



Spark Charter School
807 Lakehaven Dr
Sunnyvale, CA 94089

www.SparkCharter.org

July 28, 2014

Delivered via: Hand delivery

Mr. Leon Beauchman, Board of Education President
Mary Ann Dewan, Ph.D., Interim Superintendent of Schools
Santa Clara County Office of Education
1290 Ridder Park Drive
San Jose, CA 95131-2304

Re: Spark Charter School Charter Petition Appeal to the Santa Clara County Board of Education

Dear Board President Beauchman and Superintendent Dewan:

This appeal packet is submitted on behalf of Spark Charter School, a K-8 public charter school that seeks to open with grades K-6 in academic year 2015-16.

Spark's charter petition was conditionally approved by the Sunnyvale School District's Board of Education on November 21, 2013 and rescinded by the Board on April 29, 2014. Spark believes the District Board's denial of Spark's petition was unwarranted. Spark Charter respectfully requests the County Board's approval of our petition on appeal.

Attached is Spark's original petition (**Exhibit 1**) submitted September 16, 2013 to the District; District's November 21 recommendation of conditional approval (**Exhibit 2**); Spark's revised Petition submitted April 1 (**Exhibit 3**); District's April 29 staff report recommending denial (**Exhibit 4A**); and Spark's response to the District's report recommending denial (**Exhibit 5**), along with other supporting material that is referenced in this letter.

This cover letter seeks to provide a brief description of who we are and why we believe there is a need for Spark Charter School; the steps we have taken to try to secure approval from our District; and the revisions we are asking the County to allow us to make to our petition as part of our appeal.

Background

Spark Charter was founded by a group of Sunnyvale parents who are committed to creating a hands-on, inquiry-based, K-8 public school program that fosters deeper learning, encourages creativity, and cultivates strong critical thinking, collaboration and communication skills -- skills consistent with the new Common Core standards. Numerous studies have shown that students who attend programs such as this gain more skills, retain more of what they learn, and are more engaged in what they are learning than those who attend more traditional schools. This higher educational achievement has been documented for students at all economic and proficiency levels. This is a primary reason why we believe Spark would serve a real need in the Sunnyvale School District.

While the District has made incremental gains over the years, many of its schools continue to perform at or below average (**Exhibit 6**). The national non-profit, GreatSchools ranks schools on a 1-10 scale based on standardized test scores where 10 is the highest and one the lowest. Three of the District's schools on the south side (south of El Camino Real) ranked above average (8-10) according to GreatSchools. But, the majority on the north side -- where the preponderance of the District's low income families and students of color live -- ranked at or below average (3-6). The participation rate for District students in Algebra 1, which is considered a "gateway" course for the sequence of mathematics and science courses required for entrance into the California State University and University of California systems, is low, as are its proficiency rates according to a report by Innovate Public Schools. This is particularly true for Latino and African- American students. In addition, public confidence in the Sunnyvale School District is lower than nearby districts as measured by participation. According to the 2010 census, 18% of children between the ages of five and 14 living in the Sunnyvale School District who could have attended the district's public schools chose not to. The petition addresses these issues in greater depth.

Spark's founders are deeply committed to creating a public school that is as diverse -- racially, ethnically, culturally, and economically -- as the population living within the Sunnyvale School District's boundaries. It is one of the reasons why we have sought to locate our school on the north side of town. We are also dedicated to creating an environment where all children feel appreciated, challenged, and empowered to reach for their dreams. Spark seeks to achieve this by offering a program that combines four key elements: an academic program that is centered around hands-on, inquiry-based learning; integrates social-emotional learning; is offered within a K-8 school; and is supported by family-participation.

Spark intends to weave social-emotional learning (SEL) into every aspect of its educational program. By this we mean that Spark will teach its students the skills to, among other things, understand and manage their emotions, set and achieve positive goals, establish and maintain positive relationships, and make responsible decisions. Research shows that SEL can have a positive impact on school climate and promote a host of academic, social, and emotional benefits for students, including better academic performance, greater motivation to learn, and fewer negative behaviors. Similarly, research on K-8 schools has shown that students who remain in a K-8 do better academically than their peers who transfer to a separate middle school, and they retain that academic edge when they move into high school. Spark would be the first K-8 school in the Sunnyvale School District.

A majority of the research on parent-participation has found a positive association between educational attainment and parents' involvement in their children's education. This holds true for all means of involvement and all types and ages of students, regardless of family income or background. It is one of the reasons why Rocketship Education, which serves primarily low-income families, requires parent-participation as a condition of enrollment. Rocketship's website states: "Engaged parents are essential in eliminating the achievement gap." Rocketship also sees parent-participation as a way to help parents become more effective advocates for their children and community, a perspective Spark shares.

Parent participation in the classroom also enables teachers to more effectively provide small group instruction and differentiated learning, which experts believe is essential to raising student performance and closing the achievement gap. If Spark families are unable to volunteer during the work-day, they will be encouraged to participate wherever, however, and at whatever level they can. No family or student will be turned away or excluded from Spark because of their family's inability to volunteer.

Spark is not the only school in Sunnyvale that describes itself as a hands-on, project-based program facilitated by parent participation. Fairwood Explorer, a District magnet program, began in 2010 espousing similar ideas. Indeed, three of the four founders of Explorer are now founders of Spark. The programs, however, are materially different. In practice, Explorer differs only modestly from the traditional Sunnyvale elementary schools. As a charter school, Spark will have the flexibility to depart from the District's curriculum and assessment practices. Unlike Explorer, Spark will *center* its curriculum on project and inquiry-based learning rather than offering occasional hands-on projects in an otherwise conventional classroom. Spark also differs from Explorer, and the entire District, in how it structures its school day ([Exhibit 1A-1 p.48](#)), integrates core subjects and cross-cutting concepts via themes, use of a curriculum coordinator, reliance on original source and manipulative materials, and the training it will provide to its teachers.

Spark's Efforts to Seek Approval of its Petition from the District

Original Petition

Spark's founders submitted their original petition to the Sunnyvale School District on September 15, 2013 with the intention to begin in 2014-15 with grades K-5. The proposal was submitted with 558 parent signatures, of which 377 (67%) were in-district residents -- three times as many as Spark needed to qualify. The signatures were gathered in less than one week, an indication of the level of interest in Spark among school-age families in the District.

The petition was reviewed and deemed solid by the California Charter Schools Association, which examines hundreds of petitions every year. Spark's budget was prepared by EdTec, a highly regarded charter school back-office and professional consulting service employed by 325 charter schools in seven states. Spark was awarded funding from the California Public Charter School Grant Program (PCSGP) on October 29, 2013 ([Exhibit 7](#)). Only 55 percent of the charter schools that applied for PCSGP funding in 2013 were approved on first review. Spark was among the successful applicants. In fact, the California Department of Education ranked Spark's petition highly.

Despite such positive responses, the Sunnyvale School District roundly criticized Spark's petition in its November 21 staff report to the Sunnyvale School Board (**Exhibit 2**), concluding that Spark was "demonstrably unlikely to successfully implement the program presented in the Petition" and failed to provide a "reasonably comprehensive" description of all of the required elements of a petition. But, instead of denying the petition, District staff recommended that the Board approve it subject to an extensive list of conditions, and allow the Spark Petitioners time to correct the petition's "deficiencies."

If Spark failed to meet the conditions to the District's satisfaction, the staff report concluded, "the Board's conditional approval of the Petition shall be rescinded and the Petition *shall be deemed denied as of the date of the passage of the Resolution*" (emphasis added).

Attempts to Resolve Conditions

Most of the conditions imposed by the District either required that: 1) the Charter School cede a significant level of its independence as a Charter School to the District and hence its ability to innovate; or 2) were impossible for the Charter School to meet, either as a result of the District's conditional approval, or that the condition was a moving target -- a continuous demand for "additional detail."

Nevertheless, Spark made a concerted, good faith effort to meet as many of the District's conditions as possible, and sought a dialogue with the District on those conditions where Spark felt compromise was needed. (**Exhibit 8**: Conditions for Discussion with Sunnyvale School District). But, the District refused to modify, or even clarify, its conditions.

For example, the District's Resolution stated that:

1. Memorandum Of Understanding (MOU): "Spark shall execute the District's MOU regarding Oversight and Operations;" and that MOU shall become part of Spark's petition. Its inclusion "serves as Spark's admission that the failure to meet the conditions of the MOU constitutes a material violation that has not been remedied within the meaning of Education Code section 47607(c) and therefore serves as sufficient ground for revocation."
(condition 9.c)

Spark's Response: Revocation is clearly defined in the Education Code and does not include violation of an MOU, unless that violation qualifies as one of the bases for revocation independent of its inclusion in the MOU.

Result: The District disagreed, arguing that the Resolution, and terms of its MOU, required Spark to recognize violating the MOU would qualify as a "material violation" of its charter. Spark did not accede to this stipulation and did not include the MOU in its revised petition.

2. Documentation of Enrollment: "Spark shall provide documentation demonstrating enrollment of not less than 250 students" by April 1, 2014, the deadline for Spark to resubmit its petition. (Condition 9.e)

Spark's Response: In a document sent by Spark's legal counsel on January 2, 2014 to

the District legal counsel (**Exhibit 8 p.6**), Spark told the District that it could not enroll *any* students before the District cleared its conditions. In early April, Spark notified the District that it had received 256 applications for enrollment as of March 29, 2014. That number increased to 284 applications by April 29, 2014 – 34 beyond the District’s condition.

Under Spark’s Proposition 39 facilities request, the District allocated Spark only six classrooms, which equates to space for 118 students. To accommodate the District and as a measure of goodwill, Spark revised its budget to reduce its enrollment/ADA to 158/150 for 2014-15.

Result: The District insisted that Spark consider the petition approval process and Proposition 39 as unrelated activities, despite the fact that Spark could not enroll students for whom it had no space. Nevertheless, the District faulted Spark for failing to provide the District “with any documentation to substantiate enrollment of 250 students as required by the Resolution.”

3. Adjusting Class Size: “Prohibits Spark from increasing its class size *for any reason* (emphasis added), including for the purpose of financing budgetary shortfalls, without prior approval from the District.” (Condition 10a)

Spark’s Response: Spark proposed to include a range of class sizes per grade in the petition. Spark sought to provide assurance to the District, but not give up its authority to lower or increase size so long as it remained within this range. The upper limit of this range is consistent with the District’s class sizes.

Result: The District rejected Spark’s authority to set class size even within the narrow range that Spark proposed.

4. Adequate Specificity: “Petition shall reflect a plan for EL students, with adequate specificity, to ensure differentiated instruction and meaningful support for such students by properly credentialed and competent teachers.” (Condition 1.b.2)

Spark’s Response: Spark affirmed that its teachers would be EL certified, but sought clarity regarding District’s expectations given the subjective language of the resolution.

Result: In its January 10, 2014 letter (**Exhibit 9**), the District simply restated that “Spark must reflect a more detailed plan to serve its EL students.” Spark included a more detailed plan in its revised petition describing how it would serve its EL students. The District again criticized it as lacking adequate specificity.

5. Parent Participation: One of the District’s primary objections regarding the Spark petition concerned parent participation. The District argued that parents of lower socio-economic status would be unable to provide the level of participation desired by the petitioners and that seeking such participation would constitute “an impermissible form of tuition.” (Conditions 3.a. 1-4; quote from November 21, 2013 staff report, Resolution #14-05 Conditional Approval of Spark Charter School Petition, page 4, 1. Impermissible Parent Volunteer Requirement)

Spark's Response: Spark's legal counsel disagrees with this narrow interpretation of Education Code section 49011, a view that is shared by many authorizers around the state. The code was amended in 2011 to prevent schools from charging students fees to participate in educational activities. Spark does not offer course credit or privileges in exchange for parent participation. It also **does not require** parent participation. It **encourages** parent participation to enhance the quality and kind of educational program it can offer. The District's criticisms of Spark also contradict its own policy and practice. Since its founding, the District's Fairwood Explorer school "required" parent participation at a level similar to that which Spark seeks to *encourage*.

Result: In its March 14, 2014 letter to Spark on this topic (**Exhibit 10:** District Letter of Concern Regarding Parent Participation), the District said it had revised its policies and practices and that "Fairwood neither requires parent participation nor mandates parents to volunteer as a condition of enrollment or attendance, and that fact is communicated to prospective parents and families." But a March 21, 2014 letter from the District to a family considering enrollment in Fairwood Explorer stated that the family would be *required* (emphasis added) to volunteer two hours per week per child, and must sign the Parent Participation Contract included with the letter (**Exhibit 11:** Fairwood Explorer Participation Contract).

The District took issue with some of the language on Spark's website and its enrollment form, which Spark changed to make explicit that volunteering would be encouraged, not required and that "a parent or family's inability, unwillingness, and/or failure to volunteer or participate in Spark or its educational program shall not serve as a basis for admission, denial of admission, continued enrollment, or any form of discipline." (**Exhibit 3B p.371**). Despite this, the District recommended in its April 29 staff report that the District Board rescind Spark's conditional approval for, among other reasons, "the Charter School's onerous parent participation requirements; [and] heavy reliance upon parent participation in the delivery of its educational program..."(**Exhibit 4A p.2**).

Revised Petition

On April 1, 2014 Spark submitted a revised petition that included a number of changes that sought to address the District's conditions. Among other changes not already mentioned, Spark made the following revisions to its petition as part of its ongoing efforts to work with the District:

- Provided detailed curriculum maps totaling 300 pages that outlined grade-specific scope of study for each quarter in each subject along with sample lesson plans. The maps covered grades Kindergarten through 5th grade, every grade the school planned to offer when it opened in Fall 2014.
- Revised the budget to include the PCSGP grant, and clarified how various positions would be paid for and phased in over time.
- Provided examples of specific instructional and assessment tools it would use.

Nevertheless, the District maintained that the petition was inadequate and recommended that the Board rescind its conditional approval.

Spark contests the criticisms leveled by the District (**Exhibit 5**: Spark's Response to District's Recommendation of Denial). We believe Spark's petition is thorough and meets or exceeds the requirements for Charter School petitions as set forth in Education Code Section 47605(b) and the California Code of Regulations, Title 5, Section 11967.5.1. Moreover, the primary issue cited by the three Board members who explained why they intended to vote to rescind the petition (the fourth Board member voting to rescind chose not to speak at the hearing) was that it did not include curriculum maps for grades 6-8 (**Exhibit 4B**). However, such curriculum maps were not a requirement included in the District's original conditions. Spark would have been happy to provide this information had it been requested to do so. As the Spark petitioners noted in their April 29, 2014 response, Spark had intended to provide the maps for the higher grades as the school expanded to include them, as is typical in such situations.

Appeal to the Santa Clara County Board of Education

Spark respectfully requests the County staff and Board of Education to consider allowing the following changes to the Spark petition as part of its appeal to the County Board of Education.

1. Given the delayed timing of the District's rescission of our conditional approval, Spark seeks to open its Charter School in 2015-16. Consequently, Spark seeks the County's approval to amend its petition to open in 2015-16 with Kindergarten through sixth grade. This would enable Spark founders and applicants with children who would otherwise age out of the school due to the delayed opening date to attend the Charter School in 2015-16. This delayed opening date and change in enrollment is reflected in a revised budget (**Exhibit 12A**) and an additional a curriculum map for 6th grade (**Exhibit 13**). As proposed in the original petition, Spark would add 7th and 8th grade in the subsequent two years and provide curriculum maps to the County as those grades are added. Spark also respectfully requests that the county considers letting Spark enroll the number of students projected in our revised petition that was submitted to the district. Had our application been approved in time, Spark would be in its second year of operations for the 2015-2016 school year.
2. Spark requests to be a school of the County Office of Education for the purpose of special education.
3. Spark requests that the County deem the District's decision on April 29, 2014 as the date of denial of the Spark charter petition, given that this is when the District acted to rescind its conditional approval. The District's efforts to make the denial retroactive would otherwise void the State's requirement that Petitioners be given 180 days to file an appeal (See California Code of Regulations, Title 5, Section 11967(a)).
4. Spark seeks the County's approval for Spark to retain its March 2014 lottery results. The District's unexpected decision to rescind Spark's conditional approval required many families to abruptly make new arrangements for fall 2014. Retaining Spark's 2014 lottery results would give assurance to those families who remain committed to attending Spark, including families who volunteered their time to help make Spark a reality, that, should the County Board approve Spark's petition, their child(ren) will be able to attend

Spark Charter School in 2015-16.

5. Lastly, Spark has made the following financial adjustments to reflect the long delay between petition submission and approval (all included in [Exhibit 12](#)):
 - Changed the special education provider from being a school of the district for the purpose of special education to being a school of the county for the purpose of special education. We have updated the associated special education encroachment amount to \$650/ADA and updated the notes field in our multi-year budget summary.
 - Included a note in our budget that funding level will be higher due to starting a year late, but no change to the actual forecast.
 - Changed the STRS contribution rate up in our budget to reflect state updates.
 - Changed PCSGP to be paid over two years (effectively start-up year and year 1). Please see email correspondence from CDE ([Exhibit 12B](#)).
 - Changed cashflow to remove some receivable sales that are not needed anymore.

We look forward to working with the County staff and Board of Education to enhance the educational options available to students and families in Santa Clara County. A copy of our Certificate of Compliance with Law ([Exhibit 14](#)) and Description of Changes Necessary to Reflect the County as the Authorizer ([Exhibit 15](#)) are enclosed as required by the California Code of Regulations, Title 5, Section 11967(b). As requested by staff, Spark has also provided a matrix indicating its level of comfort with conditions imposed by the District and accepted by Spark ([Exhibit 16](#)).

Sincerely,

Spark Charter School Board of Directors

Alyson Abrego

Christine Hernandez

Jane Lii

Laura Stuchinsky

Alexandra Zdravkovic



CHARTER PETITION

Respectfully submitted to the Sunnyvale School District
Sept 16, 2013

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EXECUTIVE SUMMARY

Spark Charter School (“Spark” or the “Charter School”) aims to complement the efforts of the Sunnyvale School District (“SSD” or “District”) by providing a rich and academically rigorous K-8 public school alternative that integrates inquiry- and project-based learning with social-emotional learning. Spark’s educational approach is consistent with the goals of the new Common Core Standards: to encourage deeper learning, more analytical thinking and problem-solving skills rather than a superficial study of a wide range of subjects. This charter describes the rationale, operational details, and financial strategy for building a successful and sustainable new public school for the city of Sunnyvale. Spark is a developmental, parent participation school open to all students residing in the Sunnyvale School District.

Mission & Vision

To flourish in the 21st century, students must not only learn, but they must learn *how* to learn. They must develop a capacity for creativity, critical thinking, skillful problem-solving, and effective communication. They must be culturally and globally aware, technically literate, and learn to develop a sense of personal and collective responsibility. Spark Charter School seeks to lead students on a collaborative, parent-assisted, hands-on learning adventure that will develop the skills and habits of mind necessary to succeed in a rapidly changing world.

Spark Charter School will:

- Create an educational environment that is collaborative, respectful and inclusive.
- Recognize and affirm the unique interests and abilities of each child.
- Value racial, ethnic, economic and cultural diversity.
- Foster imagination, critical thinking and intellectual curiosity.
- Emphasize project- and inquiry-based learning to foster, among other things, analytical thinking, collaboration, and creativity.
- Create a community of learners focused on the needs of the whole child through a collaboration and partnership among teachers, parents, and students.
- Develop a sense of societal and environmental stewardship to help build a just and sustainable society and promote living in harmony with the natural world.

Who Does Spark Serve?

As a public school, Spark will be open to families residing in California with a preference for those living within the Sunnyvale Elementary School District. We will strive to ensure that our student body represents the school-age population residing within the District’s boundaries. In addition to being ethnically diverse, Spark will serve families from a variety of linguistic and economic backgrounds: approximately 48.6% of the 9,200 students in the Sunnyvale School District are currently designated as English Learners and 64.3% currently qualify for free or reduced-price lunch.

How Is Spark Distinct?

