e., listening, speaking, reading, and writing. (For K–1, the domains of reading and writing do not have to be at the intermediate level.) This CELDT criterion is used for AMAO 2, the percentage of English learners attaining English proficiency on the CELDT, for federal accountability under Title III of the Elementary and Secondary Education Act.

Reclassified students are monitored for a period of at least two years. Follow-up services for students who do not demonstrate satisfactory progress include, but are not limited to: additional tutoring or counseling, intervention/enrichment classes, and other strategies explained in the section B.

D. Staff Qualifications & Professional Development

All teachers providing specialized academic instruction for EL students at SASV must hold a CLAD or BCLAD credential

or other CDE certification authorizing teaching to English Learners.

In addition to ongoing professional development activities, SASV provides all staff with multiple opportunities to participate in external workshops and trainings to address their individual needs. SASV staff meets biweekly in departments and grade levels and shares best practices and discusses issues such as academic and behavior support for students including ELs. Student achievement data, including CELDT results, is analyzed by staff. Intervention strategies for ELs, differentiated instruction, and use of effective pedagogical strategies are some of the topics that SASV staff continues to revisit for professional development. SASV staff will be required to:

- Consistently implement with fidelity the ELD curriculum as outlined in the English Learner Master Plan
- Provide instruction during core classes using research-based strategies and SDAIE methodology to ensure students are able to access grade level instruction and do not incur academic deficits while they learn English
- Attend all professional development and professional learning community sessions
- Monitor student progress in ELD and access to core class instruction for progress towards minimum expected benchmark achievements
- Maintain contact with the students' families and keep them apprised of their children's progress.

E. Evaluation of Program Effectiveness

The School will use NWEA MAP assessment data, Smarter Balanced data, and CELDT results to evaluate the success and effectiveness of the EL Programs and growth of ELs. School admin team will analyze the data at the school level. The School admin team will be required to:

- Supervise classroom instruction for content and pedagogy to ensure the delivery of ELD and Access to the Core through SDAIE and/or primary language instruction or support
- Provide leadership and support to teachers and staff to improve student achievement and accelerate the learning of ELs
- Conduct regular classroom walkthroughs to ensure that ELD and SDAIE instruction or support are being delivered in the manner outlined in the English Learner Master Plan
- Identify, design and implement appropriate interventions for ELs when they do not meet minimum progress benchmark achievement
- Utilize multiple sources of data to monitor EL program implementation
- Review placement of ELs in ELD instruction prior to the beginning of each semester and correct any inconsistencies with the Master Plan
- Ensure that teachers have professional development opportunities to continue to develop their skills and knowledge in ELD and SDAIE and/or primary language instruction or support
- Ensure that interventions are designed and delivered consistent with the Master Plan
- Provide a welcoming environment for parents of EL students and ensure that they are regularly apprised of the EL assessment and reclassification process and results, instructional program options and placement, EL progress monitoring

1.7.2 Gifted and Talented Students and Students Achieving Above Grade Level

SASV identifies high-achieving, gifted, and talented students based on multiple measures, including but not limited to achievement test scores, grades, student performance or products, intelligence testing, parent, student, and/or teacher recommendation, and other appropriate measures.

All students, including high-achieving, gifted, and talented students, are offered a broad range of academic learning opportunities. Our students are engaged in advanced projects and activities in the areas of Math, Science, Technology, Social Studies and Language Arts. These projects and activities are supported by the school staff, volunteer college and graduate students, and parents. Funding for these endeavors will be provided partially by the school and through grants, donations and fundraising. The Charter School administration designs the school program so that advanced programs, including courses, clubs, and other educational opportunities such as camps and school-university connections, are offered to our students. The administration works with the teachers and parents to encourage for student participation in these programs. The Dean of Academics monitors the performance and progress of gifted/talented students and students achieving above grade level.

A+ is SASV's program for gifted/talented students and students achieving above grade level. This program helps students develop critical and analytical thinking skills while providing them with a motivational and challenging environment of prestigious regional, national, and international math, science and computer competitions. In the A+ computer class, students learn the programming language C++ and Scratch. Scratch is programming language for beginners; C++ is programming language for high school and college students. In A+ math class, students learn creative problem solving strategies.

A+ is offered both as an elective class during the day and after school club at SASV. Students have the opportunity to meet after school, over the weekends and at camps throughout the year to continue their advanced studies. SASV offers an intensive A+ camp program during the winter and summer breaks where students get coached by experienced program coaches.

Academic clubs are an important extension and integral part of SASV's program. sasv offers these clubs to give students access to STEM programs early on. These academic clubs include First Lego League, A+ (Advanced Math), A+ (Advanced Computer), and Cool Science clubs. Through these clubs, students get the opportunity to participate in regional/nationwide contests such as:

- Math: American Mathematics Competitions, International Mathematics Olympiad, MathCounts, Math League, Math Olympiads for Elementary and Middle Schools
- Science: Science Fairs, Lego® Robot Design, Intel International Science and Engineering Fair, Science Olympiad, National Science Bowl
- Computer and Technology Related: USA Computing Olympiad, Lego® Robot Design, FIRST Robotics Competition, SimCity Future City Design

Please see section 1.4.4 "Accelerated Academic Achievement" and section 1.5 "Curriculum" for more information about the Charter School's programs.

1.7.3 Students Achieving Below Grade Level

SASV identifies the socio-economically disadvantaged and low-achieving students in the first weeks of the academic year, and implements early intervention where indicated. The Charter School uses multiple measure assessments including MAP Tests, sample Smarter Balanced test, Accelerated Reader & Accelerated Math tests, and teacher-designed tests for identification. Please see section 1.4.1, "Data Driven Design," for more information on early intervention.

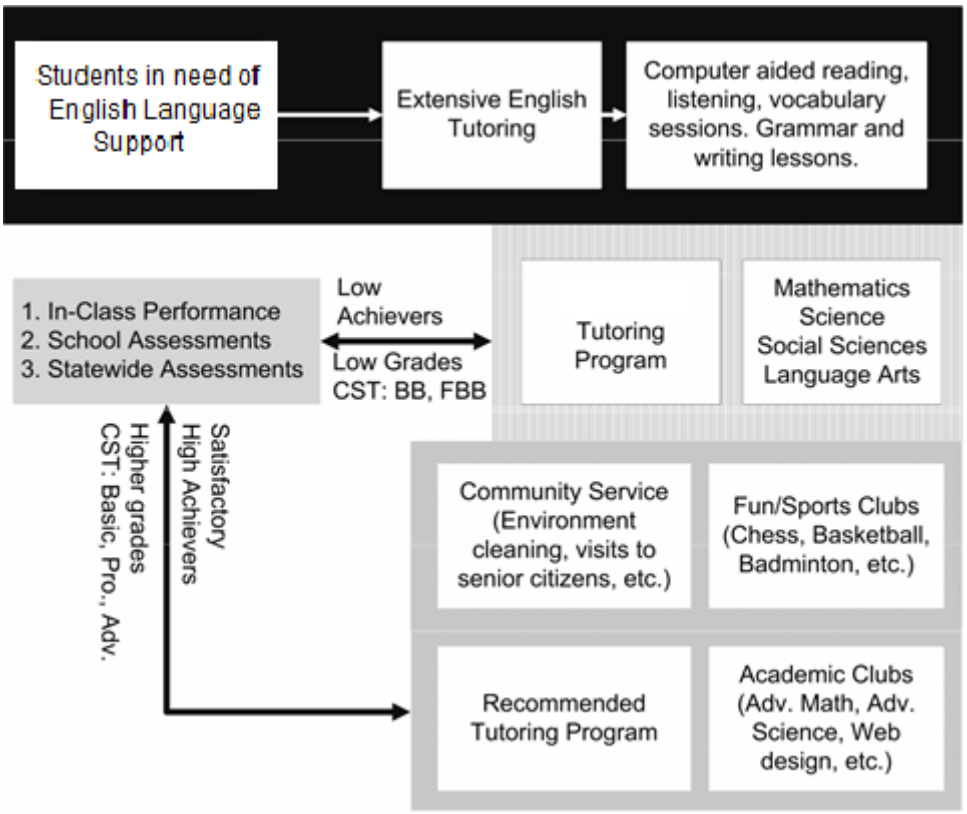
Teachers at SASV will meet at least weekly to work in departments and grade levels. The highlight of these meetings is evaluating student data to inform instruction. All available student data (MAP, CST, School/teacher assessments) is disaggregated and subject teachers work on the data. The assessment results are interpreted; students' strengths and weaknesses in specific subjects are identified and analyzed. Teachers utilize the data and make appropriate changes in their curriculum maps, lesson plans and instructional strategies to address the needs of our students. Goals are set with the students for specific subject areas based on the assessment data. Students are assigned class activities based on their identified levels that are determined by MAP and other placement test results. Teachers differentiate instruction per their students' cognitive and social needs. Each student's academic progress is monitored by the subject teachers and the Dean of Academics.

To narrow the achievement gap for low-achieving students, specialized strategies will be implemented both during school hours and in the after-school program. At SASV, low-achieving students are given much needed individualized attention by their teachers and the school administration. The school asks the parents for cooperation in offering motivational support to their children. Targeted English & Math intervention classes are offered during elective periods to students who are not achieving at grade level. On an as-needed basis, a Student Improvement Plan (SIP) is prepared with the involvement of the recommending teacher, the Dean of Academics, and the student's parents. Such SIPs include subject-related readings, additional homework, and mandatory after-school tutoring.

SASV offers a customized after-school program to all its students depending on their academic achievement level, as depicted in Fig. 3 below. Individual and small group tutoring as well as homework clubs are also available. Students identified as low achieving attend intensive obligatory after school programs tailored towards each student's needs. This specialized strategy provides the opportunity for struggling students to master the relevant subject's content standards. Low achieving students' progress is quantitatively measured through MAP, Accelerated Reader, and Accelerated Math tests with the goal of attaining at least one year's academic progress within the school year.

Students demonstrating adequate improvement can advance to a satisfactory level where they are provided moderate tutoring sessions and various fun opportunities, such as recreational clubs, and community trips. For those low-achieving students who do not positively respond to this teaching method, the homeroom teachers may decide to include them in different recreational activities to promote students' interest in learning. The teacher regularly monitors academic improvement for these low achieving students through in-class assessments. Parents remain informed of their student's academic progress during this process via parent-student-teacher meetings and parent access to student grades and progress reports through the online school information system.

Figure 3 – SASV after school program structure



1.7.4 Socio-Economically Disadvantaged Students

California Department of Education defines socio-economically disadvantaged student as a student whose parents both have not received a high school diploma. This means that the parents would likely not be able to provide sufficient help with topics taught in class or homework assigned to the student. Every student has a potential to learn and excel. However, not all students have the vision to excel, or the means to do so. Socio-economically disadvantaged students are prone to fail because of lack of vision, or they do not have necessary assistance and guidance required of their families.

The instructional design of SASV addresses the needs of low-income and socio-economically disadvantaged students. The School identifies the socio-economically disadvantaged and low-achieving students in the first weeks of the academic year, and implements early intervention where indicated. Free tutoring of all core classes is provided to the student after school. Free tutoring tailors to specific learning styles and needs, makes students able to progress at their own pace, gives the opportunity to companion with a positive adult role model and promotes emotional support that they may not be able to get at home. The tutoring of upper-grade students will also motivate students on learning.

While continuous free tutoring, additional resources given by teachers and available at the library, and after school programs enhance the academic progress of the students; home visits, sleepovers, motivational guest speaker programs, parent meetings, university and college visits, and field trips are planned to shape the educational vision of the student and the family. Socio-economically disadvantaged students will have role models around them who will inspire motivation to focus on lessons and self-confidence with the discovery of their potential.

GRFL classes in middle school will enable socio-economically disadvantaged students to have a vision and be more specific on their goals to be successful at school and during their life. Sustained Silent Reading (SSR) hours enable these students to unlock a lifetime of reading habits, to have fluency and vocabulary in expressing their ideas, and have positive effect on their behavior. Technology Integrated Education (TIE), a distinctive feature at SASV, beyond just using technology in teaching, enables today's computer-friendly youngsters acquire computing and research skills that they will need for success in higher education and life while using computer based core class related projects for their technology integration classes.

Counseling, intervention/remediation, individual tutoring and free eligibility to after school social, academic and athletic programs are some of the many programs that support our socio-economically disadvantaged students. Please also see section 1.4 “Instructional Design” and section 1.7.3 “Students Achieving Below Grade Level” for more information about how these programs will be beneficial to low-achieving and socio-economically disadvantaged students. The Charter School administration ensures that these programs are available to all students, including socio-economically disadvantaged students, and works with the teachers and parents to encourage for student participation in these programs. The administration monitors the performance and progress of socio-economically disadvantaged students.

California Department of Education also defines a student who participates in the free or reduced-price lunch program, also known as the National School Lunch Program (NSLP) as, socio-economically disadvantaged. The School will also use registration records, home visits and parent surveys to identify the socio-economically disadvantaged students. To prevent any further financial burden on the parents of the student, the school may sponsor eligible students in teacher or parent organized, fee required events, such as summer camps, road trips, off campus activities, etc.

1.7.5 Students with Disabilities

Special Education Program Overview

SASV shall comply with all applicable requirements of federal and state law concerning the education of children with disabilities, including the requirements of the Individuals with Disabilities in Education Improvement Act ("IDEIA," 20 U.S.C. § 1401 *et seq.*), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) and the Americans with Disabilities Act (42 U.S.C. § 12101 *et seq.*). The School shall implement a Student Study Team Process (SST), a regular education function, to monitor and guide referrals for Section 504 and Special Education services. The School shall send written notice to the Santa Clara COE at least ten (10) days prior to each upcoming SST meeting. The facilities to be utilized by SASV shall be accessible for all students with disabilities. All students will be given equal access to the SASV regardless of disabilities. SASV will not discriminate against any student based upon disabilities. SASV will offer a free appropriate public education ("FAPE") to all students.