Spark's educational vision is rooted in constructivist learning theory, informed by neuroscience research, and exemplified by the respect and compassion for each child's unique strengths. Spark's program integrates social-emotional learning, inquiry- and project-based learning, the creative arts, languages, and physical movement into a rigorous academic program that deepens the intellectual and social capital of each child.

At Spark, students learn to create meaning from learning with a curriculum that is anchored to real-world applications. Students value learning because of the individual and collective connections they make, and by their engagement in deeper, and broader learning activities, from which they grow their knowledge and skills.

As education leaders, teachers guide parents in achieving a unified and cooperative system that provides students the highest quality of learning, while addressing unique learning levels and needs. Parent participation helps to facilitate the delivery of the program and to create a supportive, nurturing environment that ensures that every child is encouraged and challenged to reach their potential. Research shows that parent involvement helps children do better in school, stay in school longer, and like school more. The California Department of Education states:

Comprehensive means that parents are involved at all grade levels in a variety of roles. Involving parents in supporting their children's education at home is not enough. To ensure the quality of schools as institutions serving the community, parents must be involved at all levels in the school.

See **Attachment 7**: California State Board of Education Policy 89-01 (1994): Parent Involvement in the Education of Their Children, and **Attachment 8**: California Department of Education – Charter School Division – Legal Opinion on Parent Participation. With this in mind, Spark asks families to make a commitment to the community and their child to volunteer in the classroom on a weekly basis.

By the time a student graduates from Spark, s/he would have acquired the academic skills to succeed in high school and college, as well as the analytical, communication, and collaboration skills to thrive in the global workplace. Students will demonstrate the ability to be self-directed, work collaboratively with others, and be self-confident lifelong learners.

Highlights and key features of the Spark Charter School include:

- Curriculum and assessments designed to foster and evaluate deep understanding of content, creativity and analytical skills.
- Core lesson blocks that provide adequate time to delve into subjects in depth and use of materials that pique students' curiosity and engage them in authentic hands-on learning.
- Social-emotional skills interwoven into the academic program.
- A culture and learning environment that supports the academic, social and emotional needs of all of its students.
- Development of long-term relationships with teachers and students using a "looping" approach in which students stay with the same teacher for two consecutive years.
- Creative arts & physical education integrated into the curriculum throughout the day.

- Enrichments and electives such as: gardening, cooking, drama, foreign language, and dance are strategically integrated to support the curriculum.
- Technology is integrated in the curriculum and is used as a tool for teaching and learning, e.g. students regularly utilize technology for research, analysis, communication, skill building, and self-expression;
- A rigorous and multi-faceted assessment program. Formative and summative on-going assessments are used to inform instruction. Students and teachers work to develop and monitor learning goals and share them with their parents during student-led conferences.
- A teacher-led collaborative learning community that allows teachers to differentiate the curriculum to meet the needs of each student.
- A culture of family participation and a strong sense of community. A community of lifelong learners composed of teachers, parents, and students. Respect for one another as learners is a key component of our school. Students are encouraged to share their knowledge and expertise with others. Developing student independence is a priority, and students are valued as decision-makers.

AFFIRMATIONS AND ASSURANCES

As the authorized lead petitioners, we, Alexandra Zdravkovic and Laura Stuchinsky, hereby certify that the information submitted in this petition for an independent California public charter school to be named Spark Charter School, and to be located within the boundaries of the Sunnyvale School District is true to the best of our knowledge and belief. We also certify that this school is to be located within the boundaries of the Sunnyvale School District and this petition does not constitute the conversion of a private school to the status of a public charter school. Further, we understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to the following:

- The Charter School will meet all statewide standards and conduct the student assessments required, pursuant to Education Code "60605, and any other statewide standards authorized in statute, or student assessment applicable to students in non-charter public schools. [Ref. Education Code "47605(c)(1)]
- The Charter School will be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act. [Ref. Education Code "47605(b)(5)(O)]
- The Charter School will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code "47605(d)(1)]
- The Charter School will not charge tuition, fees, or other mandatory payments for attendance. [Ref. Education Code "47605(d)(1)]
- The Charter School will admit all students who wish to attend the school, 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 applicant will be given a chance of admission through a public random drawing process.
- Except as required by Education Code Section 47605(d)(2), 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. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code "47605(d)(2)(A-B)]
- The Charter School will not discriminate on the basis of the characteristics listed in Education Code 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 "47605(d)(1)]
- The Charter School will adhere to all provisions of federal law related to students with disabilities including, but not limited to the Individuals with Disabilities in Education Improvement Act of 2004 (IDEIA), Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.

- The Charter School will 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 "11967.5.1(f)(5)(c)]
- The Charter School will ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document as 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. Education Code "47605(1)]
- The Charter School will at all times maintain all necessary and appropriate insurance coverage.
- The Charter School will, 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)
- The Charter School will notify the superintendent of the school district if a pupil is expelled or leaves Spark without graduating or completing the school year for any reason, and provide the pupil's last known address within 30 days, and will, 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)]
- The Charter School will maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- The Charter School will on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
- The Charter School will comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]
- The Charter School will comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]
- The Charter School will comply with all applicable portions of the No Child Left Behind Act.
- The Charter School will comply with the Public Records Act.
- The Charter School will adhere to all applicable provisions of federal law relating to children who are English Learners, including Title VI of the Civil Rights Act of 1964; and the Equal Educational Opportunities Act of 1974.
- The Charter School will comply with the Family Educational Rights and Privacy Act.
- The Charter School will comply with the Ralph M. Brown Act.
- The Charter School will meet or exceed the legally required minimum of school days applicable to charter schools. [Ref. Title 5 California Code of Regulations Section 11960].

Signature of Lead Petitioner, _____ Date _____

Signature of Lead Petitioner, _____ Date _____

INTRODUCTION

For the first time in history, our job, as educators, is to prepare our students for a future that we cannot clearly describe. Things are changing too quickly. We can only predict that it will be a world driven by information, and that the information will be almost exclusively digital.
--W. David, Redefining 21st Century Literacy

Spark Charter School (“Spark” or the “Charter School”) aims to complement the efforts of the Sunnyvale School District (“SSD” or “District”) by providing a rich and academically rigorous K-8 public school alternative that integrates inquiry- and project-based learning with social-emotional learning. A large and growing body of research indicates that inquiry- and project-based learning helps deepen student learning and understanding, is superior to conventional instruction in terms of skill development and long-term retention, and elicits greater satisfaction among students and teachers.

Programs that implement social-emotional learning have also been shown to improve student academic achievement by 11-17 percentage points as measured by standardized test scores in addition to improving students' social/emotional skills, attitudes and behavior. These skills are essential not only to improve the classroom experience, but also to enable students to grow into adults who know how to work well with others, form enduring, positive relationships, make ethical and safe life choices, and contribute to their communities. Moreover, research has shown that students who attend a K-8 school, do better socially and academically than their peers who switch to a middle school in 6th or 7th grade¹.

Spark's educational approach is consistent with the goals of the new Common Core Standards: to encourage deeper learning, analytical thinking and problem-solving skills, rather than a superficial study of a wide range of subjects. The nation's educational experts believe this is the most effective way to prepare our children to compete in an increasingly global economy, and to develop the skills and creativity to successfully address the complex problems of our society².

But learning how to effectively implement this new educational standard will take time. The original intent of charter schools was to serve as laboratories to identify the most effective educational practices that could then be adopted in other public schools. As California and the nation begin to implement the new Common Core Standards, Spark believes it could serve as a laboratory for the District on how to most effectively achieve the state's educational goals for all of our children.

This charter describes the rationale, operational details, and financial strategy for building a successful and sustainable new public school for the city of Sunnyvale.

Why Social-Emotional Learning and Inquiry- and Project-Based Learning?

Researchers have found that students learn more and retain more of what they learn when their curiosity is piqued, they are presented with the opportunity to test their ideas, and they are given the

time to reflect and revise their understanding of what they have learned. That deeper learning enables students to extract principles and concepts they can transfer to other situations and subjects³. A large and growing body of research attests to the value of inquiry-based and project-based learning for improving learning with understanding, including for low-performing students:

- A 2009 synthesis of eight analyses comparing project-based learning to conventional classroom instruction found that project-based learning was “superior when it comes to long-term retention, skill development and satisfaction of students and teachers, while traditional approaches were more effective for short-term retention as measured by standardized board exams⁴.”
- A 2011 study of 213 school-based Social-emotional Learning (SEL) programs involving kindergarten through high school students found that students who received SEL instruction demonstrated significantly improved social and emotional skills, attitudes, behavior, and scored 11 percentile points higher, on average, on standard academic achievement tests compared to those who did not receive this instruction⁵.
- A 2000 study of urban African-American middle school science students found that teachers who used an inquiry-based approach, increased the achievement scores of their African-American students, narrowed the achievement gap between male and female students, and found their students were more interested in what they had to teach⁶.
- A 2009 laboratory-based study of 58 students age 14-19 found that “students in the inquiry-based group reached significantly higher levels of achievement than students experiencing commonplace instruction. This effect was consistent across a range of learning goals (knowledge, reasoning, and argumentation) and time frames (immediately following the instruction and 4 weeks later). The commonplace science instruction resulted in a detectable achievement gap by race, whereas the inquiry-based materials instruction did not⁷.”
- A four-year study of K-6th grade English Language Learners in a high-poverty, mostly Latino rural school district in southern California published in 2002 found that the more years students participated in an inquiry-based science program, the better their scores were in science, writing, reading and mathematics⁸.

Other aspects of Spark’s program are also considered conducive to deep learning, college-readiness, and closing the achievement gap.

- K-8 school: Two large empirical studies conducted in 2010 and 2011 by researchers at Columbia and Harvard universities concluded that moving students from elementary to middle school in 6th or 7th grade causes a significant drop in academic achievement relative to those of similar students who remain in K-8 schools. The effects are large, present for both math and English, and persistent. The Harvard study also found that middle school students did not catch up with those who remained in the K-8 environment once all of them entered high school⁹.
- Parent participation: A majority of the research on parent-participation has found a positive association with educational attainment with parents’ involvement in their child’s education. Further, the research shows that the more intensively parents are involved in their children’s learning, the more beneficial are the achievement effects. This holds true for all types of parent involvement in children’s learning and for all types and ages of students. Parent participation in the classroom also enables teachers to more easily offer small group

instruction and differentiated learning, which experts believe is key to raising student performance and closing the achievement gap.

- The Value of Diversity: Research suggests that economic, racial and ethnic diversity creates an enriched and engaging academic environment where greater learning and growth can take place. Despite this, some experts say that educational priorities and policies mistakenly inhibit diversity in charter schools. “There is strong evidence to suggest that the current tilt in the policy and philanthropic communities toward charter schools that educate low-income and at-risk children in high-poverty settings results in an overly narrow approach,” said a recent report from the Century Foundation and the Poverty & Race Research Action Council, a Washington-based civil rights policy organization. “Part of the rationale for charter schools has always been to explore different ways to address educational challenges. There is a large body of research suggesting that socioeconomic and racial integration provide educational benefits for all students—especially at-risk students—that are worth pursuing¹⁰.”
- Readiness for College: A 2008 study¹¹ found that students’ who developed three skills sets during their elementary and middle school years were more likely to perform well academically in high school and be ready for college and career by the end of high school than those who did not. Those skills are: academic discipline (i.e., the perseverance to work through complex, multi-step problems), orderly conduct (including self-control), and having positive relations with school personnel. All of these skills sets are consistent with those Spark seeks to cultivate through its program and culture.
- Social-Emotional Learning: Research has shown that children with strong social and emotional skills perform better in school, have more positive relationships with peers and adults, and long term are more successful in their careers and relationships. Social-emotional skills create a positive school climate and classroom culture conducive to maximizing every child’s academic, intellectual and social development¹².
- Hands-on learning: Project-based, experiential learning addresses the needs of students with differing learning styles: visual, auditory, and kinesthetic.
- Research also shows that the brain is pattern-seeking and looks for connections between pieces of information (McBrien/Brandt, 1997). These connections lead to a stronger and more thorough understanding. Whenever possible, curriculum is designed around science, social studies, or literacy themes (Ostrow, 1995). Topics are studied from many different angles and viewpoints, allowing students to explore subjects deeply, employ higher level thinking skills, and make connections among various disciplines of thought (Jensen, 1998).
- Children develop and grow at different rates in different skill areas. Teachers’ strong understanding of child development and close working relationship with each child’s parent allows them to design learning experiences so that each child’s needs are met (Bingham, 1995). Curriculum is aligned with each child’s developmental level to allow children to feel successful regardless of academic level.
- Children also have different strengths and styles of learning. The teachers develop instructional programs incorporating the theory of multiple intelligences to build on each student’s strengths and address diverse learning styles (Gardner, 1999).
- Learning occurs best in a collaborative environment. Students are more motivated to learn when they have a real stake in their own learning. The teacher shares control of the classroom and students are allowed to explore, experiment, and discover on their own. The focus in these classrooms is on options, rather than uniformity. Learners are treated as co-

creators in the learning process, as individuals with ideas and issues that deserve attention and consideration.

- Learning is greater in a climate where there are measurable goals and accountability. As Schmoker (1996) says: “What gets measured gets done”. Spark provides a continuous collection and application of data for students, parents, teachers, and administrators.

Note: Research sources are listed in **Attachment 9: Cited Curriculum References**.

THE FOUNDERS

Over the past several years, the founders of Spark Charter School have researched and visited a variety of schools and education centers in order to learn from model institutions and adopt best practices in curriculum development and program implementation. The goal of the founders is to understand as much as possible about existing successful programs that include constructivist pedagogy and social-emotional learning, as well as to observe local small charter schools in action. The following schools have provided guidance and inspiration to the development of the Spark Charter School curriculum: Discovery Charter in San Jose, San Carlos Charter Learning Center, Connect Community Charter School in Redwood City, Synapse School in Menlo Park, D. School (Institute of Design) at Stanford University, and Hillsdale School in Daly City.

The founders of Spark Charter School represent a broad cross-section of parents and professionals with experience in non-profit administration, education, business, finance, human resources and technology. The chart below summarizes the expertise of our founders, which encompass the range of skills necessary to successfully launch and operate a charter school.

	Educational Program	Social-Emotional Learning	Finance	Governance	Fundraising	Human Resources	School Admin. & Operation	Technology & Innovation	Community Outreach	Legal
Founders										
Jane Lii	x	x	x	x			x		x	
Laura Stuchinsky	x			x	x				x	
Christine Hernandez	x				x					
Gigi Carunungan	x	x		x	x	x	x	x	x	
Alexandra Zdravkovic	x		x	x				x		
Vinnay Bannai				x	x			x	x	
Carrie Tafoya-Bannai						x		x		
Kurt Erikson			x	x				x		

Mayuri Vasireddi								X		
Kiran Vemuri								X		
Tracy Valerio		X	X	X						
Manny Valerio									X	
Gayatri Chandramohan	X				X			X	X	
Jeeta Gandhi		X			X			X	X	
Advisory Board										
Dr. Sandra Jewitt	X				X	X	X	X	X	
Candelario Franco	X				X				X	
Barbara Vella	X		X		X	X	X		X	
Joseph Dworak	X		X		X	X			X	X

Here are highlights from our founders' backgrounds. More details on our founders can be found in **Attachment 2**, additional material on our Advisory Board and Strategic Partners is available in **Attachment 3**.

Spark Board Members

- **Gigi Carunungan**, Curriculum director and co-founder of Synapse School, which combines social-emotional learning with project- and inquiry-based learning.
- **Alexandra Zdravkovic**, parent, engineer/manager, MBA coursework, former chair of Fairwood Explorer Governing Council.
- **Christine Hernandez**, parent, scientist/manager for Silicon Valley medical device firm, Fairwood Explorer founder, former member of Fairwood Explorer Governing Council
- **Jane Lii**, former journalist, Fairwood Explorer founder, former member of Fairwood Explorer Governing Council.
- **Laura Stuchinsky**, parent, public policy director/sustainability officer, Fairwood Explorer founder, former member of Fairwood Explorer Governing Council.

Founders

- **Gayatri Chandrani**, parent, Masters in Educational Technology, web development, instructional design, blended learning. Founded English-language elementary school in India for under-privileged non-English speaking children.
- **Jeeta Shah Gandhi**, Sales and marketing, IT consultant.
- **Kurt Erikson**, parent, CPA.
- **Manuel Valerio**, parent, former aide State Senator Alquist, community relations manager for large electronics retailer, former Sunnyvale mayor and city councilmember, former president and board member Sunnyvale Community Services; born and raised in Sunnyvale.
- **Tracy Valerio**, parent, human resources manager, mental health program coordinator and community liaison providing services to low-income families, licensed Marriage and Family Therapist.
- **Kiran Vemuri**, parent, systems hardware architect, volunteer for Association for India's Development on education and sustainable agriculture projects in India.

- **Mayuri Vasireddi**, parent, design engineer, volunteer for Association for India's Development on education and empowerment projects in India.

Advisory Board

- **Barbara M. Vella**, Marketing director, strategic development, event planning, Founder and board member of Discovery Charter School, San Jose.
- **Dr. Sandra Jewitt**, school administrator—principal and assistant superintendent of curriculum, instruction and technology; director of two collaboratives focused on closing the achievement gap.
- **Candelario Franco**, director, Pre-College TRiO Programs, National Hispanic University.
- **Joseph Dworak**, attorney and educator, specializing in business law and real estate; executive human resource experience.

Spark's founders will continue to recruit additional people with expertise as needed to establish and sustain an excellent school that appeals to and serves the needs of the Sunnyvale student community and ensures the effective and responsible use of public funds.

ELEMENT A: 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 the program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.”- California Education Code Section 47605(b)(5)(A)(i). Section 47605(b)(5)(A)(ii) requires: “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.”

Mission/Vision

To flourish in the 21st century, students must not only learn, but they must learn *how* to learn. They must develop a capacity for creativity, critical thinking, skillful problem-solving, and effective communication. They must be culturally and globally aware, technically literate, and learn to develop a sense of personal and collective responsibility.

Spark Charter School is committed to:

- **Creating a community** comprising students, families, and staff that is collaborative, respectful, and inclusive. We recognize and affirm the unique interests and abilities of each child. We value racial, ethnic, economic, and cultural diversity because it broadens and enriches learning and facilitates the community-building a democracy requires.
- **Fostering imagination, critical thinking, and intellectual curiosity** to actively engage students in the learning process, and develop not just the mind, but also the child's emotional, moral and physical well-being. Students will cultivate the ability to recognize and express emotions constructively, to work collaboratively, to persevere, and to effectively navigate both social situations and academic challenges -- to build their emotional intelligence along with their intellectual capability.
- **Emphasizing projects**, “doing” learning rather than merely reading about it. Studies have shown that learning occurs best when ideas are presented in context and through relevant activities. Parent-participation allows for simultaneous small-group activities where students can explore, apply and master subject matter with guidance and assistance from an adult. Families also bring a wealth of expertise and life experience to the classroom, which teachers can draw upon to enrich the curriculum and strengthen the community¹³.
- **Developing a sense of societal and environmental stewardship** to help build a just and sustainable society living in harmony with the natural world.

Guiding Principles

The Spark learning environment will combine constructivist pedagogy with social-emotional learning. Spark will create a rich learning environment based on the latest findings in neuroscience that integrates the new core standards, connects lesson strategies to students' background knowledge and multiple learning styles, and develops socio-emotional skills in a rigorous, focused, relevant, and in-depth experiential learning program facilitated by family participation.