Section 504 of the Rehabilitation Act

SASV 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 SASV. 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 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 IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent quotient.

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

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA 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 the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

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

All 504 team participants, parents, 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.

SELPA Membership and Supervision

The School will be designated as a public school of the Santa Clara COE for special education services. The School reserves the right to apply to any Special Education Local Plan Area (SELPA) in the state to operate as a local educational agency within the SELPA. If the School chooses to leave the Santa Clara COE SELPA, the School will give a written one year notice of its intent to leave the Santa Clara COE SELPA as required by California law. If this occurs, SASV will become its own Local Education Agency ("LEA") in accordance with Education Code Section 47641(a) and will adhere to all the requirements of being an LEA. If SASV does become its own LEA, it will be responsible for hiring the necessary special education personnel to provide all services needed to the special education students attending SASV. SASV agrees that any change in the School's SELPA affiliation shall require written notification to and approval from the Santa Clara COE. SASV will consult with the Santa Clara COE SELPA Director regarding special education responsibilities of the Charter and application of SELPA policies.

SASV will comply with the following assurances:

Most Appropriate and Least Restrictive Programs

STEM Academy of Silicon Valley will comply with the federal requirement of offering and maintaining the least restrictive environment (LRE) for students with disabilities. This means that, to the maximum extent appropriate, children with disabilities are educated with non-disabled children. Special classes, separate schooling, or other removal of children with disabilities from the regular education environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of accommodations, modifications, and related services is no longer reasonably calculated to provide a free appropriate public education.

IEP Design, Implementation and Review

The school will have a Student Study Team ("SST") as part of the general education program and as part of the IDEIA child search/find requirements, as a vehicle of exhausting all general education possibilities before a student is referred for a special education evaluation by school personnel. However, the SST shall not be used to delay assessment of a pupil after parent request.

The primary method of identifying students eligible for special education services is through the registration process,

after a student has been accepted for enrollment. Students are also eligible for special education identification and eligibility determination through the "child find" process. Each affiliate site shall assure that all students with disabilities are identified, located and evaluated in accordance with applicable law.

Instructional staff will be instructed about the characteristics of special education handicapping conditions and referral procedures. If a student is receiving special education services, his or her IEP will be reviewed in an IEP meeting at least once a year to determine how well it is meeting student needs. In addition, every three years, student progress will be reassessed and the IEP reviewed in accordance with applicable law unless otherwise agreed upon by SASV and the parent/guardian. STEM Academy of Silicon Valley shall, prior to the placement of the individual with exceptional needs, ensure that the regular teacher or teachers, the special education teacher or teachers, and other persons who provide special education, related services, or both to the individual with exceptional needs shall be knowledgeable of the content of the IEP. A copy of each IEP shall be maintained at the school site. Service providers from other agencies who provide instruction or a related service to the individual off the school site shall be provided a copy of the IEP. All IEPs shall be maintained in accordance with state and federal student record confidentiality laws.

If a parent or teacher has concerns that the educational needs of students already enrolled in special education are not being met, either the parent or the teacher may request a reassessment or an IEP meeting to review the IEP anytime during the school year.

Procedural Safeguards

SASV shall ensure that parents receive procedural safeguards as required by law to ensure parents are informed of their rights under state and federal law.

Confidentiality

SASV shall assure that the confidentiality of personally identifiable data shall be protected at collection, storage, disclosure and destruction.

Personnel Standards

SASV shall assure that it will make good faith efforts to recruit and hire appropriately and adequately trained personnel to provide special education and related services to children with disabilities.

Participation in Assessments

SASV shall assure that students with disabilities are included in general State-wide assessment programs with appropriate accommodations, when required by applicable law.

1.8 "A TYPICAL DAY"

If prospective sixth grade students spent a day visiting SASV, they would notice students on campus before school began, from about 7:40 a.m. to 7:55 a.m., –As it nears time for class to begin, i.e., 8 a.m., they would see students heading toward their classrooms.

They would learn that each class lasts about 50 minutes, and that after the lunch break around noon, everyone, including the principal and any volunteers on campus, pull out a book and begin reading silently. The classroom is silent as the students open their books to the bookmarked page.

These prospective students would observe enthusiasm in both the teachers and students. During a math lesson (or any other class), students may learn the subject through an online standards-based movie or a PowerPoint presentation. In the computer lab, they work on a core content course during their technology integration class focusing on applying technology skills to the current unit of study. For example, the science class is involved in a lab exploration that integrates inquiry-based questions. The teacher leads a class discussion to develop theories about the topic. The A+ Advanced Math class students are tackling math brain teasers in groups. Another group is conducting an electrolysis experiment and observing the production of hydrogen gas from water. Robotics class is working in teams designing, building, programming and testing their robots to evaluate whether the robots can accomplish the tasks they are designed for. Students are using STEM and writing skills in a hands-on project hat reinforce their learning. They would see students were having fun as they learned.

The prospective sixth graders would be intrigued by how the teachers used fun technology to explain things. One teacher introduced a poem about a pond through a PowerPoint with pictures of the pond, pond creatures and even a picture of the author when he was a kid and playing in a pond. Then she used a smart board to show her students information on the web about the author. Her class was able to choose a link on the web page to read more about the author.

When the prospective sixth graders walked by other classrooms, they would see sixth graders singing about the life cycle of a frog, and other sixth graders describing the ecosystem of the desert to their peers, some in Spanish, and seventh graders conducting science experiments, demonstrating understanding of the scientific method.

What they might have seen but not been able to put into words was that teachers were using the inquiry based method:

1. Open-ended question or demonstration (as opposed to beginning a lesson with definitions and explanations)
2. Student responses and questions
3. Student collaboration designing experiments or methods of inquiry
4. Team experiments "data" gathering
5. Students presentations of findings (oral presentation, a poster presentation or an evaluative write-up.)

These prospective sixth graders would have enjoyed some time with everyone else on the school grounds during Sustained Silent Reading, which occurs every day.

At lunch, they would have observed all students practicing proper manners and good dining skills, and conversations taking place at an appropriate volume. A balanced lunch is provided, through the federal meals program, and students are encouraged to drink plenty of water. Guest presenters are frequently on campus during the lunch hour, such as a local college rhetoric instructor hosting an informal chat on the history of public speaking. After lunch, they would notice all students using the recycling bins and waste cans to dispose of trash.

The after-school program is appealing. The prospective new students would see students staying after school, from about 3:30 p.m. to 6:00 p.m., to participate in clubs, service learning projects, preparation for local, national and/or international competitions, and access to free tutoring by teachers, volunteers and advanced students. The library and computer lab is open and staff and teachers are available to help with online research, assistance and review, enrichment or remediation in all subject areas.

By the time the visiting students went home teachers were engaged in discussion with parents regarding the progress of their children and discussing cooperative strategies and action plans. And on Wednesdays, teachers participate in staff development meetings, from about 2:30 p.m. to 3:30 p.m., to discuss daily school operations and construct further improvement plans. Teachers share experiences and upcoming school wide projects are organized.

ELEMENT 2: MEASURABLE PUPIL OUTCOMES & ELEMENT 3: METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

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

"The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card." Ed. Code § 47605(b)(5)(C).

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. Ed. Code §§ 47605(c)(1), 60605.

Charter School shall comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) and AB 484, as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

SASV has developed the following Student Learning Outcomes (SLOs) (see Table 1). The SLOs are measurable schoolwide goals that every student is expected to achieve upon graduation from SASV. Our schoolwide SLOs are embedded in our curriculum including the Get Ready For Life (GRFL), our instructional practice, core values, and daily culture at our school.

All students will be held accountable to the California State Standards and California Common Core State Standards and supported to achieve the SASV student learning outcomes. In addition, SASV expects its graduates to have mastered all or part of the SASV core academic skills and lifelong learning and interpersonal skills. In Tables 2 & 3 below, you will find those skills, along with representative measurable outcomes and sample assessment tools.

Measurable outcomes and assessment tools in each of the academic areas of the curriculum are important to tracking performance progress and provide key data about the efficacy of SASV's academic program. This data is used to drive decisions about overall program development, as well as informing ongoing curriculum modifications and allocation of resources. The principal, staff, and teachers of SASV will be held accountable by the SASV Board of Directors for meeting student outcome goals.

To better serve the students and the community, SASV will continue to examine and update its measurable student outcomes over time to reflect the school's mission and any changes to state or local standards that support such a mission. Should any changes to the measurable pupil outcomes be made, SASV will submit those changes to the District as an update to the charter.

Student Learning Outcomes

Table 1 – Student Learning Outcomes

SASV graduates will be:	
21ST CENTURY SCHOLARS who:	▪ Use technology effectively to access, organize, research and present information. ▪ Demonstrate the ability to integrate technology as an effective tool in their daily lives. ▪ Have developed an academic plan with goals to guide them in their pursuit towards a college degree and career choices (planning). ▪ Have a clear understanding of the UC A-G Course Requirements and meet college eligibility requirements.
CRITICAL THINKERS who:	▪ Apply, analyze, identify, synthesize and evaluate information and experiences. ▪ Connect the skills and content learned across the curriculum and evaluate multiple points of view. ▪ Use the Inquiry Process to address a problem, hypothesize, analyze, and draw conclusions as they investigate an issue/problem. ▪ Utilize Problem-solving techniques during conflict resolution and to compromise.
EFFECTIVE COMMUNICATORS who:	▪ Demonstrate effective oral and written communication skills through the use of Academic Language at school, with peers and in the community. ▪ Demonstrate Content area and grade level achievement in Reading, Writing, Mathematics, History and Science. ▪ Collaborate, work effectively, and manage interpersonal relationships within diverse groups and settings.
SOCIALLY RESPONSIBLE GLOBAL CITIZENS who:	▪ Embrace and respect cultural diversity through the understanding of our Global World. ▪ Demonstrate knowledge and understanding of American and World History and the values of different cultures. ▪ Contribute to the improvement of life in their school and local community through Leadership skills and participation in Community Projects. ▪ Demonstrate knowledge of proper nutrition, exercise and physical health and its impact on daily life.

Core Academic Skills

The following table summarizes skill goals in core academic areas at the Charter School. Annually, at least 80% of all students who have been enrolled at the Charter School for a full academic year will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects (English, mathematics, social sciences, and science.)

Table 2 – Representative measurable student outcomes and assessment tools in core academic areas

Curricular Focus	Measurable Outcomes	Assessment Tools
Core Academic Skills (Mathematics)	▪ Ability to solve text-based as well as real-world problems using a variety of mathematics tools and procedures ▪ Implement a variety of problem-solving strategies. ▪ Develop fluency in basic computational/procedural skills. ▪ Communicate precisely about quantities and logical relationships. ▪ Make connections among mathematical ideas and between mathematics and other disciplines. ▪ Be aware of the range of careers available in mathematics.	▪ Assignments, tests and activities designed by the teacher or using published materials and sometimes scored using rubrics. (weekly, monthly, semesterly) ▪ State-mandated tests aligned to standards (e.g., CASSPP) (annual) ▪ Portfolios of student work, reports and/or presentations scored by the teacher using rubrics. (monthly) ▪ MAP Testing (quarterly)
Core Academic Skills (Science)	▪ Work individually and on a team, using scientific inquiry and skills and the scientific method to ask and answer questions about the physical world. ▪ Use critical thinking skills to analyze scientific problems and reach conclusions. ▪ Effectively communicate results verbally and in writing. ▪ Be aware of the range of careers available in science.	▪ Assignments, tests and activities designed by the teacher or using published materials and sometimes scored using rubrics. (weekly, monthly, semesterly) ▪ State-mandated tests aligned to standards (grades 6 – 11) (annual) ▪ Portfolios of student work, reports and/or exhibits scored by the teacher using rubrics. (monthly)
Core Academic Skills (Language Arts)	▪ Grade-level and critical reading skills. ▪ Knowledge of a coherent body of literature from the traditional canon. ▪ Effective and accurate writing skills. ▪ Effective verbal communication skills. ▪ Critical-thinking skills.	▪ Assignments, tests and activities designed by the teacher or using published materials and sometimes scored using rubrics. (weekly, monthly, semesterly) ▪ State-mandated tests aligned to standards (e.g., CAASPP) (annual) ▪ Portfolios of student work, reports and/or presentations scored by the teacher using rubrics. (monthly)
Core Academic Skills (History / Social Science)	▪ Ability to analyze, explain, and evaluate world, US and world history. ▪ Ability to link events in one historical period to another. ▪ Effective writing and verbal communication skills. ▪ Critical-thinking skills. ▪ Critical-reading skills. ▪ Understanding of cause and effect. ▪ Understanding the importance of belief systems.	▪ Assignments, tests and activities designed by the teacher or using published materials and sometimes scored using rubrics. (weekly, monthly, semesterly) ▪ State-mandated tests aligned to standards (annual) ▪ Portfolios of student work, reports and/or presentations scored by the teacher using rubrics. (monthly)

Lifelong Learning and Interpersonal Skills

It is our expectation that at least 80% of students who have been enrolled at the Charter School for a full academic-year will develop at least *four* of the following *six* lifelong learning and interpersonal skills prior to graduation:

Table 3 – Representative measurable outcomes and assessment tools for lifelong learning and interpersonal skills