The charter provides extensive descriptions and explanations on the educational model, operational systems, and financials of Spark. The highlights and key features of the charter include:

- Adoption of the new core standards aligned with the California Department of Education guidelines, through a rich experiential learning pedagogy. Specifically, the curriculum brings the standards to life through exciting, inspiring, and active learning experiences using the Helical Model. [Refer to page 22 for a full description.]
- Daily class schedules that reflect focus, depth, and cumulatively designed learning activities. Scaffolded lesson modules will engage students from simple to complex multi-modal learning activities that integrate the arts, play, projects, and skills development using the Helical Model.
- Physical education, music, and arts programs that empower students with a variety of ways to discover and grow their talents and support academic learning.
- A growth-oriented assessment program aligned to the new core standards that fosters progressive literacy skills development. This includes teacher and student preparations for and delivery of weekly formative assessments, bi-annual qualitative assessments, student project portfolios, and all state-mandated tests.
- Hiring, training, and sustaining teachers and staff with educational visions and practices that are aligned with the vision and mission of Spark. The Charter School provides systematic and progressive teacher-leader training programs. Spark teachers will increasingly master the skills and knowledge to translate the new core standards into powerful instruction that will effectively teach to the whole child, tap into students' background knowledge, differentiate instruction, and integrate social-emotional learning in their curriculum and classroom culture. They will use neuroscience to navigate growth and learning. They will accomplish this through in-service trainings and individual and collective reflections of their practices and experiences. as teacher-leaders, specialists, and administrators.
- A culture of family and community engagement and participation through collaboration and partnerships.

Recent findings in neuroscience, specifically on how the brain learns, guide the pedagogy of Spark Charter School. With the discovery of brain plasticity, scientists are increasingly interested in interventions that build on the neural connections of the human brain. Cumulative evidence that activity influences the wiring of the brain began in the 1970s. In the 90s, powerful technology supported neuroscience research to reveal specific structures and processes by which changes are brought about. Neurobiologist Carla Shatz of the University of California, Berkeley explains, "After birth, when the number of connections explodes, each of the brain's billions of neurons will forge links to thousands of others¹⁴".

After birth, experience becomes the chief architect of the brain. With cumulative findings, neuroscientists discovered the pattern of wiring between neurons has yet to stabilize. Up to this point, Shatz further explains, " the brain has layout circuits according to its best guess to account for vision, language, and any other requirements. Then it is up to neural activity — no longer spontaneous, but driven by a flood of sensory experiences — to take this rough blueprint and progressively refine it."

In her book, *Shaping Early Childhood: Learners, Curriculum, and Contexts* (2003), Glenda MacNaughton explains how a child's brain suffers and fails to meet its optimal growth potential when deprived of a stimulating environment. Researchers at Baylor College of Medicine have found that children who don't play much or are rarely touched develop brains 20% to 30% smaller than normal for their age. ***Rich experiences, in other words, really do produce rich brains***¹⁵.

Students to Be Served - Target Student Population

District Statistics and Expected Enrollment

Spark Charter School will grow to serve students in grades kindergarten through eight from the Sunnyvale School District and surrounding areas. At full grade K-8th build out, we estimate that the Charter School will have approximately 490 students. We plan to open with grades K-5th in fall 2014. Expected enrollment for 2014 is 252 students. Spark plans on enrolling approximately 24 students per class K-3 and approximately 30 students per class 4-5. The classroom configuration for the first year is planned as shown in the table below.

Estimated First Year Enrollment Projections

Grade level	Number of classes	Number of students/class	Total number of students
K	2	24	48
1	2	24	48
2	2	24	48
3	2	24	48
4	1	30	30
5	1	30	30
Total:	10		252

We plan on adding classrooms in years 2, 3 and reach full capacity in year 4, as illustrated below.

Estimated 5 year enrollment projection

	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	Year 5 2018-19
K	48	48	48	48	48
1	48	48	48	48	48
2	48	48	48	48	48
3	48	48	48	48	48
4	30	60	60	60	60

5	30	60	60	60	60
6		60	60	60	60
7			60	60	60
8				60	60
Total	252	372	432	492	492

Spark Charter School attracts those who are seeking an alternative to their current educational system, desire an innovative approach, and share the Charter’s vision.

Student Population Ethnicity of the Sunnyvale School District

Spark Charter School will strive to ensure that the student body is representative of the student population residing within the District’s boundaries. In addition to being ethnically diverse, Spark will serve families from a variety of linguistic and economic backgrounds. The following table shows the proportion of students in the district who are designated as English language learners as well as those who currently qualify for free or reduced-price lunch. All students will be considered for admission in accordance with California Education code 47605(d) and without regard to ethnicity, national origin, gender, or disability.

Total number of students in district	6,637
English Language Learners	36.5%
Free or reduced lunch program:	47.6% ¹⁶

Sunnyvale is an international mosaic— culturally, ethnically and socio-economically. Data obtained from the 2009 American Community Survey¹⁷ indicates the following population ethnicity for Sunnyvale:

Ethnicity	Percent
African American	3.0%
American Indian or Alaska Native	0.5%
Asian	36.8%
Hispanic or Latino	21.4%
Pacific Islander	0.6%
White	34.5%
Two or More Races	2.6%
Some Other Race	0.7%

The languages spoken in the city include English, Spanish, Chinese, Hindi, Vietnamese and Filipino.

The Need

The Sunnyvale School District faces a number of challenges. Although it has made gradual gains over the years, it continues to have a number of schools classified as “program improvement”

schools – those with a high percentage or number of low-income children that did not make adequate yearly progress (AYP) towards educational benchmarks established by the federal No Child Left Behind Act. In 2013, three of the district’s eight schools were classified as program improvement schools: two of them were in their third year, one in year two. All of the district’s schools, including the two middle schools, did not meet the 2013 criteria for either English/Language Arts or Math or both. In 2012, the last year for which there is comparable data, only two out of seven¹⁸ of the district’s elementary schools ranked above average compared to schools with similar demographics in the state.

A significant number of Sunnyvale District students are also not taking or passing Algebra 1, which has typically been offered in 8th grade. Algebra 1 is considered a “gateway” course for the sequence of mathematics and science courses that are required for entrance into the California State University and University of California systems, among others. The participation rate for students in the Sunnyvale School District is low, as are its proficiency rates.

Who Takes Algebra by 8th grade?

Algebra 1: 7th/8th Grade Participation Rate

	Latino	African American	Asian	White	Pacific Islander	Filipino
Sunnyvale School District	27%	27%	91%	55%	75%	59%

By comparison, the participation rate for 8th grade algebra in the San Jose Unified School District, which serves a large portion of the City of San José, is 88% for Latinos, 94% for African Americans, 70% for Asians, 100% for Whites, 62% for Pacific Islanders, and 100% for Filipinos.

Algebra 1-7th/8th Grade Proficiency Rates

	Latino	African American	Asian	White
Sunnyvale School District	10%	*	82%	43%

(* Fewer than 11 students took the test, consequently proficiency rates are not available.)

By way of contrast, the average proficiency rates across San Mateo and Santa Clara counties was 23% for Latino students, 24% for African Americans, 76% for Asians, 57% for whites, 26% for Pacific Islanders, and 52% for Filipinos. [Innovate Public School's report, from which this data was compiled, did not include proficiency rates for Pacific Islanders and Filipinos in Sunnyvale.]

“Eighth-grade achievement is the best predictor of students’ ultimate level of college and career readiness by high school graduation— even more than students’ family background, high school

coursework, or high school grade point average,” according to a 2008 report published by ACT, a nonprofit that offers education research and career assessment services.¹⁹

Statistically, children growing up in households at or below the poverty line face greater risk of academic failure than those in households above the poverty line. Spark Charter’s educational program takes a comprehensive approach to counteracting those forces. As noted earlier, there is a large and growing body of evidence that attests to the effectiveness of hands-on, inquiry-based learning, as well as social-emotional learning, compared to conventional instruction, in helping students – including those who are low performing - improve learning with understanding. These approaches have been shown to help close the achievement gap, including English Language Learners specifically²⁰. This approach also helps cultivate skills, such as creativity, problem-solving, and communication, our children will need to succeed in the 21st century.

At present, there is one program in the Sunnyvale School District that bears some similarity to Spark: Fairwood Explorer. This K-5 district magnet program shares a 380-seat facility with a neighborhood school. Approximately 180 children attend the program: 2% of the approximately 7,857 students aged 5-14 who live in the Sunnyvale School District, based on the 2009 American Commute Survey. As evidenced by Explorer’s growth in its four years of operation, there is significant interest among residents of the district for a program such as this.

Educational Philosophy

Key Components of the Educational Program

There are four key components of Spark’s educational program: 1) A high-quality academic program that emphasizes project- and inquiry based learning; 2) Social-emotional learning; 3) a K-8 school configuration; and 4) family participation and community.

(1) High-Quality Academic Instruction: An inquiry-oriented, multi-modal, hands-on, relevant, creative, and differentiated curriculum

High-quality academic instruction is defined by the American Psychological Association (APA) as “instruction that is appropriate to students' educational levels, creates opportunity for thinking and analysis, uses feedback effectively to guide students' thinking, and extends students' prior knowledge. This includes praise and assessment, motivating to learn, and critical thinking²¹.”

Humans are naturally curious. Survival and finding better alternatives to living and working have been the driving force for innovation and higher quality of living throughout history. Passive and one-size-fits-all learning environments, which primarily teach through memorization, repetition, completion of worksheets with prescribed blanks, answering multiple choice questions of disconnected facts, negate the foundations and growth potential of the human mind. They quell analytical and creative abilities and undermine natural curiosity, which in turn fuel innovation that drives growth.

The new Common Core Standards seeks to promote curriculum, instruction, and assessment models that enable teachers to build on children’s natural inquisitiveness. For example, the *Next Generation Science Standards* enables the teachers to help their students better understand science

(and learning) as a human endeavor, acquire the scientific knowledge and the thinking skills that are important in everyday life. It will also enable students to pursue scientific careers²².

Inquiry- and project-based learning nurtures curiosity and drives relevance and connectedness in all subjects. It offers the development of *habits of mind* that guide learning and thinking. Analytical and creative thinking skills stimulate synapses, which nourishes the mind, and cultivate human potential.

(2) Social-Emotional Learning

In 2011, the Collaborative for Academic, Social and Emotional Learning (CASEL) conducted a meta-analysis of 213 programs that promote children’s social-emotional development.²³

The research concluded that SEL programs:

- “Are effective in both school and after-school settings for students with and without behavioral and emotional problems,
- “Are effective for racially and ethnically diverse students from urban, rural and suburban settings across the K-12 grade range.
- “Improve students’ social-emotional skills, attitudes about self and others, connection to school and positive social behavior, and reduce conduct problems and emotional distress.
- “Improve student achievement test scores by 11 percentile points.”

SEL programs improve student competency in a number of areas: increasing self-awareness, self-management, social awareness, relationship skills and responsible decision making. SEL programs help children acquire the skills necessary to initiate friendships, resolve conflicts respectfully, make ethical and safe life choices, and contribute to their community in constructive ways.

Integrating social-emotional skills into the academic program helps to create an environment where the mind is receptive to new information, and is free to evaluate and use that information in new and creative ways. “From the perspective of neuroscience, optimal learning environments reflect an internal brain state well attuned to learning,” writes psychologist and author Daniel Goleman, in a blog post on social and emotional learning. “The emotional centers of the brain are intricately interwoven with the neurocortical areas involved in cognitive learning.”²⁴

Positive and nurturing environments are important to healthy brain growth²⁵. Stressful environments cause us to produce a hormone (cortisol) that can reduce brain cells and neural connections²⁶.

The relationship between teacher and students also helps to create a positive learning environment. Students learn best when teachers help them develop an awareness of their abilities and challenges, inspire them to value their unique talents, and encourage them to persevere and strive for mastery. Students sense how teachers feel about them. Through words, nuances, and actions, students derive inspiration and motivation from their mentors. Curious, analytical, and creative teachers build classroom environments that are dynamic, exciting, and innovative. Likewise, caring teachers create a student-oriented learning culture, and positively impact students’ sense of self and ability to grow.

The American Psychological Association (APA) explains how a close, positive, and supportive relationship between students and teachers combined with an academically engaging curriculum inspires students to reach higher levels of achievement.

“If a student feels a personal connection to a teacher, experiences frequent communication with a teacher, and receives more guidance and praise than criticism from the teacher, then the student is likely to become more trustful of that teacher, show more engagement in the academic content presented, display better classroom behavior, and achieve at higher levels academically. Positive teacher-student relationships draw students into the process of learning and promote their desire to learn --given that the content material of the class is engaging and age appropriate.”

(<http://www.apa.org/education/k12/relationships.aspx>)

(3) K-8 Configuration

Two large scale and methodically sound studies conducted by Harvard University and Columbia University in the last three years concluded that students in K-8 schools performed markedly better on both math and language arts tests than those who attended middle schools. “Consistent with recent evidence from other settings, we find that students moving from elementary school to middle school in grade 6 or 7 suffer a sharp drop in student achievement in the transition year,” said the authors of the Harvard study. “The relative achievement of students entering middle school in grade 6 or 7 continues to fall while they remain in middle school and shows little sign of recovering in grades 9 and 10. Moreover, the effects are not limited to urban areas and in math are generally more pronounced for ethnic minorities.”

The Harvard study also found that students from K-8 schools performed better when they attended high school; their attendance in high school was higher and their drop-out rate lower than graduates from middle schools. However, it is not entirely clear why this is the case. Other studies have observed that negative peer influences, such as bullying, are more common in middle schools than K-8 schools.²⁷ The Harvard researchers also found evidence that the “overall climate for student learning is worse in middle schools.” They suggested that middle-school aged students in K-8 schools might be benefitting from being in a school with much younger children where they get to take leadership roles.

More research may be needed to nail down the true reason for the fall off in middle school. In the meanwhile, the Harvard researchers concluded, “our findings clearly support ongoing efforts in urban school districts to convert standalone elementary and middle schools into schools with K-8 configurations. They are also relevant to the expanding charter school sector, which has the opportunity to adopt alternative grade configurations without the potential disruption caused by school conversions.”

(4) Family Participation and Community-building

Study after study has shown that parental involvement in education improves student outcomes. A 2002 report by the Southwest Educational Development Laboratory, which synthesized research on parental involvement over the last decade, found that “regardless of family income or background, students with involved parents are more likely to:

- Earn higher grades and test scores and enroll in higher-level programs.
- Be promoted, pass their classes and earn credits.
- Attend school regularly.
- Have better social skills, show improved behavior, and adapt well to school.
- Graduate and go on to secondary education.”²⁸

More concretely, family participation facilitates Spark’s educational goals by enabling teachers to more easily, and effectively, differentiate their instruction – to create an environment where all students are supported and challenged. For example, a parent volunteering in a classroom may work with one group of students writing a historical play, while the teacher works one-on-one with several students on specific skills or projects.

Through their participation, Spark families also will help create a school culture that values the contributions of each of its members, where all help one another, and where the entire community is committed to the welfare of all of the children in their care.

Curriculum and Instructional Design

“The ideal country in a flat world is the one with no natural resources, because countries with no natural resources tend to dig inside themselves. They try to tap the energy, entrepreneurship, creativity, and intelligence of their own people—men and women—rather than drill an oil well” (Thomas L. Friedman, The World Is Flat: A Brief History of the Twenty-first Century).

Spark Charter School recognizes that students are growing up in a rapidly changing society; one that is fundamentally different from that on which the current model of public education was created. Designed almost two centuries ago as part of a movement to create an educated workforce for an industrialized society, this model valued efficiency, rote memorization, and standardization. Spark will implement a different model intentionally designed to meet the current and future needs of our students.

Today, educators have unprecedented access to research and technologies that reveal the inner workings of the human brain. New theories of thinking and learning are constantly being formed. A lab school like Spark has an amazing opportunity to build a learning environment guided by neuroscience.

The content focus of education has shifted from a hundred years ago when the most important aspect of learning was acquisition of literacy skills in the following areas: simple reading, writing, and calculating. With the growing complexity of society and the evolution of digital technology, in the Information Age, people will need to learn how to read critically, express persuasively, and to tackle complex problems in science, math, and social studies. As Nobel Laureate Herbert Simon explains, “the meaning of ‘knowing’ has shifted from being able to remember and repeat information to being able to find and use it”²⁹.

Spark’s pedagogy is aligned with this new focus. Spark’s curriculum recognizes that students come to school with prior knowledge, some of which is true and some not. One of the hallmarks of modern

neuroscience and learning is the fact that unless students are able to integrate what they know with new knowledge, the learning becomes temporary and shallow. They have information that is not useable or generalizable. Learning is enhanced when teachers pay attention to the knowledge and beliefs that learners bring to a classroom task, use this knowledge as starting point for new instruction, and monitor students' changing conceptions as instruction proceeds³⁰.

Beginning in the 1980s, scientists and educators started exploring how advances in neuroscience could be applied to teaching. This interdisciplinary thinking and research provides insight into why some best practices continue to be effective, why some traditional practices are less effective, and how contexts for learning can be improved³¹.

The *integration of **Constructivism, the Helical Model, and Social-Emotional Learning with the New Core Standards*** provides an exciting, inspiring, and relevant pedagogy for the diverse community of students in the 21st century.

Constructivism

Constructivism, the study of learning, is about how we all make sense of information and the world.

In this learning environment, students are active formulators of their knowledge. They learn by doing. They explore questions and formulate hypotheses. Students connect what they know with new information, distill concepts and theories from data, and generate meanings. Further, students learn communication, collaboration, and socio-emotional skills, which are essential ingredients for success in their future careers and in life.

Constructivism as a learning theory has been developing for more than a century. Scientific research indicates that learning is an active process within the brain and that the brain literally constructs understanding by building and refining connections among neurons³². Research shows that student engagement in interactive lessons that focus on learning for meaning leads to greater retention and use of information and ideas³³. Students engaged in this type of learning gain greater conceptual understanding that is retained and transferred to other meaningful applications. Rote memorization, on the other hand, is easily forgotten. A recent analysis of Trends in International Mathematics and Science Study (TIMSS) data from seven countries indicates that the high-achieving countries devote more instruction to exploring concepts and making connections to solve problems than memorizing procedures.³⁴

The Helical Model: Academic Excellence in Real-World Contexts

*We can't solve problems by using the same kind of thinking
we used when we created them. --Albert Einstein*

*What do students need to know for an unpredictable future?
How should they learn these skills and concepts?
What type of learning environment will develop future leaders?*

The Helical Model begins with a simple and fun activity to build interest and introduce the topic, then provides students with hands-on activities and interactive projects that engage them in expanding and applying the subject matter. The process moves from simple to increasingly complex and imaginative concepts and tasks. After learning the core concepts and practices, students design and build an innovative project that addresses a community and/or world problem. At the end of every module, students review the lessons and collectively highlight key points, formulate questions, and deduce meanings from their experiences and discoveries. Guided by the teacher, students build theories about the topic, using the concepts and processes they have experienced.

Hands-On Activities Guide Learning

Designed to address fundamental concerns of what students need to succeed in a competitive global economy, this proactive learning environment nurtures young learners' abilities to achieve higher levels of comprehension through reasoning, mastery, and application of subject matter to real-world challenges. Hands-on projects stimulate students to participate in discussions and collectively connect the dots, synthesize, and formulate conclusions and questions. Students

discover how communicating key aspects of their experiences is vital to demonstrating understanding. They are asked to present their discoveries and points of views. With the Helical Model, theoretical concepts in the form of hypotheses, social theories, and creative visions, are grounded in collective experiences of innovation and creation.

Collective Class Learning Experience

The Helical Model is a learning process guiding the curriculum along the Constructivist framework. Students analyze patterns, failures and successes, concepts, and possibilities in a logical and increasingly complex and challenging flow of activities.

The Helical Model also makes possible a multi-modality curricular design that addresses different learning styles. Inspired by Howard Gardner's *Theory of Multiple Intelligences*, the multi-sensory and integrated arts activities allow learners of all styles to actively participate in subject matter exploration, application, and mastery through a progression of learning activities. Students engage in a combination of kinesthetic, visual and verbal lesson strategies.

Involvement in guided activities becomes the collective class experience from which students learn to deduce their own theories and concepts in science, social studies, language arts, and mathematics. By the time the teacher presents, for example, a scientific law, a social or economic concept, a mathematical algorithm, or a literary style, students will have the experience, knowledge, and skills to engage in critical conversations about it.