Skills	Measurable Outcomes	Assessment Tools
Leadership, Collaboration and Cooperation	▪ Incorporate personal management skills on a daily basis. ▪ Effective participation in group decision-making processes. ▪ Work cooperatively with others and be a team player in achieving group goals. ▪ Be able to assume leadership in group tasks.	▪ End of semester teacher evaluations on student behaviors. ▪ Teachers' comments entered into the Student Information System, CoolSIS ▪ Assignments, tests and activities in Character Education, Life Skills, College Prep and other classes. ▪ Portfolios of student work, reports and/or exhibits including group assignments.
Self-assessment and Reflection	▪ Describe, analyze and prioritize personal skills and interests that they want to develop. ▪ Describe and effectively use the personal qualities they possess that make them successful members of their school and community. ▪ Recognize their intelligence types and personal learning styles and employ those styles in their learning and personal development.	▪ End of semester teacher evaluations on student behaviors. ▪ Teachers' comments entered into the Student Information System, CoolSIS ▪ Assignments, tests and activities in Character Education, Life Skills, College Prep and other classes. ▪ Portfolios of student work, reports and/or presentations scored by the teacher using rubrics.
Goal Setting	▪ Set positive academic and non-academic goals. ▪ Apply goal-setting skills to promote academic success. ▪ Set post-secondary goals with action steps, timeframes, and evaluation criteria. ▪ Identify the skills and credentials required for a particular profession and prepare accordingly.	▪ End of semester teacher evaluations on student behaviors. ▪ Teachers' comments entered into the Student Information System, CoolSIS ▪ Assignments, tests and activities in Character Education, Life Skills, College Prep and other classes. ▪ Portfolios of student work, reports and/or presentations scored using rubrics.
Critical Thinking and Problem Solving	▪ Implement stop, think, and act strategies in solving daily life problems. ▪ Generate alternative solutions to problems and predict possible outcomes. ▪ Apply the steps of systematic decision-making in school and life.	▪ End of semester teacher evaluations on student behaviors. ▪ Assignments, tests and activities in Character Education, Life Skills, College Prep and other classes. ▪ Portfolios of student work, reports and/or presentations scored using rubrics.
Self-discipline	▪ Implement a plan to meet a need or address a challenge based on personal strengths and available support from others. ▪ Explore career opportunities based on their identified interests and strengths. ▪ Show self-esteem based on accurate assessment of self.	▪ End of semester teacher evaluations on student behaviors. ▪ Assignments, tests and activities in Character Education, Life Skills, College Prep and other classes. ▪ Portfolios, presentations and/or exhibits of student work
Citizenship	▪ Personal honesty and integrity. ▪ Courage to express their views. ▪ Love, respect and loyalty to the United States of America. ▪ Understanding and tolerance towards other societies in the world. ▪ Participate in multicultural and cross-cultural activities.	▪ End of semester teacher evaluations on student behaviors. ▪ Teachers' comments entered into the Student Information System, CoolSIS ▪ Assignments, tests and activities in Character Education, Life Skills, College Prep and other classes. ▪ Portfolios, presentations and/or exhibits of student work, peer competitions

Measurable Goals of the Educational Program (State Priorities)

Pursuant to Ed. Code § 47605(b)(5)(A)(ii), Table 5 in Element 1 describes the Charter School's annual goals to be achieved in the state priorities schoolwide and for all pupil subgroups, as described in Ed. Code § 52060(d), and specific annual actions to achieve those goals.

MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Performance Targets Aligned to State Priorities

Following is a table describing SASV's outcomes that align with the state priorities and the goals and actions to achieve the state priorities, as identified in Element 1 of the charter. Also included is information regarding the methods for measuring pupil outcomes "consistent with the way information is reported on a school accountability report card", CA Education Code 47605(b)(5)(C)), that identifies and describes specific targets that align with the Eight State Priorities identified in CA Education Code 52060(d). The Charter School's goals, actions and targets associated to the Eight State Priorities may be revised depending on the Local Control and Accountability Plan adopted by the SASV Board of Directors.

Table 4 – Performance Targets Aligned to State Priorities

PERFORMANCE TARGETS ALIGNED TO STATE PRIORITIES					
MEASURABLE OUTCOMES ---------- & ---------- **METHODS OF MEASUREMENT**	**PERFORMANCE TARGETS**				
	2015-16	**2016-17**	**2017-18**	**2018-19**	**2019-20**
STATE PRIORITY #1: BASIC SERVICES					
A) Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and the charter ---------- ▪ Initial and annual verification of teacher credentials ▪ Compliance documentation for Charter School Oversight Visit	100%	100%	100%	100%	100%
B) Percentage of students who will have sufficient access to standards-aligned instructional materials ---------- ▪ Inventory of instructional materials ▪ CoolSIS purchase requests for instructional materials	100%	100%	100%	100%	100%
C) Percentage of items on facility inspection checklists in compliance/good standing ---------- ▪ Monthly site inspection documents ▪ Annual facility inspection reports	≥90%	≥90%	≥90%	≥90%	≥90%
D) Daily cleanliness spot checks	Daily	Daily	Daily	Daily	Daily
STATE PRIORITY #2: IMPLEMENTATION OF COMMON CORE STATE STANDARDS					
A) Percentage of CCSS implementation in ELA and Math ---------- ▪ Teacher curriculum maps and lesson plans	100%	100%	100%	100%	100%
B) Percentage of teacher participation in professional development on the implementation of CCSS ---------- ▪ Charter School professional development calendar and agendas	100%	100%	100%	100%	100%
C) Percentage of students who will gain academic content knowledge through the implementation of CCSS ---------- ▪ Teacher lesson plans ▪ Class schedules and rosters	100%	100%	100%	100%	100%

STATE PRIORITY #3: PARENTAL INVOLVEMENT					
A) Minimum number of parents on the School Site Council (SSC) ---------- ▪ SSC meeting agendas and minutes	2 parents	2 parents	2 parents	2 parents	2 parents
B) Minimum number of SSC meetings per year ---------- ▪ SSC meeting agendas and minutes	4 meetings	4 meetings	4 meetings	4 meetings	4 meetings
C) Minimum number of Parent Teacher Organization (PTO) meetings per year ---------- ▪ PTO meeting agendas and minutes	4 meetings	4 meetings	4 meetings	4 meetings	4 meetings
D) Minimum number of English Learner Advisory Committee (ELA) meetings per year ---------- ▪ ELAC meeting agendas and minutes	4 meetings	4 meetings	4 meetings	4 meetings	4 meetings
E) Minimum number of parent activities/events Charter School will hold per year ---------- ▪ Events calendar, newsletters, sign-in sheets, parent-teacher conference sheets	5 activities / events	5 activities / events	5 activities / events	5 activities / events	5 activities / events
F) Teachers will update CoolSIS records ---------- ▪ CoolSIS records	Daily / weekly	Daily / weekly	Daily / weekly	Daily / weekly	Daily / weekly
G) Minimum number of progress reports/report cards sent to parents per year ---------- ▪ Progress reports/report cards, parent-teacher conference sheets	4 reports	4 reports	4 reports	4 reports	4 reports
H) Percentage of students who will be home-visited per year ---------- ▪ Home visit calendar	≥25%	≥25%	≥25%	≥25%	≥25%

STATE PRIORITY #4: PUPIL ACHIEVEMENT					
A) Proficiency/growth targets for all students, including all numerically significant student subgroups, in ELA and math on the CAASPP assessment system based on prior year data ---------- ▪ CAASPP reports by CDE ▪ Interim assessment reports ▪ Intervention rosters	Meet or exceed target for growth	Meet or exceed target for growth	Meet or exceed target for growth	Meet or exceed target for growth	Meet or exceed target for growth
B) API growth target for all students, including all numerically significant student subgroups, based on prior year data ---------- ▪ API/AYP reports by CDE	Meet or exceed target	Meet or exceed target	Meet or exceed target	Meet or exceed target	Meet or exceed target
C) Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or	N/A	N/A	N/A	90%	90%

career technical education program requirements ---------- ▪ Graduation reports ▪ CALPADS reports ▪ 4-year plans ▪ Class schedules and rosters					
D) Percentage of ELs making annual progress in learning English as measured by the CELDT (Targets are set to meet Title III AMAO 1) ---------- ▪ CELDT reports	≥59%	≥59%	≥59%	≥59%	≥59%
E) Percentage of ELs reclassified to fluent English proficient (RFEP) ---------- ▪ CELDT reports ▪ CALPADS records ▪ Reclassification documents	≥20%	≥20%	≥20%	≥20%	≥20%
F) Percentage of graduating seniors who have passed an AP exam with a score of 3 or higher ---------- ▪ College Board reports ▪ 4-year plans ▪ AP class schedules and rosters	N/A	50%	50%	50%	50%
G) Percentage of students who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program, or any subsequent assessment of college preparedness ---------- ▪ EAP reports	N/A	N/A	50%	55%	60%

STATE PRIORITY #5: STUDENT ENGAGEMENT					
A) ADA rate ---------- ▪ ADA reports	≥95%	≥95%	≥95%	≥95%	≥95%
B) Chronic absenteeism rate ---------- ▪ Daily attendance records	≤1%	≤1%	≤1%	≤1%	≤1%
C) Middle school dropout rate ---------- ▪ Enrollment records ▪ CDE records/CALPADS reports	≤1%	≤1%	≤1%	≤1%	≤1%
D) High school dropout rate ---------- ▪ Enrollment records ▪ Graduation records ▪ CDE records/CALPADS reports	≤1%	≤1%	≤1%	≤1%	≤1%
E) Four-year cohort graduation rate ---------- ▪ Enrollment records ▪ Graduation records ▪ CDE records/CALPADS reports	N/A	N/A	N/A	85%	90%

STATE PRIORITY #6: SCHOOL CLIMATE					
A) Student suspension rate ---------- ▪ Behavior incident reports via CoolSIS ▪ Suspension reports via CoolSIS, Welligent ▪ CDE records/CALPADS reports	≤5%	≤5%	≤5%	≤5%	≤5%
B) Student expulsion rate ---------- ▪ Behavior incident reports via CoolSIS ▪ District records ▪ CDE records/CALPADS reports	≤1%	≤1%	≤1%	≤1%	≤1%
C) Approval rating on surveys of students, parents, and teachers on the sense of safety and school connectedness ---------- ▪ Survey reports	≥85%	≥85%	≥85%	≥85%	≥85%

STATE PRIORITY #7: COURSE ACCESS					
A) Percentage of students, including all subgroups, unduplicated students, and students with exceptional needs, who will have access to and enroll in all core subjects and electives available ---------- ▪ Master schedule ▪ Student schedules	100%	100%	100%	100%	100%

STATE PRIORITY #8: PUPIL OUTCOMES					
A) Percentage of students enrolled at the Charter School for a full academic year who have received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects (English, mathematics, social sciences, and science) and electives ---------- ▪ Grade reports via CoolSIS ▪ CAASPP/state standardized test reports by CDE ▪ Interim assessment reports ▪ Intervention rosters	≥80%	≥80%	≥80%	≥80%	≥80%

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

SASV shall adhere to all state testing requirements, including provisions of AB 484/2012 and any revisions of Education Code that are applicable to charter schools. As established in Elements 2&3, SASV will be utilizing diverse assessments that are aligned with the curriculum and instructional program, compliant with state expectations. Assessments will be aligned to the school's mission, exit outcomes and the curriculum. Results of these assessments will be used to facilitate continuous improvement of the programs offered at each school site. SASV will conduct the pupil assessments required pursuant to Sections 60605 and 60851 and any other statewide standards authorized in statute or assessments applicable to students in non-charter public schools.

Standardized Testing

Charter School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If Charter School does not test with the District, Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School.

SASV will use state-mandated tests to monitor each student's performance and academic growth. State-mandated tests will be administered as required by law. Other standards-aligned assessment tools (such as teacher-designed tests, publisher-designed tests, portfolios, presentations, etc.) will also help teachers evaluate students.

SASV will continue over time to examine and refine its methods for assessing student outcomes to reflect the school's mission and any changes in statewide student assessments that may become applicable to charter schools.

Formative Assessments

The measures that will be used to assess student progress include all state-mandated standardized tests such as the CAASPP assessments. MAP testing will be utilized to measure student progress three times a year. As explained in section 1.4.1, "Data Driven Design," students who are achieving substantially below grade level are identified through multiple measure assessments including MAP Tests, sample Smarter Balanced questions (as provided by the California Department of Education's website), Accelerated Reader & Accelerated Math tests, and teacher-designed tests. For students achieving substantially below grade level, we use educational materials that provide review and re-teach programs. Curriculum Associates' Ready Common Core program, Holt McDougal Publisher's resources, and Accelerated Math program allow teachers to monitor the progress of students who are achieving below grade level and provides software generated tests and personalized instructional materials based on California content standards/framework which have not been achieved.

Teachers will also, with the help of published materials, create standards-aligned formative assignments and tests that will be evaluated using rubrics. Individual and team projects will be evaluated using rubrics, and students will be required to demonstrate research and critical thinking skills.

Computer Adapted Tests

Please see section 1.4 about MAP testing.

DATA ANALYSIS AND REPORTING

The results of CAASPP assessments, along with school-specific assessment data, will be used to evaluate progress. Each school site's staff, led by the dean of academics, department chairs, and intervention/enrichment coordinator, will collect, analyze and review the results of school-wide assessment and recommend modifications, if they are needed, to the school's curriculum and other programs at the end of every semester. Parents will be apprised of their students' progress through quarterly report cards. The school will record grades, attendance, homework, and student progress reports online and provide regular access to parents. For those parents without access to a computer, SASV will have at least one computer on campus available for parent use.

Teachers will use standards-aligned formative assessments to continually monitor student progress and to make adjustments on the curriculum and instructions when such is necessary and appropriate.

The progress of EL students will be monitored using the CELDT, CST scores, teacher evaluations (based on teacher-designed tests and performance on class work and homework), and parent input. Students who have been re-designated as English proficient will be monitored for at least two years following their re-designation.