Distilling from Practice and Forming Theories

The Helical Model equips students with a process to understand, analyze, and probe more complex and substantive aspects of a topic. An important aspect of the learning process is the documenting of observations, formulating conclusions, and analyzing these vis-a-vis alternate theories. Through inquiry and analysis, the teacher guides students in analyzing observations of an experiment, experience, readings, and/or other research data. Information provided by students is organized into categories. Through a collective process of reflection, students are prepared to read and research, connect, and engage in challenging discourse. Higher order thinking is facilitated when the class is able to expand learning by comparing their experiences and conclusions to the writings of scientists, mathematicians, philosophers, authors, and/or historians.

Structure of the Helical Model

Play

The learners begin their construction of knowledge and development of skills by participating in a game-like activity that introduces a key element of a topic.



Explore

A brief reflection on the observations leads the class to investigate by engaging in various types of data gathering.



Connect

Information-driven interactions allow new findings and new problems to surface. Students are then encouraged to deepen their comprehension of the topic through an activity that integrates information and skills.



Imagine

Students then “transfer” newly learned knowledge and skills to solve a different problem.



Remember

Guided by their teachers, students create meanings, distill theories, and formulate new questions.

Play

Connect subject matter to prior experiences and skills

Each student brings a different experience, which in turn affects his/her perceptions of and connections to a topic in class. Play enables students to link their personal experiences to the topic. Through physical action and/or games, the topic is experienced in its simplest form, in a profound and active learning experience. Students reflect on their experiences by sharing their feelings and observations.

The teacher summarizes using students' words, underscores the learning points, connects experiences with the content and cross cutting concept, and segues to the next level.

Explore

Quest for more knowledge through questions and connections

Armed with a connection and an active introduction to the topic, students are more open to expand their knowledge base. Exploration provides students with questions and activities to further dig into the elements of a topic. Through experiments and hands-on activities, the essence of a topic is broadened and presented with additional variables and information through more experiential activities, research, and analysis. Students reflect on their experiences and the information they gather by sharing their feelings and observations. Learners discern patterns and find connections with other prior experiences and knowledge.

The teacher facilitates higher-order thinking by guiding students in distilling patterns and building on students' observations and reflections. With a process that acknowledges the learner as a resource for formulating knowledge, students discover, develop, and value their observation, research, and analytical skills.

Connect

Solve a problem: Use scientific, social research methods, and/or creative processes to find solutions, develop ideas, and ask new questions

Students will respond to an essential question in the form of a project, which is designed to guide them to a deeper understanding of a topic. In this way, students will have a concrete basis from which to form their own constructs of the topic. By giving students the opportunity to respond to the essential question through a hands-on project, making connections enables subject matter mastery while stimulating creativity and analytical thinking. Cooperative learning is encouraged to build social skills among peers.

The teacher guides knowledge-construction through a problem-solving process, sharing and reflection among the students. There are no right or wrong answers, but there are better or worse explanations of the data.

Imagine

Intersection of fields, noble goals, and imagination in action

How can learning about a topic make this a better world? The teacher poses a challenge to the students in the form of a local or global issue where students will apply what they learned to solve real-world problems. In Imagine, students connect the topic with people that will benefit from the solutions, work cooperatively with peers, learn from specialists, find and use relevant information,

create and iterate multiple times, all the while developing effective communications skills. Students share and reflect on both process and outputs.

The teacher underscores how developing and using one’s abilities contribute to making a better world.

Remember

Abstraction and Theorization: Answers to the Essential Question

Students reflect on experiences (process and outputs) and respond to the essential question. The teacher guides the students in a review of the activities and knowledge formulated in key aspects of the learning process.

Example of a Series of Activities in a Science Helical Model Lesson Structure for 4th grade

Scaffolding Level	Content	Activity Title	Activity Description/ Student/s Output
Play	Buoyancy	Paper boat	Graph: Which boat stayed afloat the longest? Why?
Explore Lesson 1	Buoyancy expanded	Playdoh with pennies	Graph: Boats that stayed afloat longest and number of pennies on the boat/s
Explore Lesson 2	Buoyancy & World War II technology	Build battleship and try the pennies	Draw battleship with written technical explanations demonstrating buoyancy and technology
Spark	Buoyancy and the Technology of the Hull of the ship	Use Playdoh and create different types of hulls	Draw hulls and a graph to determine hull designs that float the longest
Imagine	Integrate data about buoyancy with engineering design	Students will create their own ship design. The ship should float.	Technical drawing with text explanations of a technically well-designed ship
Remember	Introduce and Spark law of and Archimedes’ theory on Buoyancy with the results of the experiments	Test the ship	Discuss results Distill Concepts Conclusions for the day New Questions

The students begin with PLAY by trying out a variety of paper boats in tubs of water. Throughout this hands-on activity, the teacher asks them questions like “Which boat stayed afloat the longest?” and “Why?” The students are encouraged to think about other experiences they’ve had with floating and

sinking objects. Conversations between students and with the teacher continue throughout the activities as students share materials and observations.

The students then EXPLORE and expand their experience with buoyancy by adding pennies to the boats. During this activity, they graph which boats stayed afloat the longest and the number of pennies on the boat (s). They also expand their knowledge by looking at technical drawings of historical boats that the teacher has provided.

Next, the students CONNECT their experiences by using clay to create different types of hulls based on the historical examples and the paper boats. They make a graph to show which designs float the longest.

In the IMAGINE phase, they use their new knowledge to create their own ship design. They test out their designs by making models. Once they have a design that floats, they make a technical drawing with text explanations.

Finally, in the REMEMBER phase, the teacher guides them through discussion and reflection on the activities of the day. The teacher connects the results of their experiments with the relevant scientific laws and theory of buoyancy. As part of the discussion, the students develop new questions that will spark future learning.

Throughout this session, the teacher acts as a facilitator and guide by asking probing questions and guiding discussion. As the students engage in the different experiments, the teacher observes and assesses which students need additional support or challenge. These observations along with the REMEMBER discussion guide future lessons and instruction. A sample of a language arts lesson in the Helical Block is included in the narrative: A Typical day at Spark.

A Typical Kindergarten Helical Block: Science

Topic	How do animals grow? Where do they live?
Theme	How can visual and literary models describe the growth processes and habits of animals?
Objective	Discover the meaning of habitat and animal growth cycles.
Strategy	Students will create different types of models to practice and demonstrate learning
Essential Skills	<p>KEY CONCEPTS</p> <ul style="list-style-type: none"> - Learn and understand the terms habitat and modeling. - Discover that forests, deserts, wetlands, and grasslands are unique and separate habitats. - Identify animals that live in four different environments: forests, wetlands, deserts, and grasslands <p>PRACTICE</p> <p>Create models of habitats using art paper. Have the students identify the different parts of the habitat.</p> <p>EMOTIONAL INTELLIGENCE</p> <p>Consequential thinking skills: What we do affects others. We are part of a bigger</p>

	<p>world and we have a role as caretakers of the earth.</p> <p>BUILD COMMUNITY One Day in the Life of a (animal) in the (habitat) ...” Students will integrate empathy and consequential thinking with scientific information and understanding and language arts skills in writing and communication.</p>
Vocabulary	Habitat, model, forest, desert, wetland, grassland (learn singular and plural versions of the words, learn the combination of two words within a new word.)
Play	<p>Activity:</p> <p>Match objects with their habitats</p> <p>Prepare 4 objects that exist in each of the 4 habitats: forests, deserts, wetlands, and grasslands. Total number of objects: 16. Give each student an object. The goal is for the students’ to determine which of the objects belong to one of the 4 habitats.</p> <p>Debrief: How did we determine which of the objects belonged to one of the 4 habitats?</p>
Explore	<p>Find the lost animals and bring them back to their habitat. Each student will pick a baby animal.</p> <p>Apply the above learning goal to a Pictionary game about animals and habitats.</p> <p>The student role-plays the animal. His/her group needs to guess the animal and the habitat.</p> <p>The teacher highlights key aspects of the animal and the reasons why the animal belongs to a habitat.</p>
Connect	Create models of habitats using art paper. Have the students identify the different parts of the habitat.
Imagine	<p>What do animals do from morning to evening in their habitats?</p> <p>This is a collaborative writing/drawing project. Each group of 4 students will create a story of their animal: “One Day in the Life of a (animal) in the (habitat) ...” Divide the story into four parts. Each student will write/draw one part.</p> <p><i>Debrief: Students respond to essential question</i></p>
	<p>Review of the day’s learning.</p> <p>Show your parents your animal and share about what we did at school and ask them how people have created human habitats for animals in their homes with pets.</p>

A Typical 4th Grade Helical Block: Language Arts

Topic	Perspectives and information influence news reading and writing
Theme	How do perspectives affect the message of a news article?
Objective	Become aware of perspectives as mental models that influence a writers' perceptions and, as such, news articles may be driven by biased opinions of events, places, persons, or things.
Strategy	<p>Using the Helical Model, students are guided with a step-by-step analytical reading and effective writing process. Activities include: simulated lessons on perspective, bias, and background knowledge; reading and analyzing sample news pieces; brainstorming elements for news articles; outlining the elements with a beginning, middle, and end, and writing a brief news report.</p> <p>To review and highlight the relevance and importance of the key concept, i.e., perspective in the news, students create an interactive poster on perspective, bias, and background knowledge, using mind-mapping elements, and post these around the school. (This is the first of a series of posters they will create as a way of extending their lesson on critical thinking, specifically on <i>how perspectives affect messages</i>, to the learning community.)</p> <p>Inspiring, contentious elements, and student connections with news items are the bases for choosing content topics for discussion and writing.</p> <p>The module activities are differentiated in the following areas:</p> <p>(1) Students are expected to write at least one paragraph in the news genre. Advanced students can write more than one paragraph and extend the writing elements in longer news pieces or write more than one news piece, while maintaining the quality of each of their paragraphs.</p> <p>(2) Students share insights based on prior knowledge. The variety of views presented simulates the concept of multiple perspectives. As such, the process of acknowledging differing views enriches the concept.</p> <p>(3) Students' work, e.g. quality of writing and the resulting posters from the learning activities, will vary. The variation reflects a differentiated framework of expectations for each of the students.</p> <p>(4) Multi-modal design of activities envisions connecting with multiple learning styles. Writing as a thinking process takes into consideration how students learn (and think).</p> <p>(5) Multiple roles in student group work will grow social-emotional and leadership skills. These practices provide real contexts from which lessons are deduced during reflection activities on effective leadership and teamwork skills.</p>

Essential Skills	<p>KEY CONCEPTS Understand how perspectives affect messaging and interpretation of the news. News articles are expected to have unbiased presentation of information, yet do not always deliver neutral messages. Likewise, a reader's interpretation of news articles also reflects biases. Perspectives are influenced by one's information, experiences, and self-interest.</p> <p>PRACTICE Write a news article by practicing writing guided by a step-by-step process, from which the students learn elements of a clear, concise, and organized delivery of information in a paragraph or paragraphs.</p> <p>EMOTIONAL INTELLIGENCE Develop empathy skills by listening to one another, respecting each other's opinions, and positively participating in the activities.</p> <p>BUILD COMMUNITY Create posters on key concepts and use effective and interactive graphic messaging tools and words to share these with the learning community.</p>
Common Core standards	<p>Link ideas within and across categories of information using words, phrases, and sentences.</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>Write a concluding statement related to the information or explanation presented.</p>
Vocabulary	<p>Perspective, opinion, point of view, bias, objective, subjective, opinion, background knowledge, experience</p>
Play	<p>Activity:</p> <p>What do you see?</p> <p>A human diorama is created by five students in the class at the center of a circle of students. Each student will form a telescope from paper. When teacher says, "go" students look through their telescopes at the diorama and describe what they see.</p> <p>Debrief: Why were different interpretations of the diorama? How are perspectives formed?</p>
Explore	<p>Activity 1: The Blind Men and the Elephant</p> <p><u>Instructions:</u> The teacher reads the story of "The Blind Men and the Elephant." Students share their insights about the story.</p>

	<p><u>Reflections:</u> How do we form opinions? How do we differentiate objective from subjective? How do individual perspectives affect our perceptions?</p> <p>Activity 2: Perspectives and the News</p> <p><u>Instructions:</u> The teacher divides the class into five groups. A student from each group will watch a brief video of a national news story that is relevant to the students, in this case, “Immigration Bill.” These five students verbally share with their groups, the news about the “Immigration Bill.” Then the teacher asks the students what they heard from their classmates.</p> <p><u>Reflection:</u> How do we perceive the same event, differently? What does this tell us about news reports?</p>
Connect	<p>Activity 1: Brainstorming Elements of an Event</p> <p>Engage students in a collective brainstorming on sample school events using a graphic organizer.</p> <p>Activity 2: Outlining a News Article</p> <p>Taking off from the ideas in activity 1, guide the students in formulating an outline of the ideas with the structure of a beginning, middle, and end, as done in news articles. Students will learn how writing styles affect the way reporters interpret the basic structure of beginning, middle, and end.</p> <p>Activity 3: Writing a News Article</p> <p>Students will choose an unforgettable event in school or their lives and will create a news article about it.</p>
Imagine	<p>Students will design an interactive poster on perspectives and the news using mind-mapping tools</p>
Remember	<p>Review the day’s activities and concepts learned.</p> <p>Highlight the key elements:</p> <ol style="list-style-type: none"> (1) How do opinions affect the news? (2) What influences opinions? (3) Ups and downs of the news writing process (4) Why is critical thinking important for news writers and readers? (5) Can and should news writing be neutral? Why?

Adoption of the new Core Standards

“Almost all the students who make it to Caltech, one of the best scientific universities in the world, come from public schools. So it can be done” (Thomas L. Friedman, *The World Is Flat: A Brief History of the Twenty-first Century*).

The public school system is at an historical tipping point. The new core standards have called into question the foundations of an obsolete rote learning system. As we write and submit this petition, California’s Department of Education is shifting to the Common Core Standards. With the state’s goal to implement new state standards and new assessments that are aligned to the national core standards next school year, the content of the curriculum blueprint at Spark will be guided by the new national core standards and the next generation science standards. Adjustments will be made to adhere to the California standards as soon as these are completed and shared with the public.

Science

In science, content modules will raise the scientific literacy of students by engaging students in scientific investigation and experimentation, incorporating real-life applications. These will be guided by the National Research Council’s framework for science learning, which underscores the dynamic nature of science. *Science comprises a body of knowledge and evidence-based theories* (National Academies, 2013). High levels of scientific literacy will be required to solve the complex problems of the 21st century.

The science program will be guided by *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas*, developed by the Board of Science Education. Each content module of the science curriculum will present three dimensions of the new standards in science, engineering, and technology: practices, crosscutting concepts, and disciplinary core ideas (Next Generation Science Standards, 2013). Four themes will guide the composition of lessons: (1) Scientific investigations use a variety of methods; (2) Scientific knowledge is based on empirical evidence; (3) Scientific knowledge is open to revision in the light of new evidence; and (4) Science models, laws, mechanisms, and theories explain natural phenomena (NGSS, 2013).

Practices will engage students in scientific understanding of concepts through investigation and building models and theories about the natural world, and learn how engineering and science intersect. Inquiry activities will involve applications of cognitive, social, and physical practice. Crosscutting concepts will build students’ understanding of how different domains of science and engineering are linked. These include: patterns, similarity, and diversity; cause and effect; scale, proportion, and quantity; systems and system models; energy and matter; structure and function; stability and change. Disciplinary core ideas provide key organizing concepts of each of the disciplines.

The science curriculum will be integrated within an interdisciplinary framework of units and themes while building upon California’s Common Core Standards. Science learning will involve reading, writing, and speaking about scientific phenomena, engineering practices, and the social implications of scientific and engineering practices.

Math

In Math, the curriculum will stress not only procedural skills but more importantly, conceptual understanding of mathematical concepts and their applications (Common Core State Standards Initiative, 2012). In kindergarten for example, students will experience number values through hands on learning, learning how numbers correspond to quantities, and learning how to put numbers together and take them apart. In the middle school students will engage in hands on learning in geometry, algebra, as well as probability and statistics.

Each content module of the math curriculum will be structured along the new core standards for mathematical practice and the standards for mathematical content: (1) Make sense of problems and persevere in solving them; (2) Reason abstractly and quantitatively; (3) Construct viable arguments and critique the reasoning of others; (4) Model with mathematics; (5) Use appropriate tools strategically; (6) Attend to precision; (7) Look for and make use of structure; and (8) Look for and express regularity in repeated reasoning.

Constructive mathematics is distinguished from its traditional counterpart, classical mathematics, by the strict interpretation of the phrase “there exists” as “we can construct”³⁵.

Instruction in the helical block will focus on developing conceptual knowledge. Math units will begin with hands on activities. Instruction will emphasize the use of mathematical language and reasoning while involved in problem-solving. For example as part of a unit on volume and surface, students will progress through a series of problems using unit cubes. They might begin by building rectangles with an assigned number of cubes. Next, a teacher might present a series of problems using the cubes. These problems will be differentiated by student ability. Using pre- and formative assessments, teachers would identify students with an advanced understanding of volume and those who may need additional support. More advanced students might be presented with more complex shapes or complex numbers. Students needing additional support might have simpler problems or be assigned to work with the teacher in a small group for part of the session. After the students have had opportunities to experience the concept the symbolic representation of $Volume = length \times width \times height$ would be introduced.

In the afternoons, students will hone their understanding through more specific practice. Lessons will typically begin with a brief mental math warm-up. The teacher may post a math problem such as 13×27 which students work on for a few minutes independently. Then, the class would discuss all the ways they could solve the problem in addition to the standard algorithm. This type of mathematical talk works to develop mathematical reasoning skills. For the rest of the lesson, students will engage in whole class, small group, or individual work. For example, during the unit on volume and surface area, the class might have a menu of activities designed to reinforce and extend their conceptual understanding. The teacher would post their activities that students are responsible for completing over the course of a week. The activities would include computation, problem solving, and writing. While students are working on the math menu activities, the teacher and volunteer parents would work with small groups or individual students who need additional assistance.

The mathematical curriculum will be mapped to California’s Core Content Standards at each grade level. In developing curriculum, teachers may draw on a number of resources developed by renowned math educators that align with Spark’s educational philosophy and constructivist model. Further, Spark will work with the Silicon Valley Math Initiative, (<http://www.svmimac.org/home.html>) and Math Solutions (www.mathsolutions.com) and have access to a large library of resources including professional development, performance assessments, curriculum, and instructional tools.

Social Studies

In Social Studies, the curriculum will build awareness and develop analytical, social, and empathic skills, so students learn to make informed and rational decisions for personal growth and the public good in the context of a culturally diverse, democratic society and interdependent world.

Each content module of social studies builds civic competence and prepares students for positive and thoughtful engagement, promoting ideas and values of civil society, empathy, and creativity. Through inquiry and solutions-oriented lessons, students will learn through hands-on and context-based learning strategies, the skills of data collection and analysis, collaboration, decision-making, and problem-solving. Learners will value diversity, including similarities and differences based on race, ethnicity, language, religion, gender, sexual orientation, exceptional learning needs, and other educationally and personally significant characteristics of learners. A classroom with a pluralist framework makes this a laboratory of democracy (National Council for the Social Studies, 2011).

Thematic strands, for example, “time, continuity, and change”; “individual development and identity”; “production, distribution, and consumption”, “science, technology, and society,” will engage students in analytical understanding of the growth and dynamics of human civilization, both in personal and societal contexts. Lessons will draw from disciplines in the social sciences, including anthropology, archeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology.

Thematic units in social studies will draw from a variety of resources and materials. Understanding how perspective influences information and decision-making from individual to societal levels necessitates drawing from a variety of materials, recognizing patterns, and connecting one’s context to societal and historical phenomena. Students will learn from primary materials including interviews, observations, visual images, videos, field trips, and written documents. To organize the themes, teachers will take inspiration from Teacher Curriculum Institute’s (TCI) *Social Studies Alive! (K-5) and History Alive (6-8)*.

A school-wide theme in the last quarter of the year will focus on the transformation of social studies fields as these intersect with the digital world and culminate in an annual social studies event, for example, *Intersection of anthropology, biology, and the human genome project*. These annual themes will showcase how technology has transformed society and social studies fields.

English Language Arts

In English Language Arts, the curriculum will have developmentally appropriate systematic instruction and diagnostic support in developing students’ working knowledge of phonological awareness, phonics, vocabulary development, syntax, and fluency. ELA learning will intersect with social studies, science, and math. Each of the subjects will include vocabulary-building, comprehension, and writing activities.

Spark Charter will provide a comprehensive curriculum that will include daily opportunities for students to practice and improve reading, writing, listening, and speaking skills. Research has consistently shown that students who spend more time actually reading and writing in school become better readers and writers³⁶.

Visual, kinesthetic, drama, and musical literacy activities will support lessons in reading, writing, and speaking English. In this way, majority of the students, especially those that are visual and kinesthetic learners, will be able to understand with less difficulty with text-based lessons.

English Language Learners and students who struggle with reading and writing will be given additional support with lessons using multiple modalities and through after-school tutoring, in ELA reading, writing, and speaking skills. Advanced readers will be given appropriate reading material for their skill levels, and practice comprehension skills through extension activities and more independent reading and writing projects. Goals will be established for all students so that they are aware of their reading and writing levels and take ownership of their progress.

Before the school year, the school will require students to take the Fountas & Pinnell Benchmark Assessment System. This will determine reading levels and will guide small group reading skills curriculum along the continuum of literacy learning. Intensive small-group reading and individualized writing interventions will be a key component to supporting struggling readers and writers. Leveled reading texts will also be guided by the Fountas and Pinnell Leveled Literacy recommendations.

At the end of every quarter, each of the grade levels will be publishing student writings. The goal of writing lessons is for students to develop skills in self-expression and communications. Writing projects will simulate a real-world publishing experience. The young authors will engage in a process of writing geared for peer distribution and their work placed in the library as part of the school's literary collection. Educational research suggests that students take responsibility for quality work when these are intended for peer readership. Rather than limit the goal of writing to getting a grade, students are inspired by the opportunity to express their feelings and ideas in a compelling and more organized way when their work will be read by their friends. According to Cassel and Daggett, high-quality experiments on peer-reading strategies have produced positive impacts on reading achievement for students at various ability levels (Cassell, W. and Daggett, W., *Peer Learner Engagement*, 2010).

Students will be exposed to a variety of genres and increasingly complex text. Reading level assessments will be used to help students choose books for independent reading, and for teachers to plan guided reading lessons. The reading program is designed to instill a love of reading and will include the following components:

- Independent Reading: Every day students will engage in independent reading. To become proficient readers, students must read a variety of text at an appropriate level. Through whole class and small group instruction, teachers will teach students how to choose appropriate independent reading material and to monitor their own comprehension. During independent reading time, teachers may be engaged in one-on-one reading conferences and/or work with small groups.
- On-going Assessment: Assessment will be an important part of the reading program. At the beginning of the year and at the end of each trimester, teachers will assess students' reading levels. Additionally, teachers will use Informal Reading Inventories and conferences to assess progress on an on-going basis. This information will guide students in choosing appropriate independent reading books and help teachers differentiate instruction.
- Strategy Workshops/Mini Lessons: In the workshop/mini lesson format, teachers lead students in developing comprehension strategies and fluency. Depending on the grade level

and needs of the students, mini-lessons may include think-alouds, shared reading, and interactive read-alouds.

Format	Component
Thematic Units in other Content Areas	Independent reading
	Content-specific literature study
	Content-specific writing
	Vocabulary development
Thematic Units in Language Arts	Independent reading
	Comprehension and word analysis strategy session
	6 + 1 Trait writing lessons
	Shared reading/writing
	Literature study
	Guided reading
	Word work
Reading Workshops	Independent reading
	Comprehension and word analysis strategy session
	Shared reading/writing
	Literature study
	Guided reading
	Word work
	Individual conferences
	Interactive read-alouds
Writing Workshops	6 + 1 Trait writing lessons
	Shared writing
	Independent and small group writing
	Individual conferences
	Conventions lessons

To plan an instruction, teachers will use professional books and resources by language arts specialists such as Lucy Calkins, Stephanie Harvey, and the work of the Teacher’s College reading and Writing project. For writing support, we may also consider the Step Up to Writing program developed by Sopris Learning. These materials have a history of success and they align with Spark’s educational philosophy³⁷.

For learning handwriting, Spark will use the curriculum developed by the organization “Handwriting Without Tears (<http://www.hwtears.com/>).”

Physical Education

Physical Education at Spark seeks to develop life-long habits of building physical strength and dexterity. Students will be exposed to a variety of physical movement activities that will suit a variety of learning styles and skills and that are aligned to the State Content Standards. Physical Education will take place daily during Morning Warm-Ups and during weekly PE lessons. PE develops students’ awareness of how the body moves and how physical activity impacts other parts of their life. For instance, students may learn how physical activity can relieve stress or help with focus. PE

activities will develop a range of physical and athletic skills, as well as habits of teamwork, cooperation, and fair play.

Visual & Performing Arts

Visual and performing arts are integral components of the curriculum at Spark. Using the curriculum developed by “Art in Action,” (<http://www.artinaction.org/>) students will discover through practice the elements of art and composition and the visual arts genres in art history. They will use their skills in artistic practice with the multi-sensory, multi-modal way to access and interact with core subject areas. Additionally, students will be encouraged to use the arts as a way to communicate their understanding and learning. For example, students may develop a theatrical piece as the culmination of a study of a historical era.

SEL Program

The SEL program is implemented throughout the school year and woven into the fabric of the school’s learning environment. There will be three features in the SEL program:

- (1) Weekly Self-Empowerment and Building Community (SEBC) Lessons,
- (2) Emotional Intelligence (EQ) integration in subject area learning, and
- (3) A positive learning community culture.

See **attachment 4** for Emotional Intelligence and the eight EQ fundamentals.

(1) Positive Engagement Lessons

The goal of the SEL program is to provide weekly lessons that engage students in active learning by practicing skills that build emotional awareness, practicing strategies to navigate one’s emotions in social environments, and choosing to contribute positively to a learning community. Each class will dedicate thirty minutes per week for EQ Lessons, called “Positive Engagement.”

(2) EQ Integration in Subject Area Learning

Active learning includes social interaction. Researchers have found that pro-social behavior in the classroom is linked with positive emotional outcomes³⁸.

Through training provided to teachers, and by extension to parents and staff, all members of the Spark community will acquire the skills to assist students with the social-emotional challenges that often hamper students’ engagement with and performance in school. Instruction will incorporate SEL learning, for example, in dealing with feelings of failure when an experiment does not work, when an invention breaks, or when projects require more work than students expected or were willing to commit. Also, the weekly EQ lessons will include reading and conversing about biographies, movie clips, and fiction stories, exposing students not only to the popularly-known accomplishments of noted individuals, but more importantly to the dynamics of social interactions and relationships, peer and societal pressures, and the value of social-emotional intelligence.

(3) A Positive Learning Community Culture

Schools are social environments. For students to thrive and feel safe, it is vital to have a proactive, unified, and consistent way of dealing with social-emotional issues. There is always either a positive or negative consequence resulting from one's actions. Spark will establish cultural norms that foster positive connections and community spirit. For example, rumor-mongering or talking behind another's back will not be tolerated. Specifically, people who engage in this negative way with Spark's social community will be respectfully told to "Stop criticizing people when they are not around and communicate her/his comments directly to the concerned person." The rules applied to the students are the same rules that adults are expected to abide by.

Students at Spark know that the school exists to support their learning needs and challenges. They also know that everyone connected with the school, including the students, are committed to building a community of learners that are dedicated to making this a better world. This is reflected in practicing caring and thoughtful relationships. For example, greeting people, being helpful, taking care of school property, and being respectful and caring, are all part of the way of life in this community.

To ensure that each student's needs are met, Spark will create personalized education plans (PEP) that are anchored to each individual's strengths and challenges. Each of the plans will be a collaborative undertaking of teachers, education specialists, and parents. Starting at 4th grade, students will take greater ownership of their learning by participating in the creation of their PEPs. Along the new core standards' grade level expectations, the PEPs will outline strategies that take each student's combined strengths and challenges to the next level of learning. Daily differentiated lesson plan implementation and assessments will be guided by the PEPs. With this, formative assessments are grounded on unique individual abilities and challenges, which in turn influence the learning strategies used in the classroom.

Spark's curriculum and teaching will be supported by a mentorship program on all levels of the organization: administration, teachers, students, and parents. As a lab school, Spark intends to continually improve on its delivery of progressive and constructivist education and build a positive learning community. Recognizing the value of continuous learning on all levels, Spark will tap into its community of professionals and create mentorship programs.

The Spark administrative team, led by its board and executive director will seek mentors from among specialists in the community, specifically in the areas of organizational management, finance, service, and growth. Teachers will have in-service and on-the-job support from experts specializing in the fields of constructivist curricula, teaching, and child psychology. They will also be supported by parents and professionals in the community whose leading roles in the fields of science, technology, mathematics, civics, and communication, will provide mentorship in developing relevant applications of the content areas.

Middle school students will be mentored by professionals in the community who can provide inspiration through real-world exposure of their areas of interest. This will be particularly helpful for students interested in fields where their parents/guardians have limited access and knowledge. Parents will be mentored by teachers and education specialists on differentiated instructional strategies applicable to each of the grade levels, learning styles, and students with special needs.

To further build positive relationships, a buddy system will be created to facilitate student connections between upper and lower graders. A respectful relationship among all learners will give value to learning opportunities. For the older students, having younger grade students as buddies will provide the impetus to practice leadership through example and weekly learning activities. For the younger students, having older students as buddies will give them greater confidence, a greater sense of safety, and the connection to student-leaders that provide inspiration through positive examples.

Curriculum Design

The curriculum at Spark is designed to focus on the education of the whole child. The California Common Core State Standards will be used as foundation to build curriculum and guide instruction. Spark will address the standards in inquiry-based thematic cycles. **Attachment 5** includes standards-based curriculum maps.

Instructional Planning

Instructional planning will be organized into three steps: long-term plan development, unit plan development, and weekly lessons. Through these three steps, the instructional staff will develop instructional plans that align our educational approach with state standards. Deliberate and purposeful professional development will be an important auxiliary component to our instructional planning.

Step	Process	Who	When
Long Term Planning	Curriculum mapping of grade level state/core content standards onto a school year calendar.	Curriculum Consultant and Teachers	August
	Develop scope and sequence for Advisory activities and school-wide activities Sparked to the cross-curricular units.	Curriculum Consultant, Executive Director, and Teachers	August
Unit Plan Development	Create units based on the standards using Understanding by Design.	Teachers in Grade Level Groups	Trimesters
	Develop Service Learning and grade-level special projects Sparked to the cross-curricular units.	Teachers, Volunteer Parents	Trimesters
Weekly Lesson Plans	Breakdown units into weekly lessons following the Helical Model.	Teachers in consultation with Curriculum & Parent Specialists	Weekly
	Develop individual lessons/activities for skills lessons, Self-Science and Advisory meetings.	Teachers. Volunteer Parents, Specialists in consultation with Curriculum Consultant	Weekly

Long Term Planning

To ensure that Spark will provide a comprehensive, rigorous education for its students, teachers will engage in long-term planning before the school year begins. Each grade level will map the Core content and/or California State Standards onto a school year calendar. The curriculum content will be divided in trimesters in order to align with the Redwood City School District. See Appendix for sample curriculum maps for Spark’s first year of operation. In addition, the staff will develop a scope and sequence of Advisory activities as detailed in the Advisory section.

Unit Plan Development

Spark’s curriculum will be presented in thematic units. Using a thematic approach helps students make connections between subject areas and individual concepts. By making these connections, students are creating mental maps or webs in the brain, which enhance memory and problem-solving³⁹.

These thematic units will be based on the Core Content and/or California State standards identified in the yearly curriculum maps. Guided by the Curriculum Consultant, Spark teachers will plan units using a template based on Understanding by Design framework developed by Grant Wiggins and Jay McTighe. Understanding by Design is a “backward planning” process that emphasizes authentic

learning opportunities and teaching for understanding⁴⁰. In this “backward design” process the curriculum Consultant guides teachers by formulating learning goals and then work backward to develop instruction that will help students reach those goals. **Attachment 6** contains a sample unit planning template and samples of actual units.

All units will be required to demonstrate the following:

- Goals and Objectives, including at least one Social-Emotional learning related objective.
- Essential Questions (broad, conceptual questions that provoke further inquiry).
- Specific Common Core and California Standards Addressed, including English Language Development.
- Assessment Rubrics.
- Learning Activities and Outcomes.
- Differentiated Learning Techniques.

Unit length will vary depending on the content from one week to more than one month. Most units will be cross-curricular. For example, a third grade social studies unit on Native American communities might incorporate activities designed to address language arts standards such as a short informational piece about Native American tribe. Teachers will also develop specific units for math and language arts skills lessons that will be less interdisciplinary. More detailed information on the curriculum for the skills lessons can be found in the descriptions of the core curricular areas that follow.

Unit Plan development also includes the development of Service Learning and other special projects as detailed in the Instructional Approach section.

Weekly Lesson Plans

At Spark weekly lesson plans will be based on the learning activities listed in the thematic units. Teachers will adapt and schedule the activities to fit into the Helical Model morning block. They will also plan out ways to differentiate the activities based on previous assessment and on-going observation. Lesson plans for the skills lessons will come from the curricular unit. Lesson plans will be flexible in that teachers will adjust the pacing or adapt the lesson based on on-going observation and assessment. Throughout the lessons and activities, teachers will make frequent checks for understanding and adjust as appropriate. **Attachment 7** includes a template and sample for lesson planning within the Helical Model.

Core courses at Spark include language arts, mathematics, science, and social studies.

A Diverse Student Body That is Reflective of the Local Community

In this complex world, it takes more than a good school to educate children. And it takes more than a good home. It takes these two major educational institutions working together (Rich., D. Megaskills: Building our Children’s Character and Achievement for School and Life, 1988).

Sunnyvale, like the broader San Francisco Bay Area, is exceedingly diverse in terms of race, ethnicity, income, religion, educational attainment and country of origin. That diversity offers

enormous benefits, including the opportunity to learn from people and cultures different than one's own. It also can pose challenges, particularly for educators. Students from low-income families or with limited English proficiency often require greater educational support. And, these students also face greater pressures and stress than those with greater personal resources. Spark Charter embraces diversity and is implementing a curriculum designed to provide all students the opportunity to excel. By combining project- and inquiry-based learning with social-emotional learning in addition to family participation, Spark will create an environment where every child is valued, challenged, and supported to do their best.

We defend our children best when, as a community and as a nation, we make it possible for all parents to express their love, their interest, and involvement in their children's development and education. (Marian Wright Edelman, Children's Defense Fund).

To realize its educational goals, Spark will ask all of its families to volunteer in the school. However, we recognize that due to work or other obligations, some families may not be able to volunteer during the school day, or the numbers of hours sought. In such circumstances, Spark will find an accommodation that will enable families to participate.

Socially oriented learning activities will provide students with extensions of classroom learning while socially interacting with the learning community. These activities will include an annual international music concert, dance, and poetry presentation; an annual interactive science and technology lab showcase for the community; and family socials.

Field trips

Relevant field trips enhance learning. Spark Charter will participate in a minimum of three (3) field trips per year per child.

Foreign languages

Spark will use a research-based strategy adopted for learning a second language. Foreign language learning enhances brain development and reflects the multicultural population of Sunnyvale. It also prepares students for future careers in the global economy.

A linguistics professor, Alison Mackey at Georgetown University in Washington D.C., and co-author of the book, "The Bilingual Edge", states that, "Being bilingual is an undeniable advantage and ... the knowledge of two languages can give kids enhanced creativity as well as improve literacy skills. Numerous studies have also demonstrated that children who read at least two languages are more likely to outperform their monolingual peers in those critical standardized exams in school⁴¹.

Our intent is to offer instruction in Spanish, Mandarin Chinese, and Hindi, reflecting the largest ethnic populations in the district. These classes are designed with a lead teacher in foreign language teaching supported by volunteer parents fluent in each of the languages. These parents will be training in the use of multiple modalities, stories, song, poetry, and differentiated instruction for their classes. Rosetta Stone language learning modules will be used as resource to structure the classes. The purpose of foreign language learning is to teach conversational speaking and simple writing skills and to expand the mind's abilities to think and cope in different cultures.

Developmentally Appropriate Integration of Technology

At Spark, technology will be used to enrich and improve student learning, enhance teacher effectiveness, develop meaningful assessments, and evaluate program impact. Students will have access to technology for research, analysis, communication, skill-building and self-expression.

Spark Charter School will integrate technology in the classroom. It recognizes the role of technology as a driving force that fuels innovation, and that makes human experiences increasingly less repetitive and tedious. Technology in learning is generally categorized as use of computers and the Internet. Spark students will be learning typing skills beginning in the first grade and increasingly learn with technologies integrated with the core subjects. A weekly program for students in the fourth to eighth grades will include digital media applications and programming. Technology projects in these programs will integrate core subject themes and topics. For example, students may create a math game on a mobile phone that addresses math-learning challenges and practice the game with classmates or their target users in the lower grades.

Some examples of how technology will be used include the following:

- Mind-mapping software to enhance the writing process.
- Apps that enhance the understanding of scientific phenomena, engineering practices, mathematical concepts, and manipulation of data.
- Computer programs that enhance science laboratory experiments.
- Digital media applications relevant to formulating and distributing information, including digital publishing, video editing, and visual communications systems.
- Assistive technology to support students with special needs.
- Collaborative technology that provides a user-interface for students to work on projects in the classroom and at home.

Volunteer parents and professionals in the technology industry will help in identifying relevant technologies, setting these up in school, supporting teachers and assisting students in learning and using these technologies.

Teaching Team

Classroom volunteers will enable the teachers to differentiate and group students to create an effective learning plan for each student. They will be led and trained by the teachers, who will create teaching teams comprising volunteers and, in some cases, specialists. The role of teachers will be described in more detail in Element E: Teachers. As the lead educators in the classroom, teachers determine the final design of the lessons based on the Helical Model structure of learning. Teachers will schedule regular meetings with their classroom volunteers to prepare their parent volunteers to assist them. They will do so by sharing their upcoming lesson plans, strategies for differentiation, and identifying specific tasks that need to be done.

Classroom volunteers will be scheduled for shifts during the helical model mornings (entire morning) or a minimum of an hour during the skills classes in the afternoons. It is vital for parents to complete the helical model mornings for continuity with the students. In the afternoon, parents will help the teachers in skills classes. Parents will be required to sign a contract of confidentiality about students in the classroom.

Parents who are specialists in their fields will be invited to share their expertise. For example, software engineers will be invited to support students in programming classes; parents in the medical field will be asked to share information about new technologies that make possible the kind of health care we receive today; parents in the legal field will be asked to share about how civic participation supports democratic goals; and more. Teachers may also interview and/or seek support from specialist parents or professionals in the community who can contribute to creating a leading-edge learning experience. In this way, students will be connected to the high-tech environment and other business and civic organizations that support the Sunnyvale economy. By having parents participate in school activities, they become part of their child's educational experience. By having individuals and organizations participate in school programs, they become part of the educational experience of the children in their community.

The teaching team will also include two "room parents." These parents will assist their teachers to plan and coordinate field trips and class activities. They will also conduct research, create initial contacts, and coordinate expertise from the community to enhance the learning experiences in the classroom. Teachers will be directing and making final decisions in regards to the specific tasks and responsibilities of room parents.

A participation coordinator, or committee, will work with teachers, room parents, and the school leadership to coordinate all of the volunteer tasks needed to ensure the success of the overall program and every classroom.

Professional Development

Teacher training and support are critical to the successful implementation of the Spark Model. At Spark teachers are the leaders on the frontline of teaching and learning. They will create and sustain Spark's quality educational program. Teachers will be given opportunities for developing knowledge and skills in curricular research, design, teaching, assessment, and leadership.