SASV acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including SASV, to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at SASV and of the District. SASV further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that SASV does not have that SASV needs in order to meet its obligations, the District shall provide the same to SASV in a reasonably timely manner upon request. SASV will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies.

CoolSIS: SASV's School Information System

SASV uses CoolSIS for its internal school information system (SIS). Aside from providing a very effective online communication tool for teachers, students and parents (for course material, homework assignments, projects, course grade statistics and records of student grades), the system enables SASV administrators to create and print any reports within seconds. The system can produce more than 70 pre-designed reports including CA State ADA and CSIS reports as well as empowering administrators to easily design reports customized to their needs. CoolSIS is a great asset to SASV such that:

- CoolSIS empowers SASV staff to supervise school easily. SASV staff can take a snapshot of the school any time in any aspect including past data.
- This custom-made system is highly adjustable according to SASV's needs and it is being developed to meet the school's needs.
- Longitudinal studies can be performed using CoolSIS.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

The primary purpose for grading is to provide feedback to students and parents on the achievement of learning goals. At least two progress reports and two report cards will be mailed home per year. Progress reports are not final and indicate a student's performance to-date in the semester. Report cards will be issued at the conclusion of each semester. Report cards will be mailed home and include final grades that will be reflected on a student's transcript.

At SASV course report card grades are to be represented in letter-grade equivalent to the percentage earned in each course. Course report card grades are based on in-class performance tasks (assessments, projects, assignments, and classroom participation), homework, responsibility, and in some instances, additional discretionary components. Each department will work with the Department Chair in conjunction with the School's Academic Coordinator to develop specific and consistent weights for each component, to be shared with parents and students.

SASV will follow a standard scale to assign letter grades for semester work. Grading is based on a 4.0 (unweighted) scale for regular courses and 4.5 (Honors weighted) scale for Honors courses.

Middle School Grade Promotion

In grades 6 through 8, for year-long courses, the numerical grades of two semesters will be averaged to determine an end-of-the-year grade. The average numerical grade will then be converted to a letter-grade and grade-point equivalent for GPA calculations. To earn credit, the end-of-the-year grade for the class must be at least a "C" (=2.0) or the second semester grade should be at least a "B-" (2.7).

To be promoted to the next grade, a middle school student must have a 2.0 grade point average (GPA) and passing end-of-the-year grades in all core courses before the start of the next school year. Core courses are Math, Science, English Language Arts, and History/Social Science.

Students who fail three or more core courses at the end of the year will not be promoted to the next grade. Eighth graders who are not being promoted will not be able to participate in eighth grade promotion activities. Students who fail one or two core courses can attend summer school at a public school or participate in the SASV Intensive Home Study Program (IHSP) to make up failed courses during summer. Students who attend SASV IHSP will receive a maximum grade of "C". Student transcripts will be updated to include summer grades and GPA will be recalculated.

High School Grade Promotion

In high school, course grades are semester-based and credit is granted at the end of each semester. Students need to have an end-of-the-semester final grade of at least a "C" (=2.0) to earn credit for the course.

To be promoted to the next grade, a high school student must have a 2.0 grade point average (GPA) and the minimum required credits described below before the start of the next school year. (Core courses are Math, Science, English Language Arts, and History/Social Science.)

- To be enrolled in grade 10, a student must have a minimum of 50 credits, including at least 20 credits in core courses.
- To be enrolled in grade 11, a student must have a minimum of 100 credits, including at least 50 credits in core courses.
- To be enrolled in grade 12, a student must have a minimum of 150 credits, including at least 90 credits in core courses.

Please refer to the Student/Parent handbook for more detailed information on grading and promotion.

GRADUATION REQUIREMENTS

SASV believes that students need to have physical and mental experience in high school, which includes academic, life skills, and applied experiences. SASV meets and exceeds the admission requirements of all four-year universities including University of California.

Currently, every student must earn a total of 210 semester credits in grades 9 through 12 in order to receive a high school diploma. Each high school course at SASV is semester based and worth 5 credits. Students need to have an end-of-the-semester final grade of at least a "C" (=2.0) to earn credit for the course. Credit is awarded on the basis of student participation, mastery of subject matter, and/or attainment of skills.

The table on the following pages lists courses required in order to graduate from SASV. SASV offers three different high school diploma types: standard, advanced, and honors. Each diploma has minimum requirements that meet and exceed the state graduation requirements and the "a-g" subject requirements of California's four-year public universities. Students are always welcome, and often encouraged, to exceed these minimum requirements. (The advanced and honors diploma types will apply to the class of 2017 – students who are entering the 9th grade during the 2013-14 school year.)

Students will be required to pass the California High School Exit Exam (CAHSEE) in order to receive a SASV Diploma. Letter of completion will be given to students who do not pass the CAHSEE.

SASV math requirements are threefold:

- Credit requirements: SASV requires at least 30 semester credits of math for a standard diploma and 40 semester credits of math for an advanced or honors diploma. Some of these credits can be earned in middle school.
- Year requirements: SASV requires students to be enrolled in a math course for at least two years in grades nine through twelve for a standard diploma (state requirement) and at least three years in grades nine through twelve for an advanced or honors diploma. For example; a student may take Algebra-I in seventh grade, Geometry in eighth grade, and Algebra II in ninth grade. The student still needs to take one more year of math for a standard diploma and two more years of math for an advanced or honors diploma.
- Course requirements: Students need to complete Algebra I, Geometry, and Intermediate Algebra (Algebra II) before graduation.

SASV encourages students to engage in community service to develop and demonstrate crucial life skills. This will help students gain "real life" experience and develop responsibility, caring and respect for the community. Therefore, students will be required to earn 40 hours of community service before graduation for an advanced or honors diploma. Students may begin to earn these hours once they complete their 8th grade year.

In order for students to participate in any senior activities they must have a total of 150 credits at the beginning of the first semester and/or 180 credits at the beginning of the second semester of their senior year. In addition, students have to fulfill all the graduation requirements to participate in the Graduation Ceremony.

Table 5 – SASV Graduation Requirements

Subject Area	Minimum Course Requirements	Sample Elective Courses*	STANDARD Diploma	ADVANCED Diploma	HONORS Diploma
(h) History/Social Science	Three years, including World History US History American Government and Civics (1/2) Economics (1/2)	Sociology AP Psychology AP World History AP US History AP US Government & Politics	30	30	30
(i) English	Four years of approved courses English 9 English 10 English 11 English 12	Creative Writing Journalism Public Speaking AP English Language and Composition AP English Literature and Composition	40	40	40
(j) Mathematics	Three years, including Algebra I Geometry Intermediate Algebra (Algebra II) *(Four years recommended)*	Trigonometry Probability and Statistics Pre-Calculus AP Calculus AB AP Calculus BC AP Statistics	30	40	40
(k) Science	Two years with lab required; lab chosen from Biology Chemistry Physics *(Three years recommended)*	Earth Science Environmental Science Marine Biology AP Biology AP Chemistry AP Physics B AP Physics C	20	30	40
(l) Language Other Than English	Two years in same language required. *(Three years recommended)*	Spanish-1, Spanish-2, Spanish-3, Spanish-4, AP Spanish Language, Other world languages offered by the School	20	20	30
(m) Visual & Performing Arts	One year of visual and performing arts chosen from the following: dance, drama/theater, music or visual art	Art Drama Multimedia Music Photography Web Design & Graphic Arts	10	10	10
(n) Electives*	20 or 30 credits of electives required depending on diploma type.	Additional courses in History/Social Science, English, Mathematics, Science, Language Other Than English, Visual & Performing Arts and Computers & Technology	30	30	20

Physical Education	Two years required.		20	20	20
Computers & Technology	One year required.	3-D Modeling Advanced Office Computer Aided Design Computer Literacy-1 Computer Literacy-2 Desktop Publishing Digital Arts Introduction to Engineering Design Introduction to Programming Pre-AP Computers Principles of Engineering Robotics Web Authoring AP Computer Science A	10	10	10
Total Required Credits			**210**	**230**	**240**
AP Course / College Credit Requirements	AP * or college courses can be taken to meet minimum course requirements or as elective.		N/A	20	40
Other Requirements	California High School Exit Exam Minimum Cumulative GPA Required Service Learning Hours		 2.00 N/A	 3.25 40 hrs.	 3.50 40 hrs.

* Elective / AP course offerings may change depending on student needs/demands and availability of teachers and resources.

ELEMENT 4: GOVERNANCE

"The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement." Ed. Code § 47605(b)(5)(D).

4.1 BOARD OF DIRECTORS

The SASV Board of Directors ("the Board") is ultimately responsible for SASV's operation and governance. The Executive Director, appointed by the board, is responsible for execution of daily management duties on behalf of the Board. The Board of Directors shall consist of a minimum of three (3) and a maximum of twenty one (7) voting members. The District reserves the right to appoint a single representative to the SASV Board pursuant to California Education Code Section 47604(c). Please see Appendix D for biographies of the proposed directors of the SASV Board.

SASV will be governed in accordance with all applicable laws and regulations relating to public agencies and charter schools and its corporate bylaws. SASV will comply with the Brown Act and Roberts Rules of Order. The School will be nonsectarian in its programs, admission policies, employment practices, and all other operations and will not discriminate on the basis of any characteristic listed in Education Code Section 220.

The Board meets at least bimonthly. Board meeting agendas with date, time, and location are posted at all SASV campuses and on the web sites, in compliance with the Brown Act, to maximize public participation. A book of minutes of all meetings, proceedings, and actions is kept at the school office or such other place as the Board may direct according to its Bylaws.

4.2 SCHOOL ADMINISTRATION

The school administration executes the decisions and policies set by the Board. The administration consists of:

- Executive Director
- Site Principal
- Dean of Academics
- Dean of Students
- College Advisor (High School)
- Business Manager

The responsibility of the admin team covers areas in:

- Overseeing operations of the schools to ensure compliance with the charter agreements
- Making hiring recommendations
- Curriculum development
- Professional development
- Payroll

- Purchasing
- Budgeting
- Financial and other reporting
- Annual audit
- Community outreach
- Public relations
- Information Technology (IT) support
- Data management
- Facility management
- Human resources

4.3 SCHOOL SITE COUNCIL (SSC)

The School Site Council (SSC) is mainly an advisory body that works with the principal to develop, review, and evaluate school improvement programs. The SSC will be formed at each SASV school site shortly after the school commences and will consist of:

- The school principal
- 1 Teacher representative elected by the faculty
- 1 Parent representative elected by the Parent Club
- 1 Student representative elected by the Student Council

SSC recommends suggested courses of action for the board to adopt regarding site-specific issues.

4.4 ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)

The English Learner Advisory Committee (ELAC) is mainly a committee of parents or other community members who want to advocate for English Learners. The committee provides parents of English Learners opportunities to learn more about the programs offered to their students and advises the principal and the School Site Council School on programs and services for English Learners.

State law mandates each school site with 21 or more students of Limited English Proficiency (LEP) in attendance, regardless of language, to form a functioning English Learner Advisory Committee (ELAC). The ELAC will be formed at each SASV school site when the site has 21 or more students of LEP.

4.5 PARENTAL INVOLVEMENT

SASV strongly encourages parents to participate in and share the responsibility for the educational process and educational results of SASV. By having representative(s) on the SSC, parents are active participants in developing local school policies and leading efforts to engage the support of the community, making recommendations about issues related to the school, and reviewing parental and community concerns. Other opportunities for parental involvement include:

- The Parent/Guardian Club will meet regularly and advise the SSC.
- Teachers will be encouraged to make home visits to discuss student progress with the parents. Parents, students, and teachers meet throughout the year to monitor students' progress. (See descriptions of home visits above)
- Parents complete a survey each year evaluating the strengths and weakness they identify with the program at SASV.
- There will be various opportunities for parents to volunteer. For example, they may help in classrooms, lead extra-curricular activities, assist in event planning, tutor, assist with lunch distribution, and attend field trips. It is not required, but expected, that parents will contribute a minimum of 10 hours per year to the school.
- SASV will organize parent education groups where parents will learn the importance of their involvement in their child's education.
- Teachers will meet one-on-one with parents of low-achieving students on an as needed basis to ensure the proper supports are in place for the student.
- Parents will have the opportunity to attend periodic dinners for teambuilding, presentation of the latest school news, and recognition of parent contributions to the school community.

4.6 GRIEVANCE PROCEDURE FOR PARENTS AND STUDENTS

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

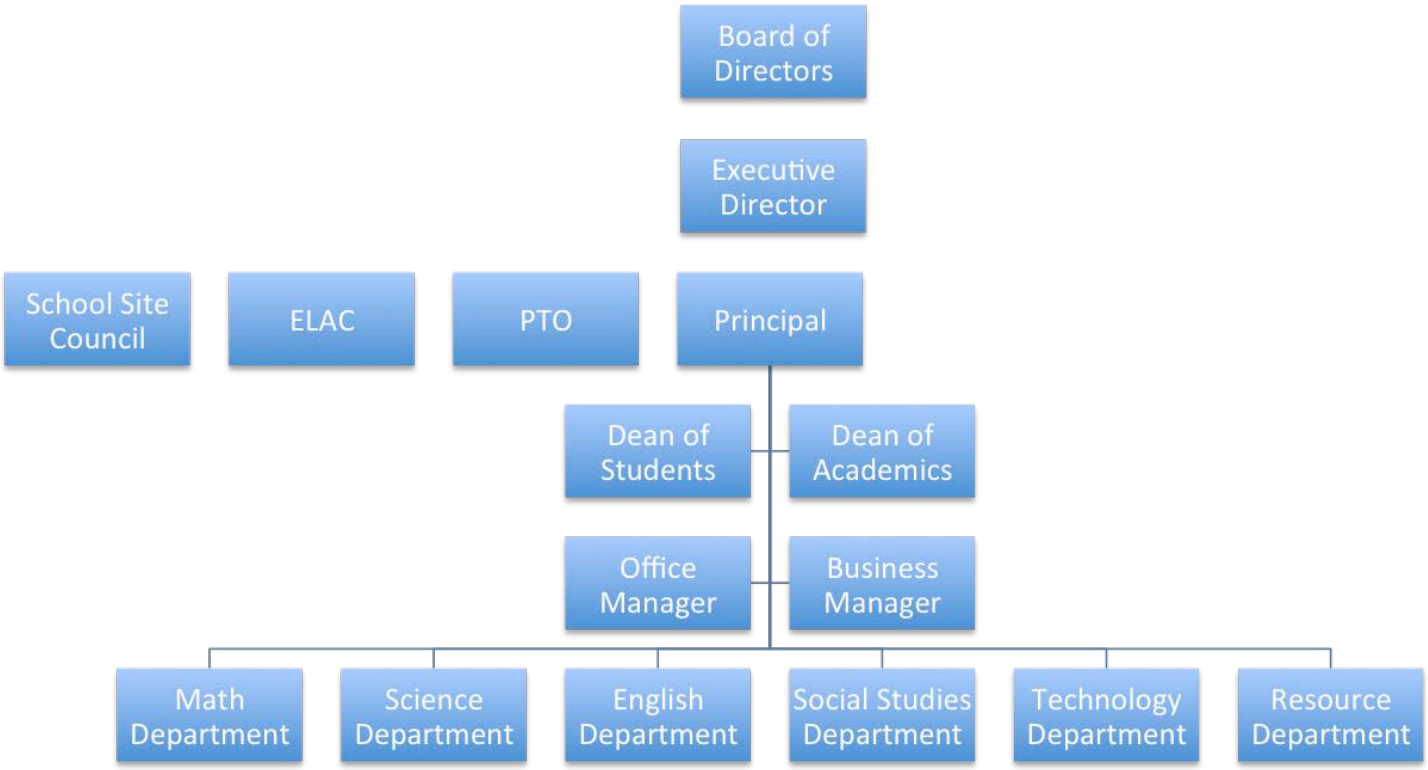
SASV will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

SASV will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

4.7 ORGANIZATIONAL CHART

Please see the following figures for organizational charts of SASV and SASV.

Figure 1 - Organizational chart of SASV



ELEMENT 5: EMPLOYEE QUALIFICATIONS

"The qualifications to be met by individuals to be employed by the school." Ed. Code § 47605(b)(5)(E).

SASV believes that all persons are entitled to equal employment opportunity. SASV shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment. SASV will be nonsectarian in its programs, admission policies, employment practices, and all other operations. SASV will not require any employee to work at the charter school.

5.1 BACKGROUND CHECKS

SASV adheres to Education Code Section 44237 regarding fingerprinting of employees. Prior to the first day of work for every employee, SASV will process background checks through LiveScan, administered by the Department of Justice. SASV will adhere to school policy pertaining to the safety and health of all employees and students. All employees must furnish or be able to provide:

- Medical clearance including proof of medical exam and tuberculosis (TB) testing
- Fingerprinting and the service fee to the Department of Justice for criminal record check. Applicants will be required to provide a full disclosure statement regarding prior criminal record. No employee may begin work prior to Department of Justice check in accordance with education Code Section 44237
- Documents establishing legal citizenship and work status, current copies of all teacher certificates

The documents listed above will be kept on-site and will be ready for inspection any time pursuant to a request from the Santa Clara COE.

5.2 RECRUITING QUALIFIED TEACHERS

SASV will comply with the Elementary and Secondary Education Act (reauthorized as No Child Left Behind Act of 2001). SASV will hire teachers that meet the following qualifications:

- California Commission on Teacher Credentialing certificate in accordance with the provisions of the No Child Left Behind (NCLB) Act. Our teachers will be highly qualified in NCLB core academic subjects: English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. All "a-g" courses, as defined by the University of California, including the high school technology course 'Computer Science' will be taught by NCLB compliant teachers. SASV will require physical education health teachers, middle school technology teachers, and teachers of any other non-core, non-college preparatory courses to have a bachelor's degree and competency in a related field as defined by the Title 5 California Code of Regulations, section 6111:

  In addition to a bachelor's degree and either current enrollment in an approved intern program for less than three years or a credential in the subject taught, a teacher who meets NCLB requirements and is new to the profession at the middle and high school levels must have passed or completed one of the following for every core subject currently assigned:

(1) A validated statewide subject matter examination certified by the Commission on Teacher Credentialing,

(2) University subject matter program approved by the Commission on Teacher Credentialing,

(3) Undergraduate major in the subject taught,

(4) Graduate degree in the subject taught, or

(5) Coursework equivalent to undergraduate major.

Appropriate records of credentials held by SASV teachers and supporting documentation will be monitored and maintained by the school administraton. Credentials will be monitored annually in compliance with state and federal law.

SASV teachers will be required and expected to:

- Abide by the SASV staff handbook
- Have ELL authorization if teaching to ELL students
- Be proficient in the use of computers, including but not limited to technology skills to handle STEM Academy of Silicon Valley' Technology Integrated Education (TIE), word processing, spreadsheets, multimedia presentations, e-mail, the Internet, and/or digital media, and demonstrate strong classroom management skills
- Have knowledge of curriculum and instruction

Please see section 6.3 for staff selection and expected skills, qualifications, responsibilities, and duties.

5.3 STAFF SELECTION AND QUALIFICATIONS OF THE SCHOOL PERSONNEL

5.3.1 Hiring Process and Schedule

STEM Academy of Silicon Valley Board of Directors authorizes the Executive Director to handle human resources including hiring and firing deans, teachers, and all other school personnel. The Executive Director shall establish a hiring committee to interview teacher candidates. The hiring committee may consist of the principal, an administrator and a teacher of the relevant subject from SASV. If applicable, the interview process includes, but is not limited to a sample lesson through which prospective teachers' classroom management skills and subject competency are observed. The following schedule will be used in the hiring process:

- In order to recruit new teachers, the principal will start advertising on frequently visited websites such as http://www.edjoin.org and in local newspapers by the beginning of May. Referrals from SASV's staff and parents will also be taken into consideration.
- The hiring committee will conduct interviews during the months of May through August to hire the teachers. The hiring committee will consider the school's mission and the target student population in selecting the most qualified teachers for the positions available.

5.3.2 Principal, Assistant Principals/Deans

The principals for each SASV school site will orchestrate program and service delivery to students through teaching and auxiliary staff. Assistant Principals/deans will assist the principal in instructional program administration and student activities and services.

Skills and Qualifications:

- Bachelors degree in Education, Engineering, or Natural Sciences
- Teaching and administrative experience
- Up-to-date computer and technology knowledge
- Knowledge of school law, finance, and curriculum
- Ability to manage personnel
- Ability to interpret policy, procedures, and data
- Exceptional organizational, communication, public relations, and interpersonal skills.

Principal's Responsibilities and Duties:

- Monitor instructional and administrative processes to ensure that program activities are related to program outcomes and use findings to take corrective actions.
- Report to and consult with SASV Board of directors
- Hire, supervise, and evaluate the faculty and school site staff.
- Comply with state and federal laws and regulations affecting the school.
- Compile, maintain, and file all physical and computerized reports, records, and other documents required by law and SASV policy, including accurate and timely reports of maximum attendance to requisition textbook.
- Manage use of school facilities. Supervise maintenance of facilities to ensure a clean, orderly and safe campus.
- Direct and manage extracurricular and intramural programs.
- Work with faculty and students to implement a student discipline management system that encourages positive student behavior and enhances the school climate.
- Ensure that school rules are uniformly observed and that student discipline is appropriate and equitable in accordance with the student handbook.
- Conduct conferences about student and school issues with parents, students, and teachers.
- Demonstrate awareness of school and community needs and initiate activities to meet those needs.
- Use appropriate and effective techniques to encourage community and parent involvement.
- Communicate with the chartering agency and attend necessary meetings.
- Report to the chartering agency when required.

Deans' Responsibilities and Duties:

Dean of Academics:

Academic Program

- Assist with curriculum developments and improvement
- Supervise textbook review and textbook ordering
- Oversee the development of curriculum, lesson plans and instruction in the classroom

- Update course descriptions and offerings to UC, school manual and school website
- Coordinate teacher and student involvement of after school program including payment issues
- Evaluate course credits for all incoming high school students
- Responsible for developing and changes of daily class schedule
- Coordinate all academic activities with the department chairs
- Oversee all fieldtrip planning
- Coordinate failing letters and summer school/preparation
- Bring academic and event calendar to administrative meetings weekly

Student Performance

- Help students prepare a four year plan
- Conference with students/parents on academic issues
- Responsible for scheduling and coordination of the tutorial program and afterschool/Saturday school activities
- Assess grade reports and mid-quarter reports before they go home to families
- Prepare standardized testing schedules, and inventory for standardized testing in a combined effort with the administrative assistant
- Oversee homework, class work, projects, tests, for teachers in CoolSIS
- Report weekly at administration meeting any teachers who are not using CoolSIS properly
- Review student progress at the end of each quarter and notifies parents of students on academic probation
- Maintain list of high honor/honor students

School Improvement

- Assist in organization of school improvement plan with staff, parents and community members

Personnel Management

- Hold employee evaluation conferences based on records of performance evaluation
- Administration and Fiscal/Facilities Management
- Oversee school operations in principal's absence
- Assist in scheduling student activities by participating in the development of class schedules, teacher assignments and extracurricular activity schedules
- Oversee student attendance records and assist the office manager on truancy issues
- Aid in safety drill practices and inspections.

Staff Development

- Hold teacher orientation and in-service training throughout the year

- Regularly prepare items for staff development for weekly faculty meetings and attend weekly administrative meetings
- Conference with teachers on academic issues in the classroom
- Conduct formal and informal teacher observations

Dean of Students:

Student Management

- Provide for supervision of students during non-instructional hours
- Help students develop positive behavior through a student discipline management system
- Provide for uniform enforcement of school rules and oversee appropriate and reasonable student discipline
- Hold parent/teacher/student conferences in regard to student and school issues
- Demonstrate use of productive and efficient skills to raise community and parent involvement

Supervision

- Supervise teachers with their before/after school and lunch duties
- Supervise at transition periods, lunch, before and after school

Discipline

- Oversee discipline issues for teachers in CoolSIS
- Coordinate and chair the school discipline committee

Support Services

- Supervise safety and welfare of students
- Manage support services including transportation, custodial and cafeteria

5.3.3 Teachers

The primary role and purpose of a teacher is to provide students with appropriate educational activities and experiences that will enable them to fulfill their potential for intellectual, emotional, physical and social growth. Teachers will help students develop the skills necessary to be productive members of society.

Skills and Qualifications:

- BA or BS (as appropriate) degree in subject matter with emphasis in engineering or natural science
- California Commission on Teacher Credentialing credential, certificate, permit or other documentation equivalent to what a teacher in other public schools would be required to hold
- Highly qualified in core courses as defined in section 6.2

- Understanding of subjects assigned
- Knowledge of curriculum and instruction
- Capability of instructing students and managing their behavior
- Exceptional organizational, communication and interpersonal skills

Teacher's Responsibilities and Duties:

Instructional Strategies

- Design, write and use lesson plans that conform to the charter's curriculum. Ensure written plans are available for review. The dean of academics will review all lesson plans
- Ensure lesson plans show modifications for differences in student learning styles
- Teach instructional subjects according to guidelines established by California Department of Education, charter polices and administrative regulations
- Implement appropriate instructional and learning strategies, activities, materials and equipment to ensure comprehension of learning styles and student needs
- Design instructional activities by using data from student learning style assessments
- Collaborate with special education teachers on student Individual Education Plans to ensure all modifications are met
- Collaborate with staff to determine charter requirements for the instructional goals, objective and methods.
- Produce and oversee teacher aide and volunteer assignments
- Employ technology practices to strengthen the instructional process

Growth and Development

- Help students assess and enhance their study methods and habits
- Produce formal and informal testing to evaluate student success
- Coordinate and manage extracurricular duties as assigned
- Sponsor outside activities approved by the charter principal
- Serve as an example for students, support mission of the charter

Classroom Management and Organization

- Prepare classroom to enhance learning and to aid in physical, social and emotional development of students
- Control student behavior in agreement with the student handbook
- Ensure necessary and reasonable measures are taken to protect students, equipment, materials and facilities
- Provide input on book, equipment and material selection

Communication

- Establish communication rapport with parents, students, principals and teachers through conferences.
- Create and maintain a professional relationship with colleagues, students, parents and community members.
- Present information accurately through clear communication skills

Other

- Enrich job skills through professional development activities
- Keep up to date on and abide by state and charter regulations and policies for classroom teachers
- Gather, manage and file all reports, records and other documents required
- Be active in faculty meetings and assist in staff committees as necessary

5.3.4 Special Education Teacher

The primary role and responsibility of a Special Education Teacher is to provide services to special education students with appropriate learning activities and experiences that will enable them to fulfill their potential for intellectual, emotional, physical and social growth. The Special Education teacher will develop student ability level instructional materials through modified curriculum and prepared lesson plans. The Special Education teacher will conduct work in self-contained, team, departmental or itinerant capacity as necessary.