Professional development will be built into the school calendar. The Curriculum Consultant will take the lead in designing teacher professional development and will coordinate with the Executive Director on assessments, students' data, parent participation, classroom organization, and other matters relevant to teachers' professional development. Following are the professional development programs scheduled for year one:

1. A ten-day Spark August Institute (SAI) to review data, familiarize with the year's theme, study the new core standards and map out core content and practice areas in the curriculum, learn social-emotional skills development strategies; and begin designing curriculum units. During the SAI, staff will also develop professional learning goals.
2. Weekly two-hour collaboration periods will be held every Friday of the week. Each of the periods will be scheduled to include grade-level curriculum unit design and inter grade-level and/or school wide event planning.
3. Two days of twice annually designated whole group professional development days throughout the year. These days will be no-school days to give the staff the flexibility to focus on curriculum design.
4. Conversations with the Curriculum Consultant and the Executive Director related to professional growth.

Professional Collaboration

At Spark, teachers will be able to draw on a number of resources for professional development. These resources include, but are not limited to the following:

1. Other teachers. Collaboration with colleagues will be an essential component of the Spark community. Teachers will have at least one peer that they will meet with on an ongoing basis. At the elementary level, that peer will be the looping teacher (Kinder/1st, 2nd/3rd, 4th/5th). At the middle school, there will be the grade level peers and subject area peers. For instance, the 6th grade math/science teacher will collaborate with the 7th and 8th grade math/science teachers to discuss content issues. Throughout the year, teachers will also collaborate with other teachers on curriculum and program planning, design, and learning goals.
2. Executive Director (ED). The Executive Director will oversee and coordinate with the Curriculum Consultant on professional development needs and goals. The Executive Director will ensure budget, organization, and time allocation for teacher support and professional growth. The ED will help develop and implement protocols for professional development and collaboration and supervise the evaluation process and oversee the development of the curriculum.
3. Outside Resources. Spark will draw on and develop partnerships with a number of outside organizations to support professional development. These organizations will include: Silicon Valley Math Initiative, (<http://www.svmimac.org/home.html>) and Math Solutions (www.mathsolutions.com) to ensure that the curriculum and the teachers have the strategies to bring alive the new math core standards and provide a successful path for students to complete algebra by the eighth grade.

Especially important in the first three years of the school, teachers will have the guidance and support of a curriculum consultant in the design and delivery of their curriculum.

Spark is also looking at possible partnerships with research institutes involved in innovative learning including SRI International, K-12 Lab at the Stanford Design School, and Stanford's School of Education, and the Santa Clara University School of Education and Counseling Psychology. In addition, Spark will continue learning from the California Charter Schools Association and its member schools.

Instructional Day

The Spark daily schedule and annual calendar amounts to more than the minimum number of instructional minutes set forth in Education Code §47612.5 and more than the required number of 175 school days. This code requires:

- To pupils in kindergarten, 36,000 minutes
- To pupils in grades 1 to 3, inclusive, 50,400 minutes.
- To pupils in grades 4 to 8, inclusive, 54,000 minutes.

Spark kindergarten student will have approximately 51,000 minutes of instructions (not including lunch or passing periods) each year. Spark plans on ending Kindergarten students' day before lunch/recess break for the first six weeks of school.

All other Spark students will have approximately 54,800 minutes of instructional time (not including lunch or passing periods) each year.

A typical instructional day at Spark is designed to reflect the school's mission and vision. All grades (K-8) will include the following structural elements:

1. Daily 15-minute Physical Warm Up Activities.
2. Helical Blocks for Core Subjects.
3. Math and Language Arts Skills.
4. Weekly Social-Emotional Classes.
5. Specialist Classes: Music/Performing Arts, P.E., Visual Arts, Technology.
6. Voluntary Foreign Language Learning Classes.
7. Weekly Formative Assessments.
8. Closing Activity/Exit Ticket at the end of the School Day.
9. Special Projects/ Mentorship Classes.
10. EQ checks and daily circles in the mornings to prepare students and discuss the day's activities.

Sample K-8 Week

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-8:45	Morning Fitness (15 min.)				
8:45-11:45 (Includes 15 min. snack/break)	Helical Block: Social Studies (165 min.)	Helical Block: Science (165 min.)	Helical Block: Math (165 min.)	Helical Block: Language Arts (165 min.)	Music/PE/ arts/language (45 min)
					Math Skills (60 min.)
					Language Arts Skills (60 min.)
11:45-12:30	Lunch/Recess				
12:30-1:15	Language Art Skills (45 min.)	Language Arts Skills (45 min.)	Language Arts Skills (45 min.)	Math Skills (45 min.)	Individual/Class Formative Assessments (45min)
1:15-2:00	Music/PE/ arts/language (45 min.)	Music/PE/ arts/language (45 min.)	Music/PE/ arts/language (45 min.)	Music/PE/ arts/language (45 min.)	Early release Faculty Collaboration
2:00-2:45	Math skills (45 min.)	Math skills (45 min.)	SEL Class	Students SL/Mentorship /Special Projects/	
2:45-2:55	Closing Activity (10 min.)				
Instructional Minutes	325	325	325	325	225

How Learning Best Occurs

Our understanding of how the brain works and learns has grown exponentially in the past few decades. Beginning in the 1980s, neuroscientists and educators started exploring how advances in neuroscience could be applied to teaching. This interdisciplinary thinking and research provides insight into why some best practices continue to be effective, why some traditional practices are less effective, and how contexts for learning can be improved.

We at Spark Charter School believe learning best occurs when:

- Learning is social.
- Patterning is essential.
- Curriculum addresses students' emotions.
- Schools create a supportive, empowering, and personalized environment.
- Curriculum is relevant.

- Instruction caters to each child's development.

Research also shows that consistent high levels of student success are more likely to occur with long-term comprehensive parent involvement in schools. The California Department of Education states: "Comprehensive means that parents are involved at all grade levels in a variety of roles. Involving parents in supporting their children's education at home is not enough."

To ensure the quality of schools as institutions serving the community, parents must be involved at all levels in the school. See **Attachment 8**: California State Board of Education Policy 89-01 (1994): Parent Involvement in the Education of Their Children, and **Attachment 9**: California Department of Education – Charter School Division – Legal Opinion on Parent Participation.

With this in mind, Spark Charter School asks families to make a commitment to the community and their child to volunteer in the classroom on a weekly basis.

Research shows that multi-age grouping promotes cognitive and social growth (Trevor Calkins) and the natural development of the child. The wider age spans promote an active learning environment where students are not expected to 'perform' at their 'age level,' but encouraged to perform to the best of their ability. The students learn from each other, from teachers, and from cross-age tutors.

Research shows that children learn by doing, and the hands-on learning approach will give students an opportunity to take learned skills and apply them to meaningful projects. These projects provide students an opportunity to develop and demonstrate critical thinking skills, problem-solving skills, and cooperative learning which will prepare them for the 21st century.

Research also shows that the brain is pattern-seeking and looks for connections between pieces of information (McBrien/Brandt, 1997). These connections lead to a stronger and more thorough understanding.

Whenever possible, curriculum is designed around science, social studies, or literacy themes (Ostrow, 1995). Topics are studied from many different angles and viewpoints, allowing students to explore subjects deeply, employ higher level thinking skills, and make connections among various disciplines of thought (Jensen, 1998).

Children develop and grow at different rates in different skill areas. Teachers' strong understanding of child development and close working relationship with each child's parent allows them to design learning experiences so that each child's needs are met (Bingham, 1995). Curriculum is aligned with each child's developmental level to allow children to feel successful regardless of academic level.

Children also have different strengths and styles of learning. The teachers develop instructional programs incorporating the theory of multiple intelligences to build on each student's strengths and address diverse learning styles (Gardner, 1999).

Learning best occurs in a collaborative environment. Students have a higher motivation to learn when they have a real stake in their own learning. The teacher shares control of the classroom and students are allowed to explore, experiment, and discover on their own. The focus in these

classrooms is on options, rather than uniformity. Learners are treated as co-creators in the learning process, as individuals with ideas and issues that deserve attention and consideration.

Learning best occurs in a climate where there are measurable goals and accountability. As Schmoker (1996) so simply states: “What gets measured gets done”. Spark provides a continuous collection and application of data for students, parents, teachers, and administrators.

Research sources are listed in **Attachment 10: Cited Curriculum References**.

What it means to be an educated person in the 21st Century

Advances in technology have touched everyone’s lives. Today’s youth are growing up in a world that is more technologically advanced than any other time in history. Through the Internet and television, our children quickly and easily learn about world events, its inhabitants, and its issues. The Internet literally brings a world of information right to our fingertips. The world our children will know as adults will undoubtedly be very different than the world we have today.

In spite of the many changes in our world, many fundamental characteristics of a well-educated person remain. A vital part of being a well-educated person is mastery of fundamental skills, concepts, and knowledge in history, math, science, reading, writing, art, and music and an appreciation for what those who have come before us have learned. For such knowledge to be useful, it must be supported by the ability to think critically, to reason logically, and construct coherent arguments supported by evidence. The educated person can evaluate, organize, and use information from various sources and disciplines of thought. He or she is able to make logical and flexible connections with the newly acquired information. He or she is able to reflect on experiences, revise his/her understanding, and solve new problems.

The educated person is competent using a variety of technology tools for analysis, communication, and presentation - these tools, coupled with knowledge of history, provide the ability to process and evaluate the changes encountered. To become an educated person, a child needs support and guidance that comes from having positive relationships with parents, teachers, other adults, and children. Growing up in California’s diverse communities, a child needs to experience new cultures and learn new languages. He/she must learn to communicate well and work effectively in groups and teams and to understand the moral responsibility to help others and the value of contributing to his/her community.

As a contributing citizen of the 21st century, an educated person is self-motivated and competent. Through years of working with teachers and other adults, he or she has learned how to assess his or her abilities and how to learn.

Beginning in kindergarten, Spark Charter School students will engage in solving a variety of practical and intellectual problems. By the time they leave Spark Charter, students will have developed the problem-solving skills and the confidence to succeed in high school and college. They will also have developed the intrinsic motivation to be lifelong learners.

Aligned with the Common Core Standards, curriculum at Spark Charter is structured so students can delve deeply into core subject areas with a focus on inquiry, exploration, and understanding. In addition to content knowledge, our students will have the meta-cognitive skills to understand their

own learning processes. They will strive to learn because they are self-directed, inquisitive, and in charge of their learning.

Spark Charter School will focus on developing these social and emotional competencies through the Social-emotional Learning that is an integral part of our program. The Spark graduate will be able to identify and respond to emotions in oneself and others, work collaboratively, and be compassionate.

Academic and emotional intelligence together create the foundation for children to recognize challenges in and out of school and to have the confidence and resourcefulness to not only confront those challenges but to know that change is possible. A lifelong learner is therefore a problem-solver; he/she needs the critical thinking and reasoning skills to gather information from a variety of sources and the creativity and divergent thinking skills to come up with novel ideas. In addition strong communication skills are vital as are questioning, reflection and perseverance.

The educated person has an appreciation for knowledge and views lifelong learning as an activity that is essential to keep pace with the constantly changing world. Spark Charter School seeks to enable pupils to become self-motivated, competent, and lifelong learners.

A Typical Day at Spark

The following represents a hypothetical day for a Spark fifth grade student, based on the planned curriculum.

Morning Fitness (8:30-8:45 AM)

Neuroscience research suggests learning best occurs when the body is physically active. Recent studies have linked physical activity to increased learning and improved attention⁴². Exercise spurs the brain to produce more of a protein called brain-derived neurotropic factor (BDNF), which encourages brain cells to grow, interconnect, and communicate in new ways⁴³.

We will begin each day at Spark with fitness activities designed to activate students' brains and to prepare them for learning. When students arrive, they will engage in 15 minutes of physical activity. A variety of activities will be cycled throughout the year. These may include, but are not limited to: callisthenic warm-ups; obstacle courses through the play area; interval walking, running, skipping, yoga. Staff or parent volunteers will lead morning Fitness.

Andres is a fifth grader at Spark. His family lives in a single bedroom apartment in Sunnyvale. His mom is a house cleaner and his dad works in construction and sometimes takes handyman jobs on the weekends. Andres struggles through reading and science. He loves soccer and with his brother Jose, a seventh grader, both have become experts in controlling the ball with their feet. When he comes to school in the mornings, Andres drops off his backpack in his cubby and with a soccer ball with his hands, runs out to the soccer field to play soccer. His brother will already be waiting for him. This morning, right before coming to school, Andres heard his father and mother talking about their concerns on being able to pay rent.

When school starts this morning, the fitness warm up parent volunteer asked Andres to show the class his techniques with the ball. He then paired the students and gave each pair a ball. The coach asked Andres to show them how they can pass the balls to each other. A parent, Mario, who is a

janitor, plays soccer with his friends and works night shifts, volunteered to lead morning fitness for the first quarter of the school year. The third grade teacher helps Mario prepare his lessons. These are 15-minute daily morning warm-ups. Each team followed the example of Andres and Jose passing the ball to each other from one end to the other end of the field. Students who felt unsure about joining were smiling and laughing as they played. After 15 minutes, the teacher blows the whistle signaling that it's time to head back to the classroom.

Helical Block (8:45-11:45 AM):

Each morning of the week, Monday through Thursday, students will engage in learning a subject in Social Studies, Science, Math, and Language Arts. This extended block of time will allow students and teachers to delve deeply into the content area through projects such as research, lab experiments, and writing. It also provides students with scaffolding, e.g., exploration and brainstorming of the topic and the genre.

Thematic units tie together the different subject areas. The development of thematic units will be explained in greater detail in the section on Instructional Planning. The block will be subdivided into instructional: “chunks” based on the Helical Model and in accordance with neurocognitive best practices.

Elementary (Kindergarten-Fifth Grade) students will be with the same teacher every morning, Monday through Thursday. Middle school (6th -8th grade) students will alternate between a math and science teacher and language arts and social studies teacher. For example, the sixth grade class will meet with the math-science teacher on Mondays and Wednesdays and the language arts-social studies teacher on Tuesdays and Thursdays. The other sixth grade class would have the reverse schedule. Even though the classes do not meet daily, they will have the same amount of time in each subject as they would in a more traditional schedule.

On Friday mornings, students will meet in their Service Learning and/or Mentorship project teams for the afternoon block, as well as complete their small group formative assessments. Small group formative assessments will be explained further in the assessment portion of this petition.

Today is language arts day for Andres' class. He joins the rest of his class in Ms. Ramos' room. Ms. Ramos greets each one of the students after they put away their things and find their seats. Andres is an intermediate English learner. He is typically shy in class except when he demonstrates his skills in soccer. While he is able to write grammatically correct simple sentences and paragraphs, he tends to be overly conscious of his EL background, most especially in English classes.

On the left-hand side of the classroom, there are ten bottles, numbered 1 (unhappy) to 10 (very happy). The bottles are gauges of each student's emotional state. Beginning in the morning, students move their gauge (popsicle) stick to one of the ten bottles. These are called “Emo” bottles. As part of the morning ritual at Spark, each student places his/her Emo stick in an individually established “Emo” bottle. Developing emotional intelligence (EQ) is part of the culture of learning. EQ itself was first defined in the early 1990s by Salvoy and Meyers as “a type of social intelligence that involves the ability to monitor one's own and others' emotions, to discriminate among them, and to use this information to guide one's thinking and actions.” Salvoy and Meyers expanded their definition to include “the verbal and non-verbal appraisal and expression of emotion, the regulation of emotion in the self and others, and the utilization of emotional content in problem-solving⁴⁴.” The

Emo bottles are a way for students in the class to express how they feel without the need to explain the reasons for their emotional state. The placements of Emo sticks provide the teacher and the class as basis for creating awareness and improving the emotional climate of the class.

When all the students are in class, Ms. Ramos uses a hand signal for attention. She asks one of the students to read the emotional state of the class from the way the sticks in the bottles have been placed. Another student initiates ideas on how the class can create a positive and supportive atmosphere to get the rest of the class sticks moved by lunch time to bottle 10.

Ms. Ramos starts the PLAY stage of the Helical Model. She asks the students to go to the art room and form a circle, and sit on the floor. Then she distributes a sheet of bond paper to students and instructs them to roll the paper like it was a telescope. At the count of three, all students close their eyes. She asks three students to form a human sculpture at the center of the circle. Then, using their rolled paper like telescopes, students will open one eye, peering through the paper telescope. They will share what they see. Ms. Ramos invites students to share what they saw and discuss about perspectives, objectivity and subjectivity. Then she challenges the class: "But how can one's perspective really be objective or accurate?"

The PLAY stage of the Helical Model ignites student participation using background knowledge. Through the PLAY activity, students are engaged in collectively defining, using their prior backgrounds, the meaning of perspective and the importance of multiple views about communicating "objectively" or "accurately." As the introduction to the topic, the teacher creates an activity that is simple, engaging, and profound. With high level of participation to start the class, the tone and practice of engagement; trust in one's abilities; and the importance of multiple responses, make up the dynamic environment-- from which learning transpires in the class.

To expand on the concepts of objectivity and subjectivity, and to introduce a key element in journalistic writing, Ms. Ramos distributes titles of news articles and asks students in groups of three, to deduce the message of the headlines. Then she guides the class in deeper analysis: "How does the title reveal the author's point of view?" "How does point of view relate to bias?" "How does one develop bias?" Ms. Ramos briefly outlines the lesson for language arts.

The EXPLORE stage expands on the topic just learned. Students discuss concepts such as perspective, objectivity, and subjectivity. This helps them understand possible motives and intends behind the story and deepens their understanding of the issue.

Using a literary piece, Ms. Ramos reads the story of "The Blind Men and the Elephant." She invites students to share their insights about the story and then guides a collective summary of the story by asking the following questions: "How do we form opinions? How do we differentiate objective from subjective?"

Objectivity and subjectivity are not only about physically blind men. There are deeper ramifications of unique perspectives in the writing, reading, and understanding of news articles.

Ms. Ramos divides the class into five groups and asks one student from each group to watch a brief video of a news story about the Immigration Bill. She then asks them to share what they saw with their own groups. Then she asks students in each of the groups to report on what they heard. If each group summarizes the report differently, she then leads an analytical discussion about how news is

reported, what impact it might on people's lives, how it can be interpreted differently by different people hearing it, and how those people in turn re-report what they heard. The whole class then watches the report together and discusses the ramification of the story and the role of the reporter.

Snack Break

To ensure students have the energy and sustenance they need to stay focused on learning, there will be a 10-15 minute snack break in the morning. The timing of the snack break will be at the teacher's discretion based on the morning's activities.

Andres values learning at Spark because of how he is able to enhance his learning experiences with the conversations in class. He is specifically excited about sharing his views about perspectives on the Immigration Bill. He explains, "It is about immigrants, and yet we have no voice in the approval process of the bill."

By weaving social studies topics into language arts and conversations, students can develop a deeper level of critical thinking abilities. And when the teacher engages students through meaningful classroom discussions, the students will get to share their own views. This deepens their learning.

From their studies of U.S. history in the fourth grade, the teacher uses student background knowledge as a way to connect and raise the conversation to higher levels of critical thinking.

Ms. Ramos engages students in an extended conversation on the "American Dream" by citing parallels in U.S. history. Students transfer their learning in social studies and develop a historical framework for the content discussion in language arts. A historical context from which to understand the Immigration Bill provides students like Andres and his fellow immigrant students a vital understanding of the evolution of the immigration pattern in the United States, i.e., the United States is a country where most of its inhabitants immigrated from other parts of the world. This is highly relevant for a multicultural city like Sunnyvale. Through this conversation, Andres understands that a news article is not just about grammar, punctuation, and spelling but rather a vehicle to inform and affect potential social and political change.