Skills and Qualifications:

- B.A. or B.S. degree
- Knowledge of special needs of students in assigned area
- Knowledge of Individual Education Plan (IEP) goal setting process and implementation
- Knowledge of curriculum and instruction
- California Commission on Teacher Credentialing certificate, permit or other documentation equivalent to what a special education teacher in other public schools would be required to hold
- Highly Qualified in accordance with the No Child Left behind Act

Special Education Teacher's Responsibilities and Duties:

Instructional Strategies

- Work in conjunction with students, parents and other members of staff to develop IEPs
- Design, write and use instructional, therapeutic or skill development programs for assigned students and ensure written plan is available for review
- Ensure comprehension of learning styles and student needs are met through creation and implementation of appropriate instructional and learning strategies, activities, materials and equipment
- Collaborate with classroom teacher on student IEP to ensure all modifications are met and help special education students in regular class when appropriate
- Design instructional activities by using data from student learning style assessments

- Ensure IEP guidelines are met when presenting subject matter
- Use an assortment of media and techniques to meet the needs and capabilities of each student assigned
- Produce and oversee teacher aide and volunteer assignments
- Employ technology practices to strengthen the instructional process

Growth and Development

- Produce formal and informal testing to evaluate student success
- Oversee or ensure personal care, medical care and feeding of students as stated in IEP
- Coordinate and manage extracurricular duties as assigned
- Sponsor outside activities approved by the charter principal
- Serve as an example for students, support mission of the charter

Classroom Management and Organization

- Prepare classroom to enhance learning and to aid in physical, social and emotional development of students
- Control student behavior and implement discipline plan. This includes handling crisis situations and physically restraining students as necessary according to IEPs.
- Collaborate with the classroom teachers regarding student behavior management programs according to IEPs
- Collaborate with charter and outside resource people regarding education, social, medical and personal needs of students
- Ensure necessary and reasonable measures are taken to protect students, equipment, materials and facilities
- Provide input on book, equipment and material selection

Communication

- Ensure good communication rapport with parents, students, principals and teachers through conferences
- Create and maintain a professional relationship with colleagues, students, parents and community members
- Present information accurately through clear communication skills

Other

- Enrich job skills through professional development activities
- Keep up to date on and abide by state and charter regulations and policies for classroom teachers
- Gather, manage and file all reports, records and other documents required
- Be active in faculty meetings and assist in staff committees as necessary

5.3.5 Special Education Aide

The primary role and purpose of a Special Education Aide is to provide assistance to the Special Education teacher for the physical and instructional needs of the charter students with disabilities in the special education program. The Special

Education Aide will help implement educational programs, including self-help, behavior management and instructional programs for students. The Special Education Aide will work under direct supervision of a certified teacher and indirect supervision of the principal.

Skills and Qualifications:

- Capable of working with children with disabilities
- Capable of following verbal and written instructions
- Capable of communicating effectively
- Able to use general office equipment

Special Education Aide's Responsibilities and Duties:

Instructional Support

- Prepare educational materials and displays for the classroom with the assistance of the classroom teacher
- Assist in keeping class neat and orderly
- Assist teacher in handling administrative records and reports
- Help substitute teachers with classroom layout, or other pertinent classroom management
- Assist with inventory, care and maintenance of equipment

Student Management

- Help physically disabled students according to their needs, including but not limited to transferring to and from wheelchairs, lifting, or positioning
- Help students with physical needs and personal care, including but not limited to feeding, bathroom needs, and personal hygiene
- Assist in student behavior management; this includes handling crisis situations and restraining disruptive or dangerous students as needed
- Take responsibility for learning and conforming to each student's special medical, physical, communicative and emotional needs
- Coordinate educational activities assigned by the teacher; help individual students or small groups
- Assist in overseeing students throughout school day, inside and outside classroom; this includes lunchroom, bus and playground duty
- Advise teacher on special needs or problems of individual students

Other

- Ensure confidentiality
- Enhance job skills by participating in staff development programs
- Be active in faculty meetings and special events as assigned

5.3.6 Substitute Teachers and Tutors

A pool of daily substitute teachers and tutors will be established for tutoring activities during weekdays and weekends under the flexible education program. All tutoring activities in SASV will be free of charge for all students.

5.3.7 Other Certificated, Classified and Other Personnel

The Principal will select other classified and other personnel based on an application and interview. Selection will depend on the ability to perform the job duties for that position.

- Other certificated personnel will perform duties as suitable for their job positions
- Office personnel will perform daily school business such as answering phone calls, typing letters, filing reports, and other necessary administrative duties.
- Maintenance duties will include janitorial services, light maintenance, and limited gardening duties. Food service duties may include food preparation, distribution, and maintaining a clean kitchen area

All personnel will abide by the Administrative Handbook and commit to the SASV mission and vision. All employees' job descriptions and work schedules will be reviewed and modified as needed to meet the needs of the school and its students. The job descriptions will be based on the job duties and the work calendar as outlined in the Charter.

5.4 EVALUATION OF THE SCHOOL PERSONNEL

Evaluations will be performed annually. Performance measures will be used to evaluate all school personnel.

5.4.1 Principal

SASV Board of directors will evaluate the principal in the following areas:

- Overall successful school academic program and achievement of educational goals
- High parental and community involvement
- Completion of required job duties
- Creating a supportive learning environment

5.4.2 Teachers

The Principal will evaluate teachers in the following areas:

- Student progress as determined by the standardized tests;
- Effectiveness of teaching strategies as evaluated by the principal through class visitations;
- Performance of job duties;
- The progress of the students on the basis of the school designed test results.

5.4.3 Other Personnel

The principal will evaluate classified and other personnel based upon completion of assigned job duties and regular, punctual attendance.

5.5 PERFORMANCE AND ACKNOWLEDGEMENT

Exceptional performance will be acknowledged; staff may earn performance pay in the form of bonuses.

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 with a criminal record summary as described in Section 44237." Ed. Code § 47605(b)(5)(F).

The health and safety of SASV staff and pupils is a high priority for the school. The school will follow all required safety regulations including emergency policies and procedures. SASV will comply with all applicable health and safety laws and regulations. SASV will operate as a drug, alcohol, and tobacco free workplace. SASV has adopted and implemented a comprehensive health and safety plan to create a safe and secure learning environment, keep it on file for review and train its staff annually on the safety procedures outlined in the plan. It will be the task of the school administration to monitor all activities consistently to provide safety and security for the students. For this purpose, a "team-on-duty" will be created among teachers and assistant teachers to supervise students at all times. The health and safety policies include, but are not be limited to, the following topics:

FACILITIES

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the California Building Standards Code. The school sites will be housed in facilities that have received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard, and that the school will maintain appropriate facility compliance documents on file. The School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The school sites shall conduct fire drills at least twice a year.

SASV will comply with all Asbestos Hazard Emergency Response Act (AHERA, 29 CFR Part 763, Subpart E) regulations, including compliance with inspections mandated by AHERA utilizing independent consultants.

Dependent on the facility lease requirements, SASV will outsource all maintenance/custodial duties and operational functions including major and minor repairs, pest control, landscaping and gardening to vendors qualified to perform such functions.

AUXILIARY SERVICES

School administrative staff will conduct annual reviews to ensure all applicable auxiliary services are safe (food services, transportation, custodial services, hazardous materials) by developing appropriate policies and awareness training.

IMMUNIZATIONS AND TUBERCULOSIS TESTING

All enrolling students and staff will provide records documenting immunizations to the extent required for enrollment in non-charter public schools pursuant to Health and Safety Code Sections 120325-120375 and Title 17, California Regulations Section 6000-6075. Records of student immunizations shall be maintained. SASV will follow education Code Section 49406 with regard to tuberculosis testing.

PRESCRIPTION MEDICATIONS

Students requiring prescription medications and other medicines during school hours will be accommodated as per Education Code Section 49423. Parents must bring medication to the office in the original containers, with the name of

the prescribing physician, the name of the student, and dispensing instructions. Parents will complete the appropriate form authorizing school staff to administer medication. Designated staff will put medications in a locked cabinet or refrigerate as needed for medications requiring refrigeration. Designated staff will log times for administering medications for each student and will establish a tickler system to ensure that medications are dispensed at the appropriate times. Designated staff will call students to receive medications at the appropriate times. In cases where medications are long-term prescriptions, designated staff will provide parents with one week's notice to alert them that additional medication is needed.

VISION, HEARING, AND SCOLIOSIS SCREENING

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the school.

DIABETES

Beginning in the 2015-16 school year, SASV will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students. The information sheet shall include, but shall not be limited to, all of the following:

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

BLOOD BORNE PATHOGENS

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

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

EMERGENCY SITUATIONS

SASV shall utilize the School Safety Plan, explained below, in responding to emergency situations. The School will ensure that the staff has been trained in health, safety, and emergency procedures. Staff will receive internal memos regarding relevant health and safety issues. Schoolwide drills in preparation for fires, earthquakes, intruders on campus, or other emergency/disaster situations will be conducted at regular intervals throughout the year. The School will create and maintain a record of each drill. Additionally, important safety and health topics will be addressed in the School's newsletter.

Fire Drills

SASV shall conduct fire drills at least twice a year. The Office will maintain a record of each drill conducted with the

amount of time it takes for complete evacuation.

Whenever the alarm is given, all students, teachers and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building. Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll to ensure that all students are accounted for and be prepared to identify missing students to the office staff and the administrators. Students will remain with their teachers at the designated evacuation area until the administrative staff gives the "all clear" signal. In a successful fire drill, orderly evacuation begins immediately and is completed within five minutes of the initial alarm. The students and staff will then return to their appropriate classrooms and the teachers will take roll once more. Missing students will be reported to the attendance office.

Earthquake and Other Disaster Drills

SASV shall conduct bimonthly disaster drills to prepare students and staff for any seismic activity and other disasters. The practice drills include the "duck, hold, cover" procedure. A disaster drill commencing with the "duck, hold, cover" procedure will be initiated by an announcement over the intercom. Students and staff will hear, "This is an emergency drill. Duck, hold, and cover." Teachers will then turn off the lights and have students get under a desk/table or against the wall away from the windows. Students are to remain quiet and orderly so they will be able to hear additional instructions when given. All drills will be concluded with an "all clear" announcement on the intercom, or a visible signal from the administrative staff.

In the case of a real earthquake, everyone must engage in the "duck, hold, cover" procedure immediately and remain in position until the teacher determines that it is safe to leave the building. If remaining in the room becomes dangerous, or when the shaking stops, teachers will proceed with their students to the evacuation site or another safety zone. If students are on the playground or other outdoor area when a disaster drill is called or during an actual earthquake, students are to drop immediately to the ground, away from trees and power lines, and cover their heads with their hands. They are to remain in that position until given additional instructions.

In the case of disasters other than earthquakes, the administrative staff will contact each room, advice staff of potential dangers, and give further directions or orders. Teachers and students will remain in their classrooms until instructions are received for an "all clear" or an evacuation. For safety purposes, no one is to leave the rooms. If there has been a chemical spill, the teacher must make sure that all doors, windows, and vents remain closed. The school site maintenance staff will turn off the gas. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Teachers will stay with their classes for the duration of the emergency. In the event of an earthquake or other natural disaster, all school employees are immediately designated "Civil Defense Workers" and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

SASV has prepared general classroom safety rules to help make classrooms safer in the event of serious seismic activity. This list of rules advises teachers, for example, to have their emergency clipboards readily available near the entrance/exit to their classrooms, instructs teachers-and staff-not to store heavy objects on top of cabinets, exits and ways of travel are to be kept free of obstructions and have their earthquake buckets at a visible location in the classroom. SASV also participates in the Great California ShakeOut, a statewide program that helps people and organizations

prepare for major earthquakes, and also practice how to respond when they happen.

Bomb Threats

Every person receiving the call must understand the importance of a calm and reasonable action when a bomb threat is received. Information obtained by that person might be of great importance. Therefore, the person receiving the threat will get as much information as possible from the caller. This includes the time of the day, wording of the message, background noises, quality of the voice and information about where the bomb is, what time it will go off, etc. The person receiving the threat should delay the caller as long as possible while s/he alerts another adult to the crisis. That adult will immediately notify the telephone company to trace the call and immediately thereafter notify the police via 911.

Based on the information at hand, the administrative staff will make a decision whether an immediate evacuation is warranted. If so, the evacuation code word "safe school drill" will be given over the intercom and evacuation procedures will be followed. The office staff will coordinate information requests from/to law enforcement, the telephone company, and the parents/guardians. If an immediate evacuation is not warranted, the administrative staff will notify teachers to inspect their room for any suspicious materials or unknown packages without alarming students. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas including outdoor facilities.

Evacuation Plan

A disaster of a significant nature may require the evacuation of the school. Immediately upon notification by outside authorities that the school must be evacuated, the administrative staff will verify the name and position of the person placing the alert. Once the source is confirmed, the administrative staff will give the evacuation code word "safe school drill" over the intercom. Teachers will proceed with their students to the nearest school exit indicated on the evacuation map posted for this purpose. Before leaving the room, teachers will make sure they have their emergency clipboards that include class attendance rosters with them. Students who are not in a classroom at the time the intercom signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site. Prior to evacuation, offices, bathrooms, and all other common areas, including outdoor facilities, will be searched by unassigned staff members designated by the administrative staff.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and an individual will be assigned the task of finding any missing students. Teachers will work together to take care of students with injuries, respiratory problems, or other medical conditions.

Teachers will stay with their classes for the duration of the emergency. In the event of an evacuation, all school employees are immediately designated "Civil Defense Workers" and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

Students will remain with their teachers at the designated evacuation site until the administrative staff gives the "all clear" signal. In the event students cannot return to the school site, the administrative staff will notify parents and/or the media as to where students can be picked up. The office personnel will sign out students as they are being picked up by a parent or other adult listed on the emergency information card. Parents will be asked to remain in a designated area, and students will be escorted to the designated area for release.

DRUG FREE/ALCOHOL FREE/SMOKE FREE ENVIRONMENT

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

CRIMINAL BACKGROUND CHECKS

Each employee and contractor of the school will submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237 and 45125.1. Employees and contractors will submit fingerprints to the Department of Justice via LiveScan processing. Employees will not start working until results are received from the Department of Justice and they are cleared to begin work. The Principal of each school site shall monitor compliance with this policy and report to the board of directors on a regular basis. The Principal shall monitor the fingerprinting and background clearance of each staff member. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

COMPREHENSIVE SEXUAL HARASSMENT POLICIES AND PROCEDURES

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

CHILD ABUSE REPORTING

SASV will adhere to the requirements of California Penal Code Section 11166 regarding child abuse reporting. SASV staff must report to the proper authorities if they suspect the following occurring to a student:

- Sexual assault
- Neglect
- Willful cruelty or unjustifiable punishment
- Cruel or inhuman corporal punishment or injury
- Abuse in out-of-home care

The reporting person need only to “reasonably suspect” that abuse or neglect has occurred. The reporting person does not have to prove abuse.

The Principal will work will all faculty and staff members to make sure all appropriate steps are taken if a child abuse situation occurs. All faculty and staff will understand that it is their duty and responsibility to report any suspicions of child abuse. Staff will understand that under California law, failure to report an incident of known or reasonably suspected child abuse or neglect is guilty of a misdemeanor punishable by up to six months confinement in a county jail or by a fine of one thousand dollars ($1,000) or by both. Staff will not be made to investigate any incident, only report to the Principal and/or proper authorities.

All suspected cases of child abuse will be brought to the Principal and/or proper authorities. A written report of the situation will be completed and the Department of Child Support Services will be immediately notified. If necessary, the Police Department will be informed of the situation as well. The reporting person will be responsible for providing all the necessary information and child abuse reports to the Department of Children Services and/or the Police Department since he/she will be most knowledgeable of the situation.

Should it be necessary to remove the child from school, SASV staff will obtain the contact information of the agency person removing the child. This information will be placed in the student's record and be available to the parent /guardian.

WORKPLACE SAFETY

All employees are responsible for their own safety, as well as that of others in the workplace. SASV will rely upon its employees to ensure that 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 SASV's premises, or in a product, facility, piece of equipment, process, or business practice for which SASV is responsible, the employee will bring it to the attention of their supervisor or Principal immediately. Supervisors will arrange for the correction of any unsafe condition or concealed danger immediately and will contact the Principal the problem.

Employees will be encouraged to report any workplace injury, accident, to their supervisor as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, supervisors will assist employees in obtaining medical care, after which the details of the injury or accident must be reported.

On a periodic basis SASV will issue rules and guidelines governing workplace safety and health in its employee handbook. 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 as described in SASV's employee handbook will not be tolerated.

INSURANCE

SASV will secure and maintain general liability, workers compensation, and other necessary insurance coverage as required by the District.

ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

"The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." Ed. Code § 47605(b)(5)(G).

SASV implements a special recruitment process to achieve racial and ethnic balance among its students that reflects the general population residing in the geographic boundaries of the school district in which each school is located. This process involves the following:

- Hold discussions and distribute application materials at places where diverse populations may be reached, including community centers, neighborhood meeting areas, and existing schools;
- Distribute materials in English and Spanish to reach the limited English proficient populations that exist in the target area;
- Employ bilingual individuals who specialize in public relations with underrepresented communities and neighborhoods;
- Host Open Houses and provide tours of the school;
- Monthly or biweekly public presentations;
- All means of advertising will be used, such as electronic media, flyers, and direct mail.

The measurable ongoing recruitment efforts and outreach programs in which new sites will engage prior to the first enrollment are:

- Open Houses (two open houses every month for the first three months and then monthly open houses until July of the opening year);
- Distributing flyers at playgrounds, recreation centers and/or sports clubs in our neighborhood;
- Direct mailing to the parents/guardians.

SASV will maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school. Such data may drive additional recruitment measures should the data indicate that the racial and ethnic distribution is not reflective of the surrounding communities. SASV will also document the efforts made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation.

SASV will also conduct its outreach throughout Santa Clara COE. Preference, in the public random drawing, will be given to Santa Clara COE students.

ELEMENT 8: ADMISSION REQUIREMENTS

"Admission requirements, if applicable." Ed. Code § 47605(b)(5)(H).

SASV will admit all students residing in California who wish to attend subject only to capacity as outlined in Education Code 47605(d)(2).

SASV will not charge tuition and will not discriminate against any pupil on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). Student diversity is expected to reflect the ethnic and racial balance of the school districts and communities where each site is expected to attract students as described in Element 4. SASV will not enroll pupils over 19 years of age unless they have been continuously enrolled in public school upon turning age 19 and making satisfactory progress toward high school diploma requirements and are not more than 22 years of age. SASV will not require any pupil to attend the charter school. SASV will be nonsectarian in its programs, admission policies, employment practices, and all other operations.

A written admissions application is required for each student. An open application period will be publicly announced each year. Parents/guardians will be encouraged to either attend SASV workshops or meet with a designated SASV staff or faculty member before admission to learn about the school mission, teaching philosophy, and how parents can contribute to the school. In these meetings and workshops, our staff will explain the expectations from the parents at home to enable their students to comply with the school schedule and homework requirements, as well as how parents will participate in the activities of subcommittees that help operate the school.

14.1 INFORMING PARENTS ABOUT THE ENROLLMENT LOTTERY

SASV shall admit all pupils who wish to attend the school. 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. The school will choose a date and time for a public random drawing ("lottery") (preferably on the weekend or after 6 pm on a weekday) so that most interested parties will be able to attend. The school will inform parents of all applicants and all interested parties of the rules to be followed during the lottery process, location, date and time of the lottery via mail at least two weeks prior to the lottery date. The lottery will be held at the school site if the school facility can accommodate all interested parties. Otherwise the school will secure a meeting room that is large enough to accommodate all parties and to allow them observe the lottery.

14.2 LOTTERY PROCEDURE

SASV is has been initiated by the parents and staff of the Magnolia Science Academy - Santa Clara, in order to find a local solution for the community. Therefore, SASV will give a one time enrollment preference to current students of MSASC for the 2015-2016 school year.

If a lottery is necessary, preference for admission in the lottery will be given in the following order:

1. Existing students of SASV
2. Siblings of existing students[1]

[1] Existing students include those drawn in the lottery for purpose of determining siblings. During any period of PCSGP, this preference

3. Children of employees or board members of SASV[1]
4. Students residing within Santa Clara County Office of Education

In the lottery, all names are drawn and listed in order, separately, for each grade level. Once the school capacity is met, the remaining students' names will continue to be drawn randomly and placed in the order they are drawn on the waiting list. The students who do not apply in the open application period are added to the end of the waiting list in the order they applied. The vacancies after the first application period and lottery are filled with the students in the waiting list. In the following years, the siblings of the students have the privilege of admission before the drawing. For any remaining vacancies, a subsequent open application period will be publically announced and a subsequent lottery will be held. Above mentioned principles also apply for this lottery. SASV will maintain auditable records of the above activities.

14.3 NOTIFICATIONS OF ADMISSION

Notifications of admission status will be mailed to all applicants. Enrollment packets will be sent to admitted students; students not admitted will be informed of their waiting list priority number as determined by the admissions lottery or application order.

If the enrollment forms are not returned within two weeks, then admission for that student is forfeited, and an admission notice will be mailed to the next student on the waiting list.

14.4 WAITING LIST NOTIFICATION

Students on the waiting list will be notified by mail immediately if space becomes available and they will have two weeks to return the enrollment forms. If the enrollment forms are not returned within two weeks, then admission for that student is forfeited, and an admission notice will be mailed to the next student on the waiting list.

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shall be considered an "exception" to the public random drawing.

[1] During periods of funding under the PCSGP, SASV will limit this preference to no more than 10% of all enrollment and will limit it to children of faculty only.

ELEMENT 9: ANNUAL FINANCIAL AUDITS

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

Each fiscal year, an independent fiscal audit will be conducted of the financial affairs of SASV to verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and internal controls. The School shall immediately forward a copy of the audit to the Santa Clara COE, the State Controller and the California Department of Education upon receipt of the final audit findings in accordance with state time lines under Education Code Section 47605.6(m) (currently December 15 of each year).

The School shall contract for an audit to be prepared in accordance with Governmental Auditing Standards. This audit shall be performed in accordance with Generally Accepted Accounting Procedures, Financial Accounting Standards Board (FASB) standards, State Board of Education regulations and K-12 audit standards where such standards are applicable to charter schools (including attendance and applicable compliance requirements for government funding streams that the School is seeking.) The School shall also conduct a Single Audit if the School is required to do so under federal guidelines. The audit shall be performed by an independent auditor designated in the School's Financial Plan, or another auditor acceptable to the Superintendent of Schools. The named auditor of choice shall be decided not later than April 1 of the year to be audited. The School shall be responsible for developing and implementing an audit resolution plan for any findings/recommendations included in the audit of the prior year. Such plan shall be submitted to the Santa Clara COE Superintendent by March 15 for review and approval every year.

BUDGET AND FINANCE

The School shall prepare and submit to the Santa Clara COE a proposed budget for the upcoming fiscal year showing estimated revenues and expenditures based on reasonable assumptions by June 1st prior to the beginning of the subsequent fiscal year. Justification for each revenue source with calculations is required. A final budget approved by the School's Board of Directors is due to the Santa Clara COE by June 30th prior to the beginning of the subsequent fiscal year.

FINANCIAL REPORTS

MONTHLY REPORTS – Monthly Financial Reports and Monthly Cash Flows will be submitted to the District by the 20th of each month for the prior month using the format and spreadsheet provided to School by the District.

CHARTER SCHOOL INTERIM FINANCIAL REPORT – First interim report will be submitted as of October 31 by December 15 and second interim report as of January 31 by March 15 using the state's format.

CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT – This report will be submitted to the District on or before September 15 for the prior fiscal year that ended on June 30.

ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES

"The procedures by which pupils can be suspended or expelled." Ed. Code § 47605(b)(5)(J).

The following is the suspension and expulsion policy that will be followed by SASV:

This Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at SASV. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as SASV'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.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. The SASV administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

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.

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 SASV has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. SASV will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom SASV 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.

10.1 PROGRESSIVE POSITIVE DISCIPLINE

Positive student behavior and improvements will be acknowledged and encouraged. Teachers will not only report discipline issues on the school information system, CoolSIS, but also positive behaviors and accomplishments. Parents will also be informed of positive behavior and improvements via phone, email, and home visits. Students will receive certificates and/or rewards for outstanding performance and behaviors.

10.2 GROUNDS FOR SUSPENSION AND EXPULSION OF STUDENTS

A student may be suspended or expelled for prohibited misconduct if the act is (1) related to school activity; (2) school attendance occurring at SASV or at any other school; or (3) a SASV sponsored event. A student may be suspended or expelled for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

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; or

d) during, going to, or coming from a school-sponsored activity.

10.3 ENUMERATED OFFENSES

Students may be suspended or expelled for any of the following acts when it is determined the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
4. 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.
5. 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.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stole or attempted to steal school property or private property.
9. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, e-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 student.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
12. 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.
13. Knowingly received stolen school property or private property.

14. 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.
15. 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.
16. 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.
17. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
18. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a student 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 student. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
19. 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.
20. 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 students in any of grades 4 to 12, inclusive.
21. 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 students in any of grades 4 to 12, inclusive.
22. 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 students in any of grades 4 to 12, inclusive.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

10.4 SUSPENSION PROCEDURE

Suspensions shall be initiated according to the following procedures:

10.4.1 Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student 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 student 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 student for failure of the student's parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

10.4.2 Notice to Parents/Guardians

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

10.4.3 Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Placement/Expulsion by the Principal or Principal's designee, the student and the student's guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following determinations: (1) the student's presence will be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

10.5 AUTHORITY TO EXPEL

A student may be expelled by the SASV Board following a hearing before it or by the SASV Board upon the recommendation of an Administrative Panel to be assigned by the SASV Board. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the student or a Board member of the SASV Board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

10.6 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 Student has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the SASV Board for a final decision whether to expel. The hearing shall be held in closed session unless the student 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 student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of SASV's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

10.7 SPECIAL PROCEDURES FOR EXPULSION HEARINGS INVOLVING SEXUAL ASSAULT OR BATTERY OFFENSES

SASV may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Board, administrative panel, 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 student.

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. SASV must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, SASV must present evidence that the witness' presence is both desired by the witness and will be helpful to SASV. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student 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 not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing 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 circumstances 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.

10.8 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.

10.9 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 and 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 accused student, 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 SASV Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the expulsion hearing panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

10.10 WRITTEN NOTICE TO EXPEL

The Principal or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with SASV.

The Principal or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

10.11 DISCIPLINARY RECORDS

SASV shall maintain records of all student suspensions and expulsions at SASV. Such records shall be made available to the Santa Clara COE upon request.

10.12 NO RIGHT TO APPEAL

The student shall have no right of appeal from expulsion from SASV as the Board decision to expel shall be final.

10.13 EXPELLED STUDENTS/ALTERNATIVE EDUCATION

Students 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.

10.14 REHABILITATION PLANS

Students who are expelled from SASV 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 (1) year from the date of expulsion when the student may reapply to SASV for readmission.

10.15 READMISSION

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

10.16 SPECIAL PROCEDURES FOR THE CONSIDERATION OF SUSPENSION AND EXPULSION OF STUDENTS WITH DISABILITIES

Services During Suspension

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

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, SASV, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.
- If SASV, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.
- If SASV, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:
- Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that SASV had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- 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

- Return the child to the placement from which the child was removed, unless the parent and SASV agree to a change of placement as part of the modification of the behavioral intervention plan.

If SASV, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then SASV 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.

Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or SASV believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

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

Special Circumstances

SASV 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.

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP team.

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 SASV's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if SASV had knowledge that the student was disabled before the behavior occurred.