Ms. Ramos builds a graphic organizer on the board using key English words that embody the various elements of the topic. Then she divides the class into pairs and instructs the paired students to expand each of the words into statements, in the form of sentences. With a classmate to work with in formulating a sentence and with the understanding of perspective based on their collective discussions and experiences, Andres is able to participate without reverting to his insecurity about his proficiency level in writing in the English language. By now, Andres is highly motivated and inspired by the conversations. He is seeing himself and his family in a broader historical framework. He says, "Yes, we deserve to be here because my parents pay taxes from the little that they make." Andres learns that his perspective needs to be heard.

PLAY and EXPLORE provide the scaffolds that prepare students to reach higher levels of engagement in class projects. Active, multi-modality lessons allow student with different learning styles to participate and engage in the same classroom activities. Lessons presented from simple to complex activities and in ways that connect and make sense to students, provide a logical sequence and cumulatively raise the level of learning. The variety of the students' prior knowledge and abilities contribute to the learning dynamics in the class.

Pacing, rhythm, variety, and connections are variables in a series of lessons that make the classroom experience exciting and engaging. Long projects are divided into 15-minute parts, to keep with the attention span of students in this grade level. Students are not sitting the whole time and filling worksheets. They are moving, writing down their thoughts, looking through hand-made telescopes, and more.

While the English class is designed to build proficiency in reading, writing, speaking, and listening in the English language, one may hear other languages contributing to the discussions among the students. The teacher understands that while the English learners are learning the English language, they may continue to think first in their native languages. As such, the teacher allows them to think in their first language and then translate and eventually articulate using the English language.

When Andres feels deeply about content he wants to share, he shares this in a sentence that combines both English and Spanish words. He sometimes asks the teacher to help him find the proper English word to describe his thoughts. The video presentation was in a multimedia format, where the visuals supported the words. Andres is excited to take part in the next set of lesson activities because he contributed to the formulation of ideas and insights. Feeling that he is part of the class, Andres recovers from his stress about his mom's concern about making rent for the month. And with a broader perspective on the plight of immigrants in the US today, Andres realizes he and his family are not alone in their daily struggles. In fact, he is even more motivated to learn the English language because he realizes this can be a ticket to get him and his family away from poverty. Andres' inspiration for learning is due to the connection he made with the lesson in Spark Charter School.

In the Connect stage, students will be applying what they learned in the previous activities and conversations to a writing project: a class newspaper. They will be learning mind map software to support brainstorming and organizing of ideas. The software enables the writing process to support students who struggle with organizing ideas and formulating sentences in the English language. Students can focus on their ideas first, organize the ideas with drag and drop tools to create an outline, and then write sentences mindful of grammar, punctuation, and spelling.

Andres feels overwhelmed by class projects like writing a newspaper article. English is his second language and he hardly speaks it at home. He acts as an interpreter for his parents when they needed to converse with clients. But with the discussions they just did in class, Andres is ready to follow Ms. Ramos' next set of instructions.

Activity 1: Brainstorming Elements of an Event

Connection to content provides students with the requisite information to write a news article. It also provides the relevance that makes the topic worth talking -- and in this case -- writing about.

Ms. Ramos asks the students if they remembered the victory of the Sunnyvale soccer team in the spring. With her computer connected to the projector, she introduces mind map software to the class. Ms. Ramos writes students' responses to her questions in the format of a graphic organizer.

To help with the process of writing a news article, the teacher engages the class in brainstorming facets of events that will make the news story compelling. The teacher uses mind map for

brainstorming the topic. By using words as well as graphics to make her point, the teachers are ensuring that those who more readily absorb information visually or kinetically are being reached.

The teacher scaffolds the writing process and exposes students to the digital graphic organizer, which will facilitate transformation of information from a set of facts first to a list and then to a rough draft of a paragraph. Through this process, students will experience writing as a “thinking” process.

It is the thinking process that inspired Andres to write his news report. Andres is by now familiar with all three news events discussed by Ms. Ramos. In fact, he is mentioned in one of the news events as one of the soccer players on a team that won the last season. It is one of the most amazing and unforgettable experiences for Andres. Being part of the winning team gives him a sense of pride and achievement. It was a far cry from Andres’ family’s instability. The excitement of that event inspires him to participate in the class discussion. He contributes relevant information.

Activity 2: Outlining a News Article

On the projector screen is a sample news article. The teacher asks the class to analyze the article in terms of beginning, middle, and end, and then, from the messages of each of the sentences, deduce the message. The teacher repeats the same process twice. In this way, students can see variations of how a beginning, middle, and end may be formulated in sentences. It is critical for students to know that there is no single way to write a news article.

Ms. Ramos divides the class into groups of three, and instructs them to organize the ideas from an event of their choice into an outline with a beginning (introduction), middle (explanation with data and evidence) and end, (conclusion). The groups have a choice to work on the events discussed by the class. Each student group presents its outline on a big sheet of paper.

With the mind map software, the teacher demonstrates what happens when she clicks on the link that says “Word.” The software turns the graphic organizer into an outline form in Word format and reads the items aloud in the order that they were created. Students have the mind map software in their computers and follow along with the teacher.

Activity 3: Writing a News Article

Students will individually contribute to a class newsletter by choosing a significant event in the school or in their lives that happened in the last year. The teacher explains that she would like to see an outline, then a rough draft, which will be developed into a minimum of three paragraphs.

Students are required to complete the following:

Sheet 1: Facts about the event

Sheet 2: Outline of the article

Sheet 3: The first rough draft of the news article (minimum of 3 paragraphs)

Andres first chooses to write about the soccer event and soon realizes that he is too invested in the competition to have an objective perspective. He then chooses to write about the vegetable garden and his plans to make a luncheon with the vegetables harvested from the garden. He remembers the science cooking activity about nutrition and incorporates this information in an article about

eating healthily. The prior classroom exercise and discussions provided enough know-how for Andres to begin his rough draft.

Ms. Ramos checks in with Andres about his draft. She sees that he has already written the word “nutrition” three times in a paragraph. She explains to him that a variety of words with similar meanings will make the paragraph sound better. She shows him the thesaurus on his computer. Then he changes the first word to “diet” and the second to “eating healthily”.

Imagine

In the IMAGINE phase, the teacher shows the class a poster of the story “The Elephant and the Blind Men.” The class is divided into groups of three. Each group will create a poster designed to create awareness among the students about perspectives. The posters are interactive with the option for students to move the words around or add their own.

After groups completed their posters, Ms. Ramos asks students to share their posters to the class. Then she guides the class in a reflection on how posters help influence people’s thinking and expands their perspectives. Students post their posters around the school.

Andres is not the first to complete his work. However, Andres knows to go from Step One to Step Two, and so on. He works on his proficiency with the English language as he writes his sentences. He knows, based on his previous interactions with Ms. Ramos, that he will not be judged by his simple sentences. He looks forward to sharing his work with Ms. Ramos and for her feedback later during the writing skills period.

Lunch:

Students will break for 45 minutes daily to eat a healthy lunch. Students will bring their own, be able to purchase a prepared lunch or they may qualify for a free or reduced lunch. After eating, students will have a brief break time to use the bathroom, play in the play area, and socialize with friends.

Andres takes his bag lunch to the cafeteria where he sits with some of his friends. They talk about the field trip to the Computer History Museum scheduled for next Monday. When they finish eating, Andres joins some of the middle grade students and his classmates in a game of pick-up soccer.

Afternoons (12:15-2:55)

In the afternoons, students will extend their learning of concepts and methods to skills. In particular, students will need focused daily instruction and practice in reading, writing, and mathematics. The skills lessons will be connected to the units and themes of the morning, but will follow a more developmental progression. For example, over the course of multiple weeks, a 3rd grade class may be studying multiplication during the math skills lessons. During the science Helical Block morning, this might be incorporated into a science unit on space by investigating magnification on telescopes. During that week’s math session in the Helical Block, the students might move through a series of hands-on problem-solving activities using data from their space study. A more detailed description of the curriculum for the math and language arts skills lessons can be found under Curriculum Design.

Elementary students will remain in their classroom with the same teacher. Each afternoon will include approximately an hour for mathematics and an hour for language arts. Middle school students will spend one hour with their grade level math–science teacher and one hour with the language arts teacher. One 7th grade class will spend the first hour of the afternoon in math and the last hour in language arts, while the other 7th grade class will do the reverse.

After lunch, Andres heads to Mr. Martin’s classroom. He is the middle school math teacher and the math skills teacher for the fifth grade. Each student in Spark goes through a math assessment in the beginning of the school year, and combined with the recommendations of the previous year’s teacher, determine their math skill level.

In the first 15 minutes of the math skills class, Mr. Martin presents a mini-lesson for the students. Today, Mr. Martin explains that students will be computing in the millions. He asks what a million means to them in ways that it affects their lives. Andres is excited about the idea of having a million dollars, and shared how it will help their family buy their own home, and not worry about paying rent or a mortgage. The topic of a million is intriguing. Mr. Martin continued with the mini lesson: “how long is 1,000,000 days. Hours, minutes, and seconds? How did you arrive at your answers?” “Name something that happened a million years ago, a million hours ago, a million minutes ago, and a million seconds ago. And then he asks again, “How did you arrive at your answers?” Then Mr. Martin gives them a grid and asks, “What are millimeters? How many square millimeters are in the grid below? How many grids would you need to have one million square millimeters?” Mr. Martin shows the class a census graph of world and US populations and how much water is consumed by each segment of the population, He asks, “How much water do people in the world need to drink each day?” He groups students into threes and they work on the problem together. Each group presents its solutions to the class as students learn from their different approaches to solve the problem.

After the mini-lesson, students are given differentiated sheets of problems to work on. This afternoon, Andres works with students with similar math level skills. They are given twenty minutes and then all groups will present their different problems to the class that relate to numbers in the million scales. The lessons were both mathematical and real and require students to explain their solutions.

Mr. Martin goes around the class checking in with each of the groups. Two parent volunteers are helping small groups of 4-5 students with their assignments. The parents are engineers and they come into the classroom two hours a week to help Mr. Martin. Their presence allows Mr. Martin to group students by ability level.

Andres struggles with math. While Andres is excited about having a million dollars, he is also overwhelmed by how many digits one million has. Mr. Martin assigns one of the parents to work with Andres’ group. The parent first asks the students if they know how many digits there are in a million, and when the students give conflicting answers, he takes a step back and start explaining the significance of the digits and what each digit represents, all the way up to 1,000,000. Along the way, they estimate what they can buy with \$10, \$100, \$1,000, \$10,000, \$100,000, and \$1,000,000.

Weekly lessons in the Social-Emotional Learning (SEL) class curriculum, the creative arts, second language, and physical education will also take place in the afternoon. Spark Charter will work to develop partnerships with community organizations and with families at the school to support teachers in developing and implementing these lessons.

After Math Skills class, Andres prepares to go to Spanish Class.

Spark plans to offer up to three tracks for foreign languages — representing the top three immigrant populations in the community: Spanish, Mandarin and Hindi. Each of the foreign language teachers are to be trained by Spark’s Curriculum Consultant. Since these classes are taught in various grade levels, parent-volunteers are available for each class in every grade level. Here lies an optimal opportunity for parents whose first language is Spanish, Mandarin, or Hindi to share their knowledge of the language and culture.

Andres chose Spanish as his foreign language track. In this class, his focus is on writing in Spanish and using the language in various contexts. He is most confident in Spanish class because he is relatively well-versed in the language. Today his teacher, Senora Aunor, instructs her students how to translate their parent’s PG&E bill into Spanish.

Today is Thursday and the instructional day ends an hour and ten minutes earlier. This abbreviated day will provide 2 weekly hours of targeted professional development and collaborative planning, which started at 1:15, with the foreign language teachers taking over the classes for foreign language learning.

Closing Activity (2:45-2:55)

Each day (except Thursday) will end with reflection to help students integrate the day’s activities into their long-term learning. Elementary students will remain in their regular classrooms. Middle school students will finish the day with the core teacher (math-science or language art-social studies) they were working with for the last skills lesson. During this time, students will reflect upon what they learned and prepare an Exit Ticket. This is something they share with their families about what they learned during the day. It may be an object, writing, or just a verbal synopsis. For example, a 3rd grade student might draw a picture of a moon, in his/her favorite shape (new moon, crescent, etc.) so that he/she will remember to tell the family about how the moon goes through a regular cycle. A 5th grade class might do a think-pair-share about how every person in the world has his/her own perspective and then ask parents what they thought of the American Dream.

In the last ten minutes of the afternoon, Andres knows it’s time to prepare his Exit Ticket. Andres thinks back on the language arts class, specifically about perspectives and the American Dream. He writes a haiku about a memorable happy moment in his life in the U.S., guided by instructions from the teacher. Andres is surprised that he wrote the haiku in five minutes and shared this with his partner. On his way out the door, he sees Ms. Ramos in the hallway and shows her his haiku, which he has written on a card. She gives him a big smile and a warm hug and reminds him to give it to his parents when he gets home.

Special Populations

At Spark, ALL students will be held to high expectations and supported to grow to their utmost, academically, socially and emotionally. Below is a description of Spark Charter’s plan for meeting the needs of special populations of its students.

- English-Language Learners.
- Low Achieving Students.
- High Achieving Students.
- Special Education.

English Language Learners

Spark Charter School will meet all applicable legal requirements for English Learners (“EL”) as it pertains to: annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. Spark will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Given the demographics of the Sunnyvale School District, we expect to enroll a significant number of students from homes in which English is not the primary language. Students in all grade levels will likely have varying degrees of English proficiency and many will require ongoing support in English Language Development (ELD). We will implement research-based instructional programs and strategies to meet the specific needs of English Learners.

Our ELD program will meet all federal and state requirements for services to English Learners. Our program will address the process for student identification, curriculum, assessments, reporting, and re-designation as well as professional development and teacher qualifications for working with EL students.

Assessment and Identification

The orientation process at Spark will strive to be inclusive of and welcoming to all families. Because we anticipate most of our EL students will come from Spanish-speaking households, we will have translations available where it makes sense and where it is important at school events in addition to translations of most written communication. For translation, we plan to utilize bilingual members of the staff as well as community members. We also will set up bilingual support for students and parents that are new to the school. As noted in the Educational Program section, all families at Spark will be expected to be involved with the school. We will make sure that the necessary supports are provided so that non-English speakers can participate fully.

Student Identification

Upon enrollment into the school, all parents will complete a home language survey (available in the language(s) spoken by the parents) to determine which languages are spoken in the home. The home language survey will ask families to identify (a) the language the child first learned when s/he began to talk, (b) the language the child uses most frequently at home, (c) what language the parent/guardian most frequently uses when speaking to the child, and (d) what language is spoken most by the adults in the home.

Within 30 days of initial enrollment⁴⁵, we will assess the English proficiency of any student whose parents have indicated that English is not the primary language in the home. The California English Language Development Test (CELDT) will be used to assess English proficiency. The CELDT will be administered at least annually before October 31 of each year, until a student is re-designated as fluent English proficient. The school will notify parents of the school's responsibility to conduct CELDT testing and will inform parents of CELDT testing results within 30 calendar days following receipt of test results. Parents or guardians will be informed of their rights, and they will be encouraged to participate in the reclassification process. In addition, we will attempt to get a fuller picture of the student's language profile. Through an additional survey and conversations with the student and parents, we will find out more about the languages spoken in the home as well as the student's literacy experiences in the home language. Research indicates that a child's fluency and literacy in the home language is an important factor when designing ELD instruction⁴⁶.

EL students who score above the established cut-off on the CELDT will be reclassified from EL status and be considered English proficient. Spark will notify parents of CELDT results within 30 days of receiving the test results from the publisher and the number of EL students will be reported to the state. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

Assessment, Monitoring, and Redesignation Process

When creating classroom assessment tools, ELD standards will be incorporated whenever possible. The following methods will be used to monitor students' progress:

- Students will be assessed using the CELDT at the beginning of each year by October 31.
- If Spark has more than 21 ELL students, it will form an English Learner Advisory Committee (ELAC).
- Staff will observe EL students according to a rubric modeled after the CELDT in the areas of listening, speaking, reading, and writing skills.
- Staff will monitor EL student progress in language arts using school wide assessments.
- During professional development days and weekly faculty collaboration times, staff will discuss EL progress to develop and refine teaching strategies for these students.

A student may be re-designated as fluent English proficient using the following criteria:

- An assessment of English Language Proficient on the CELDT test (4 or 5).
- Reasonable performance on baseline and benchmark assessments.
- Teacher evaluation and recommendation.
- Parent opinion and consultation.

Reclassified students will continue to be monitored to ensure their continued ability to achieve mastery of state English Language Arts standards.

Instructional Strategies

Spark is committed to hiring an instructional staff that can meet the needs of all students, including English Learners. We will prioritize the hiring of teachers who have already obtained a Cross-cultural, Language and Academic Development (CLAD) certificate or a Bilingual, Cross-cultural, Language and Academic Development (BCLAD) certificate. Promising teachers who are hired without CLAD certification at Spark will be expected to acquire this certification within three years of their employment.

All EL students will be fully integrated into the regular classroom setting. Our educational program is designed to reach all learners, including English Learners. We value the knowledge and experience that every student brings to the classroom. Teachers will encourage students to share that knowledge in a variety of forms so that even students with very little English proficiency can participate. Teachers also will strive to incorporate the home language(s) of the students in the classroom. This may be manifested through printed materials, audio-visual resources, and parents or other volunteers.

We also recognize and appreciate the particular needs of EL students and will continually evaluate our educational program with those needs in mind. As part of our continuing Professional Development program, teachers will be trained in a variety of ELD techniques and strategies including the Sheltered English Observation Protocol (SIOP) Model and Specifically Designed Academic Instruction in English (SDAIE). Additionally, teachers will regularly discuss the needs and performance of our EL students during professional development days and weekly faculty collaboration meetings.

To become proficient in English, we have three primary goals for our EL students. These goals are based on the overarching goals described in the ESL Standards for Pre-K-12 Students⁴⁷. Those goals are (1) to use English to communicate in social settings (2) to use English to achieve academically in all content areas, and (3) to use English in socially and culturally appropriate ways. Achieving these goals will be part of their development toward reclassification. School success requires that students acquire proficiency in interpersonal communication and in academic language development.

At Spark we will implement a structured immersion program for our EL students. The overarching structure of our plan for EL students will be based on the Sheltered English Observation (SIOP) Model. The SIOP Model is a research-based model of effective instructional strategies for EL students. Using the SIOP Model teachers will design and evaluate three components of every lesson: (1) preparation, (2) instruction, (3) review/assessment. Teachers will be trained in the SIOP Model as part of their professional development. Specific support strategies for our English Learners will include:

- **Constructivist, Inquiry-Based Teaching.** EL students will benefit from the collaborative, engaging and purposeful teaching methods at Spark. ELD strategies at Spark are based on the belief that “communicative competence comes from opportunities to use

language in real ways for real reasons with real people⁴⁸.” Teachers provide a context for language development by connecting with students’ prior knowledge and engaging in meaningful learning experiences. The focus on conceptual understanding and contextualized learning at Spark supports language development⁴⁹.