SASV 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 SASV 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 SASV personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other SASV supervisory personnel.

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

SASV 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.

10.17 OUTCOME DATA

Outcome data will be maintained including suspensions, expulsions & expulsion placements and reinstatements.

ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS

"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security." Ed. Code § 47605(b)(5)(K).

EMPLOYEE POLICIES

Employee policies relating to the terms and conditions of employment are detailed in the SASV Employee Handbook.

BENEFITS

Mandatory Benefits

Mandatory contributions such as workers compensation, unemployment insurance, Medicare and social security (for non-STRS members) are paid by the employer.

Health Benefits

Health, dental, vision and related benefits as part of the total compensation package for each employee are determined as part of the individual employment agreement.

Retirement Benefits

Certificated Staff Members

All full-time certificated staff members who are eligible (administrators, counselors, special education program administrators, and teaching employees) will participate in the State Teachers' Retirement System (STRS) throughout the duration of the Charter School's existence under the same CDS code.

Classified Staff Members

All full-time classified staff members who are eligible (office staff and instructional aides) will participate in the Public Employees Retirement System (PERS), or Social Security as appropriate throughout the duration of the Charter School's existence under the same CDS code.

The School may establish other retirement plans for employees that include, but shall not be limited to, establishment of section 403(b), 457 or 401(k) plans.

Oversight of Benefits

The Business Manager at SASV is responsible for monitoring the appropriate administration of benefits. The Charter School will make any contribution that is legally required of the employer, including STRS, PERS, social security, and unemployment insurance. All withholdings from employees and the Charter School will be forwarded to the STRS and PERS funds as required. Employees will accumulate service credit years in the same manner as all other members of STRS and PERS. The Charter School will submit all retirement data and will comply with all policies and procedures for payroll reporting. The Charter School assures that it will provide retirement information in a format required by the County.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." Ed. Code § 47605(b)(5)(L).

Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.

SASV is a school of choice and no students shall be required to attend.

Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that the students have no right to admission in a particular school of any local education agency as a consequence of enrollment in SASV, except to the extent that such a right is extended by the local education agency.

ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES

"A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school." Ed. Code § 47605(b)(5)(M).

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

All school personnel will abide and commit to Charter School's mission and vision. All job descriptions and work schedules will be reviewed and modified as necessary to meet the needs of the school and its students. The school expects a high level of professionalism from its staff including self-monitoring of higher education development. All staff members will follow state and federal laws for reporting alleged improprieties as well as adhere to the Charter School Agreement. All school personnel will be evaluated annually. For more information, please see Element 5: "Employee Qualifications."

Job applicants for positions at the Charter School will be considered through an open process, and if hired, will enter into a contractual agreement with the school. Unless the employees elect to be represented by an organization for bargaining purposes, all employees will be individually contracted. The individual contract will address, among other issues, salary, health and welfare benefits, work schedules and responsibilities, accountability measurements, and standards for performance evaluations.

Employees will not be allowed to carry over their sick/vacation rights from their previous employment to the Charter School.

ELEMENT 14: MANDATORY 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." Ed. Code § 47605(b)(5)(N).

SASV and the Santa Clara COE will be encouraged to attempt to resolve any disputes with the Santa Clara COE amicably and reasonably without resorting to formal procedures.

In the event of a dispute between SASV and the Santa Clara COE, SASV staff, employees and Board members of the STEM Academy of Silicon Valley and the Santa Clara COE agree to first frame the issue in written format ("dispute statement") and refer the issue to the Superintendent of Public Instruction (or designee) and the Executive Director (or designee) of the SASV. In the event that the Santa Clara COE believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, this shall be noted in the written dispute statement. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the Santa Clara COE's ability to proceed with revocation in accordance with Education Code Section 47607.

The Executive Director and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. If this meeting fails to resolve the dispute, the Superintendent (or designee) and the Principal shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Parties. Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the Santa Clara COE and SASV. If mediation does not resolve the dispute either Party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the Santa Clara COE and STEM Academy of Silicon Valley.

INTERNAL DISPUTES

Except those disputes between the Santa Clara COE and SASV relating to provisions of this charter, all disputes involving sites within the SASV Charter School will be resolved by SASV Board of Directors. Complaints to the Santa Clara COE relating to the operation of the school and not to the terms of this charter or other issues regarding the School's and the Santa Clara COE's relationship will be resolved as set forth below:

SASV sites will adopt policies and processes for airing and resolving disputes.

The Santa Clara COE agrees to refer all complaints regarding operations of SASV Charter site to the SASV Board for resolution in accordance with the site's adopted policies. In the event that the site's adopted policies and processes fail to resolve the dispute, the Santa Clara COE agrees not to intervene in the dispute without the consent of SASV unless the matter directly relates to one of the reasons specified in law for which a charter may be revoked. Notwithstanding the above, the Santa Clara COE will have the ability to intervene in and respond to complaints about the operation of SASV as is required by law.

ELEMENT 15: EXCLUSIVE PUBLIC SCHOOL EMPLOYER

"A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code." Ed. Code § 47605(b)(5)(O).

Charter School is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act ("EERA"), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

ELEMENT 16: CHARTER SCHOOL CLOSURE PROCEDURES

"A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." Ed. Code § 47605(b)(5)(P).

Closure of SASV will be documented by official action of the Foundation Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Board of Directors will promptly notify parents and students of SASV, the Santa Clara COE and the California Department of Education, the School's SELPA, and the retirement systems in which SASV's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security) of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

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

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

As applicable, SASV will provide parents, students and the Santa Clara COE (or the local school district, per the Santa Clara COE's direction) 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. SASV will ask a local school district or Santa Clara COE to store original records of SASV upon School closure. If a local school district or county office of education will not or cannot store the records, SASV shall determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, SASV will prepare final financial records. SASV will also have an independent audit completed within six months after closure. SASV will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by SASV and will be provided to the Santa Clara COE promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to SASV.

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

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

On closure, SASV shall remain solely responsible for all liabilities arising from the operation of SASV.

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

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

ADDITIONAL PROVISIONS

INDEMNITY

The School shall be governed by a non-profit corporation pursuant to Section 47604(a) and (c). The non-profit corporation shall assume all liability, fiscal, and otherwise, for the actions, errors and omissions of its officers, employees, volunteers, and agents.

The Santa Clara COE shall not be liable for the debts and obligations of the School. The School shall defend, indemnify, save, and hold harmless the Santa Clara COE, its officers, employees, volunteers, and agents from any and all claims, costs and liability for any damages, sickness, death, or injury to person(s) or property, including without limitation all consequential damages, from any cause whatsoever arising directly or indirectly from or connected with the operations or services of the School, its officers, employees, volunteers, and agents or hereunder, save and except claims or litigation arising from the sole active negligence or sole willful misconduct of the Santa Clara COE, its officers, employees, volunteers or agents. School will reimburse the Santa Clara COE for any expenditure, including reasonable attorneys' fees, the Santa Clara COE may make by reason of the matters that are the subject of this indemnification, and if requested by the Santa Clara COE will defend any claims or litigation to which this indemnification provision applies at the sole cost and expense of the School.

The School shall not be liable for the debts or obligations of the Santa Clara COE. The Santa Clara COE shall assume all liability, fiscal, and otherwise, for the actions, errors and omissions of its officers, employees, volunteers, and agents. The Santa Clara COE shall defend, indemnify, save, and hold harmless the School, its officers, employees, volunteers, and agents from any and all claims, costs and liability for any damages, sickness, death, or injury to person(s) or property, including without limitation all consequential damages, from any cause whatsoever arising directly from or connected with the operations or services of the Santa Clara COE, its officers, employees, volunteers, and agents or hereunder, save and except claims or litigation arising from the sole active negligence or the sole willful misconduct of the School. Santa Clara COE will reimburse the School for any expenditure, including reasonable attorneys' fees, the School may make by reason of the matters that are the subject of this indemnification, and if requested by the School, Santa Clara COE will defend any claims or litigation to which this indemnification provision applies at the sole cost and expense of the Santa Clara COE.

INSURANCE

Insurance amounts will be determined by recommendation of the Santa Clara COE and SASV's insurance company for schools of similar size, location, and student population. The Santa Clara COE shall be named an additional insured on the general liability insurance of Charter School.

The SASV Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

AMENDMENTS

Any material changes to this STEM Academy of Silicon Valley Charter must be formally approved by written consent of SASV and the Santa Clara COE, prior to implementation in accordance with Education Code Section 47607.

DATA REPORTING AND OBSERVATION

Average Daily Attendance

The School will develop an attendance reporting calendar and record and account for average daily attendance (ADA) using the schools internally designed school information system CoolSIS. The School will report ADA figures to the Santa Clara COE on a monthly basis by a date established by the Santa Clara COE, and the Santa Clara COE will report the ADA data to the CDE as necessary to enable the School to receive funding. The School shall notify the Santa Clara COE if, during any month, actual ADA falls more than 10 percent below ADA as estimated in the annual budget.

Enrollment

The School shall also obtain a CDS code number for the charter school from the CDE and complete and submit enrollment and other necessary demographic information to the Santa Clara COE and to the California Basic Education Data System (CBEDS) consistent with state time lines.

Student Records

The School shall maintain student records of general directory information, academic progress, immunization and other health records, and shall make such records available to the Santa Clara COE upon request. The School shall also maintain separate individual student disciplinary records, and individual education plans for students who require special education services, and shall make such records available to the Santa Clara COE upon request as consistent with applicable law such as FERPA.

Employee Records

The School shall maintain full employee personnel records for each employee, and shall make such records available to the Santa Clara COE upon request as consistent with applicable law. The School will provide a calendar, master schedule and copies of staff credentials on a yearly basis.

Required Disclosures

The School shall immediately notify the Superintendent of any pending, actual, or reasonable anticipation of litigation from any party of potential infraction, criminal or civil action against the School or any employee, Special Education complaint or due process hearing, or request for information by any governmental agency.

Agendas and Minutes

To assist in oversight responsibilities, agendas will be provided to the Superintendent three (3) days in advance of the regular meetings of the SASV Board. Draft minutes of each meeting will also be made available to the Santa Clara COE within fifteen (15) working days of the meeting.

Other Data

The School shall provide all data and reports required by the CDE, including CBEDS, attendance reports, projected teacher needs, etc. The School shall also obtain and work cooperatively to supply to the Santa Clara COE in a timely and accurate fashion any other information required by the Santa Clara COE to complete its oversight responsibilities.

Observations

The Superintendent and/or designee(s) may observe any activities of the School, its operations, instruction, or meetings,

at any time.

DISTRICT SERVICES

The Santa Clara COE shall provide general oversight of the School. The School will reimburse the Santa Clara COE the actual costs of oversight up to one percent (1%), or whatever other percentage may be established by law, of the School's general purpose block grant and categorical block grant annual apportionments from the CDE for this oversight.

In addition to general oversight, the Superintendent may provide additional services from the Santa Clara COE to the School. Such services may include:

- Library Resources
- Professional Development
- Special Education Services

The School shall include the costs of any such services it chooses to purchase. The Santa Clara COE will invoice the School for the cost of general oversight and of these additional services on a monthly basis. The School will remit payment for such invoices on a timely basis, but no later than 30 days from the receipt of the invoice.

The School may request that the Superintendent provide other contracted services. Should the School seek contracted services from the Superintendent, the School and the Superintendent may mutually agree to such services.

FOOD SERVICE PROGRAM

SASV will annually re-evaluate the food service program. Eligible students will be provided meals for free or at a reduced rate in accordance with the Federal Lunch Act.

TRANSPORTATION

SASV will not provide transportation for students from home to school or school to home, except for special education students whose individualized education program requires such transportation and in instances of compliance with the Americans with Disabilities Act. Transportation for extracurricular activities, such as field trips, will be contracted with a licensed contractor.

FINANCIAL PLAN

Attached, as Appendix E, please find a five-year budget, including start-up costs, and cash flow projections for the first three years of operation. The operational budget includes 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.

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 Santa Clara COE and SASV Charter School. The Santa Clara COE and SASV Charter School agree to meet to discuss and resolve any issue or differences relating to invalidated provisions in a timely and proactive fashion.

PLAN FOR OPERATIONS

The school Principal will be in charge of the school operations. SASV's uniquely and internally-designed school

information system, CoolSIS, makes reporting, information flow, and communication between school-level and executive office staff easier.

Start-up activities including marketing, student and teacher recruitment, tenant improvements at school sites, purchasing books, educational materials and equipment will be handled by the principal and office staff.

A part-time assistant, reporting to the Principal, will be hired to handle marketing and student recruitment as early as the beginning of March.

Each of the operational areas is discussed more fully above, but a short summary follows:

- The Academic Program will be developed by the school administration and teachers. Academic program and curriculum will be updated annually during the summer professional training based on feedback from school staff.

  School principal will schedule additional professional training sessions based on requests by the teachers and as needed to address local student profiles and their specific needs.

  Teacher evaluation will be done through a detailed process.

- Facilities and school operations will be supervised by the Principal. The principal may delegate some of these duties to a business manager and dean of students.
- Legal and programmatic compliance will be ensured SASV Board of Directors.
- Financial administration will be overseen by the school board. School budgets will be prepared by the Principal with support by the admin team and business manager. Purchasing, payroll and accounting will be done at the school site by a business manager and overseen by the principal.

  All state-requested and other financial reporting will be handled by the business manager in cooperation with the school principal, office manager and the school office staff. CoolSIS already provides all pre-made reports necessary for financial reporting and produces print-ready reports within seconds. Additional reports will be designed by the school staff if requested by the Santa Clara COE or any other authorities.

- Governance will be handled by the school board.
- Day-to-day decision-making, long term planning and executive authority will rest with the principal and school administration and oversight done by the Board of directors.