- **Scaffolding.** Using sheltered instruction, teachers enable EL students to access grade level content and concepts. As part of sheltered instruction, multiple forms of instructional scaffolding will be used. Scaffolding is a way of temporarily supporting learners as they develop proficiency. Scaffolding will be built into the classroom environment, routines, and schedules. Most importantly, teachers will support risk-taking by creating a safe environment. The development of a safe, nurturing learning environment is central to Spark’s mission and vision for all students. Predictable routines and procedures will help EL students participate in learning activities. Scaffolding will also be used in reading and writing development. Peregoy and Boyle define literacy scaffolds as “activities that provide built-in teacher or peer assistance, permitting students to participate fully at a level that would not be possible without the assistance⁵⁰.” Such activities may include shared reading, patterned writing, cognitive mapping, and interactive journal writing. This type of scaffolding naturally fits in with the balanced literacy approach used at Spark. Teachers will carefully monitor, adjust and supplement language to scaffold student comprehension and learning. This requires that teachers really know their students and the content and understand how to modify their language so that it is comprehensible, but not overly simplified.
- **Specially Designed Academic Instruction in English (SDAIE).** Teachers across all grade levels may use SDAIE strategies to support ELs in learning academic content. SDAIE instruction focuses on making academic input comprehensible and reinforcing it using manipulatives; visuals; graphic organizers; planned opportunities for interaction; and modified language during instruction⁵¹. ELD standards and intervention techniques will be incorporated into all Understanding by Design units.
- **Literacy Support.** English Learners will also receive specific and appropriate support in English Language Development during language arts lessons. During the literacy skills time in the afternoon and the language arts Helical Block, teachers may group EL students to specifically address EL needs. Teachers will use ELD assessments to develop specific small group lessons that will be delivered during the reading and writing workshops. These small group lessons may include specific vocabulary support and instruction, phonological awareness, and language skills. EL students will have access to appropriately leveled texts in the content areas. Additionally, specific vocabulary instruction will be incorporated into all lessons.
- **On-going Assessment.** For all EL students, teachers will use a number of assessments to monitor progress. EL students will be observed in the classroom using a rubric modeled after the CELDT. Teachers will also monitor EL student performance, particularly in language arts to ensure that they are not falling significantly behind their grade-level peers. In addition, the SIOP model includes methods for teachers to assess the effectiveness of lessons for EL students and ways to monitor comprehension informally.

Monitoring and Evaluation of Program Effectiveness

The evaluation for the program effectiveness for ELs in the Charter School will:

- Adhere to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitor teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitor student identification and placement.
- Monitor parental program choice options.
- Monitor availability of adequate resources.

Reclassification and Monitoring

English learners are reclassified as “fluent” when they have sufficient English skills to learn in a regular classroom without extra assistance and perform in academic subjects at approximately “grade level.”

An English Learner in grades 2 - 8 must meet all of the following criteria to be reclassified from English Learner to FEP status:

- A minimum score of Basic (324) on the STAR/CAT6 in the areas of Total Reading, and Total Language.
- Overall proficiency levels of Early Advanced or Advanced on CELDT with proficiency levels of intermediate or above in all three test components (listening/speaking, reading, and writing).
- Adequate performance on school progress report cards.
- Teacher recommendation and evidence of successful performance in reading and writing in the classroom.

Student progress is monitored annually. School level assessments, English Proficiency Reassessments using the CELDT, and classroom data and observation are used to determine English language proficiency, and evaluate students’ language growth and academic performance. Formative assessments to monitor students’ ELD progress are given by teachers throughout the school year in listening/speaking, reading and writing.

Reclassified students will be monitored each trimester to ensure that they are making adequate academic progress through the following means: teacher/Director/student interview, a discussion with the student or parent regarding affective attitude toward learning, a review work samples and grades, and intervention if needed. Parents or guardians will be informed of their rights, and they will be encouraged to participate in the reclassification process.

Academically Low-Achieving Students

Assessment and Identification

A variety of assessment tools will be used to identify students who are academically low achieving.

A diagnostic assessment in language arts and mathematics will be administered to all new students enrolled at Spark and to returning students. For language arts, this assessment will include the Developmental Reading Assessment (DRA) or a Leveled Reading Assessment (LRA) and a writing sample. Each student will complete a baseline mathematics assessment based on the previous grade's mathematics standards. In addition, we will review CST data from the previous year, if available. Throughout the year, teachers will also assess students through informal measures such as standards-based checklists, observations, and Informal Reading Inventories. In addition, students will be assessed using formal methods such as writing rubrics, standards-based tests and quizzes.

Students will be considered academically low-achieving based on the following criteria:

- Scoring below basic on the mathematics and/or language arts portion of the CST and/or;
- Performing significantly below their grade level on Spark's standards-based mathematics assessments.
- Performing significantly below grade-level on the DRA or an LRA.
- Performing significantly below grade-level peers on writing samples.

Family Notification

The classroom teacher will contact the parents of low-achieving students to discuss student performance and strategies for improvement. Conferences will be held for all families in the fall to discuss student progress and set informal learning goals. Progress towards these goals will be communicated through regular progress reports to parents and administrative staff.

Parents of at-risk or low-achieving students are included in the development of strategies to meet the specific needs of the student.

Intervention

Low-achieving students will be fully integrated into the entire student body. Spark's engaging and active educational program is designed to accommodate a full range of performances including low-achieving students. Specific practices that support low-achieving students include:

- The parent participation component of Spark Charter provides the teacher with the ability to offer differentiated instruction. Students have the opportunity to work in small groups or individually with an adult for a large portion of the school day. Under the direction of the teacher, parents work with small groups or one-on-one to ensure that all children get the individual help and attention they need to succeed. Activities are differentiated so that students who are ready can move on can do so while others that need more time on a topic are given the help they need to succeed.
- Flexible grouping allows students to work at an instructional level with others possessing the same skills. Teachers may group students in different ways to help build a certain skill set or learning behavior.
- Hands-on, integrated curriculum provides concrete experiences to scaffold learning for at-risk students. Students have opportunities to follow their interests and connect their previous knowledge to new concepts. Through broad themes, students are given an opportunity to broaden their knowledge of big concepts, giving them a strong base for adding and retaining new knowledge. Concrete learning experiences at every grade level give at-risk students

opportunities to learn in a variety of modalities, helping them eventually to identify the learning strategies that work best for them.

- All students have opportunities to take the leader and follower roles in cooperative activities. This allows at-risk or low-achieving students to be successful in their school work each day and builds student confidence.
- Parent talents and skills are also used to provide enrichment and extension activities for students. Parents may be trained in certain interventions in order to help at-risk or low-achieving students in the classroom. Spark will also provide training to help classroom volunteers understand the social and emotional challenges of academically low-achieving students and how best to support them emotionally and academically.
- Further support for such students includes intervention programs beyond the classroom, such as cross-age tutoring and student study teams.

Monitoring Progress

Student progress will be monitored on an ongoing basis through a combination of teacher observation, classroom assessment and benchmark assessments. If intervention supports do not lead to sufficient progress, a Student Success Team (SST) will be convened to consider alternative intervention strategies. This team will be made up of the classroom teacher, parents, the Executive Director, and other support providers. The team will discuss observed strengths and areas of concern, and brainstorm interventions. The team will designate a period for monitoring the student's progress after which it will reconvene to evaluate the effectiveness of the interventions. Should the SST process fail to yield adequate progress, additional steps, such as a referral for special education evaluation and/or 504 services will be taken.

Academically High-Achieving Students

At Spark Charter School, students achieving above grade level in any academic area, possessing superior intellectual or leadership ability, will have opportunities for more challenging work and leadership roles within the classroom and school. In addition, student strengths outside the core academic areas will be fostered and celebrated in the classroom. Spark will provide differentiated educational experiences that maintain the interest and intrinsic motivation of advanced learners, to nurture their self-esteem, and to nurture social development.

Students will have opportunities to excel in their areas of strength while continuing to develop at their own pace in other areas. In each area of development, students are presented with daily opportunities to learn and work at an instructional level with others possessing the same skills. Teachers may group students in different ways to help build a certain skill set or learning behavior.

High-achieving students are given opportunities to work cooperatively to solve problems and also opportunities to teach or lead a group in order to solidify concepts for themselves. All students have opportunities to be both a leader and a follower in cooperative activities. This allows high achieving students to be both successful and challenged in their school work each day and builds a positive attitude toward school.

Project-based learning provides opportunities for above-grade-level students to capitalize on their knowledge of a particular subject, but also to practice problem-solving and to use higher level thinking skills.

These students need opportunities to work collaboratively on a problem and to make decisions about the direction a project will go. Through broad themes students are given an opportunity to broaden their knowledge of big concepts, and to choose and follow a focus area in which they wish to learn more.

Activities designed with the multiple intelligences in mind provide opportunities for students to use their strengths and continue to develop other learning modalities, all in a risk-free environment. Gifted program services will be available in conjunction with other differentiation strategies such as flexible grouping, tiered lessons/activities and a high level of questioning strategies

The parent participation component of Spark Charter School provides the teacher with the ability to have students work in small groups or individually with an adult for a large portion of the school day. Under the direction of the teacher, parents work with small groups or one-on-one to ensure that all children get the individual attention they need. The school forms the core of students' daily social and academic experiences. These everyday experiences, in turn, play a critical role in the students' social and emotional adjustment. At Spark, parents interact with all the students, including the gifted, on a daily basis under the direction of the teachers. Parents are trained to facilitate, rather than lead, cooperative learning groups. The talents and skills of parents will be used to provide enrichment and extension activities for students. To ensure a positive environment, Spark will provide training, with the help of the gifted parent support group, to classroom volunteers to help them understand the social and emotional challenges of gifted children. See **Attachment 11: Plan for Students Who Are Academically High Achieving**.

Special Education Students

Spark Charter School recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment and pledges to work in cooperation with the Sunnyvale School District or SELPA to ensure that a free and appropriate education is provided to all students with exceptional needs. Spark Charter School will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, Spark Charter School will comply with AB 602, Sunnyvale School District guidelines, and all California laws pertaining to special education students.

Spark Charter School shall initially remain, by default, a public school of Sunnyvale School District for purposes of special education, pursuant to Education Code Section 47641(b). However, Spark Charter School reserves the right to make written verifiable assurances that it shall become an independent local educational agency (LEA) and join a special education local plan area (SELPA) pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium. A change in LEA status or SELPA membership shall not require a material revision of this charter.

So long as Spark Charter School operates as a public school of the Sunnyvale School District, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, Sunnyvale School District will provide special education services for students enrolled in Spark Charter School to the extent required by law. Specifically, the Sunnyvale School District will (A) serve children with disabilities in the same manner as it serves children with disabilities in its other schools; and/or (B) provide Spark Charter School with an equitable share of state and federal special education funding to support special education instruction or designated instructed and services to students enrolled in the charter school. Spark Charter School reserves the right to contract with agencies and vendors outside the Sunnyvale School District when appropriate to secure special education services, including administrative support services.

Spark Charter School anticipates that a Memorandum of Understanding (“MOU”) will be developed between the school and Sunnyvale School District, which shall delineate the respective responsibilities of Spark Charter School and Sunnyvale School District with regard to the funding and delivery of special education and related services.

Per Federal Law, all students with disabilities will be fully integrated into the programs of Spark Charter School, with the necessary materials, services, and equipment to support their learning. Spark Charter School will ensure that any student with a disability attending Spark Charter School is properly identified, assessed and provided with necessary services and supports.

Spark Charter School will meet all the requirements mandated within a student’s Individual Education Plan (IEP). The school will seek to include all special needs students with non-disabled peers to the maximum extent appropriate according to their IEP. However, if the student's needs as documented on the IEP require a program other than inclusion, the school will work with Sunnyvale School District and/or SELPA to provide an appropriate placement and services.

Spark Charter School will work with Sunnyvale School District and/or SELPA to make time and facilities available to meet the needs of the student’s IEP. Spark Charter School will actively participate in all aspects of the IEP to enable the student to be successful, including the appropriate individual tutoring schedule and classroom modifications, strategies, and techniques. The school will make available student’s work products for analysis and evaluation of progress and will participate in the IEP reviews conducted by the Sunnyvale School District, where applicable.

If a parent or faculty member feels the student’s educational needs are not being met, he or she may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to Spark Charter School, which will then forward such written notice to Sunnyvale School District and/or SELPA within two school days. The school will encourage open communication between the parents and the Sunnyvale School District and/or SELPA for any items related to the special education services. Students at Spark Charter School who have IEP’s will continue to attend the school, unless the IEP recommends otherwise.

In order to comply with Child Find requirements as specified by law, Spark Charter School will establish a referral and assessment process that brings together the parent/guardian, student, and school personnel to address any problems that interfere with a student’s success at the school. This process will entail search and serve, a Student Study Team, referral, assessment and IEP review.

Search and Serve

Upon the commencement of Spark Charter School's school year, all students will be evaluated as a means of class placement. No assessment or evaluation will be used for admission purposes. Through collaboration between the faculty and the executive director, Spark Charter School will work to identify any students, who do not currently have an IEP but may be in need of a pre-referral intervention plan. The Executive director and faculty will then convene the Student Study Team for that student.

Students possibly in need of special education can be screened from already available data (i.e. school tests, teacher observations, grades, etc.) regarding the student's progress or lack of progress within the general program.

For students who are identified as needing interventions, a Student Study Team composed of the student, the student's parent or guardian, the executive director, and an Spark Charter School faculty member will be responsible for identifying the student's needs and developing a plan to enable that student to be successful, including, but not limited to, the appropriate individual tutoring schedule, classroom modifications, strategies and techniques to enhance that student's ability to be successful. If the Student Study Team finds that the pre-intervention plan is not sufficient to meet the student's needs, they will recommend that student for a formal special education assessment, Spark Charter School may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate.

Parents will be informed that special education and related services are provided at no cost to them.

Interim and Initial Placements of New Charter School Students

If a student enrolls at Spark Charter School with an existing IEP, Spark Charter School will notify the Sunnyvale School District and/or SELPA (where applicable according to SELPA policies) within 5 days. An IEP meeting will be convened within 30 days to review the existing IEP, discuss the student's present levels of performance and needs, and offer an appropriate placement and services. Prior to such meeting and pending agreement on a new IEP, Spark Charter School shall work with the Sunnyvale School District and/or SELPA to implement the existing IEP at Spark Charter School or as otherwise agreed by the parent/guardian.

Referral for Assessment

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. Spark Charter School's internal method for referral for assessment will be the Student Study Team. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by Spark Charter School within 15 days. Spark Charter School will notify the Sunnyvale School District and/or SELPA (where applicable according to SELPA policies) of the assessment request within 5 days of receipt. Parents will be informed via the Executive Director that special education and related services are provided at no cost to them.

If Spark Charter school, in collaboration with Sunnyvale School District and/or SELPA, concludes that an assessment is appropriate, the parent will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment.

Assessment

The Executive director will be responsible for gathering all pertinent information and sharing such information with Spark Charter School and/or SELPA (where applicable according to SELPA policies). Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. Assessment procedures will be conducted in the student's primary language, and an interpreter will be provided if needed. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

- Individual testing.
- Teacher observations.
- Interviews.
- Review of school records, reports, and work samples.
- Parent input.

Unless conflicting with Sunnyvale School District or SELPA policies and procedures, Spark Charter School will follow the following assessment guidelines. If a conflict with Sunnyvale School District or SELPA policies and procedures exists, then Sunnyvale School District policies and procedures will govern.

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment.
- The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment.
- The student must be evaluated in all areas related to his/her suspected disability.
- Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist.
- Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory.
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed.
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable.
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills.

- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's need for special education. Spark Charter School, in coordination with Sunnyvale School District OR SELPA will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

Development and Implementation of IEP

Every student who is assessed by the school will have an IEP that documents assessment results and eligibility determination for special education services.

Spark Charter School, in collaboration with Sunnyvale School District OR SELPA, will ensure that all aspects of the IEP and school site implementation are maintained. Spark Charter School will provide modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by the general education teacher. Students at the school who have IEP's will be served in the Least Restrictive Environment (LRE).

Each student who has an IEP will have an IEP team that oversees the IEP Development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team must include all of the following members:

- The parent or guardian of the student for whom the IEP was developed.
- The student, if appropriate.
- The executive director.
- At least one special education teacher.
- A general education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment.
- A Special Education Representative from the Sunnyvale School District; OR
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results.

Others familiar with the student may be invited as needed. Spark Charter School views the parent as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. The school will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home.

A copy of the IEP will be given to the parent in accordance with state laws and Sunnyvale School District or SELPA policies. Upon the parent or guardian's written consent, the IEP will be implemented by Spark Charter School, in cooperation with the Sunnyvale School District or SELPA in which Spark Charter School is a member.

Upon the parent or guardian's written consent, the IEP will be implemented by Spark Charter School. The IEP will include all required components and be written on Sunnyvale School District or SELPA forms.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance.
- The rationale for placement decisions.
- The services the student will receive and the means for delivering those services.
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered.
- Measurable annual goals and short-term objectives focusing on the student's current level of performance.
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided; and
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments.
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals.

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes.
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress.
- After the student has received a formal assessment or reassessment.
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request).
- When an Individual Transition Plan is (ITP) required at the appropriate age.
- When Spark Charter School seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability.

IEP Review

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, Spark Charter School will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

Unless otherwise specified on the student's IEP, parents will be informed four times a year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

Staffing

Although Sunnyvale School District will hold ultimate responsibility for providing Special Education services (so long as Spark Charter School operates as a school of the Sunnyvale School District for purposes of special education), Spark Charter School is committed to assuring all IEPs are properly implemented and all students requiring services are adequately taken care of.

It is the goal of Spark Charter School to employ at least one full time teacher who in addition to having the proper credentials to teach a general education subject, will also possess Special Education Credential. This teacher, along with the executive director of Spark Charter School, will be the primary Spark Charter School representatives tasked with assuring that all aspects of the IEP and any possible 504 plans are properly implemented. All teaching staff at Spark Charter School will also be involved in assuring that all IEPs and 504 plans are properly implemented.

In year 3, pending budgetary availability, Spark Charter School plans to employ a Special Education Manager that will have duties that will include:

- Ensure that all aspects of the IEP are followed.
- Arrange for the teacher of the student to attend the team meetings.
- Communicate with parents about progress made toward attaining the goals stated on the student's IEP, and inform them of due process procedures and rights.
- Consult quarterly with the executive director to ensure that the objectives and goals of students with IEP's are being met.
- Complete the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP.
- Maintain a central file with all special education evaluation material and IEP's in accordance with FERPA and IDEA guidelines.
- Provide a report of student progress on the same schedule as students in general education.

In addition to the above special education staff, Spark Charter School also seeks related services from the Sunnyvale School District for special education students enrolled in Spark Charter School in the same manner as is provided to students in other Sunnyvale School District/Santa Clara County schools (so long as Spark Charter School operates as a public school of the Sunnyvale School District for purposes of special education). Spark Charter School also reserves the right to contract with service providers outside of the Sunnyvale School District/Santa Clara County when appropriate.

Reporting

Spark Charter School, in collaboration with Sunnyvale School District, will collect and maintain the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Language Learners.
- The number of students provided with test modifications and the types and the number of students exempted from District assessments.
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom.
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions.
- The basis of exit from Spark Charter School of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the Spark Charter School executive director. The executive director will ensure that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The executive director will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

Procedural Safeguards

Parents or guardians of students with IEP's at Spark Charter School must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement, is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

Any concerns or disagreements raised by parents will be acknowledged by the school within five days, after which a meeting between the parent and school will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

The school will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. Spark Charter School will utilize the Notice of Procedural Safeguards used by the Sunnyvale School District or SELPA in which it is a member.

Dispute Resolution⁵²

In the event that a parent/guardian files a request for a due process hearing or request for mediation, the Sunnyvale School District and Spark Charter School shall work together to defend the case, so long as the Charter School operates as a school of the Sunnyvale School District for special education purposes. In the event that the Sunnyvale School District determines that legal representation is needed, the Spark Charter School agrees that it shall be jointly represented by legal counsel of the Sunnyvale School District's choosing.

So long as the Charter School operates as a school of the Sunnyvale School District for special education purposes, Sunnyvale School District may initiate a due process hearing or request for mediation with respect to a student enrolled in Spark Charter School if the Sunnyvale School District determines such action is legally necessary or advisable. Spark Charter School agrees to cooperate fully with the Sunnyvale School District in such a proceeding.

So long as Spark Charter School operates as a school of the District for purposes of special education, Spark Charter School understands that the Sunnyvale School District shall have sole discretion to settle any matter in mediation or due process. The Sunnyvale School District shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights.

Complaint Procedures

Parents or guardians also have the right to file a complaint with Sunnyvale School District and/or California State Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

Special Education Strategies for Instruction and Services

Spark Charter School will comply with the federal mandate of the "least restrictive environment", meaning that the school will make every attempt to educate special education students along with their non-disabled peers. Spark Charter School will mainstream all of its students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program that includes specialized individual tutoring through Spark Charter School's extended day and year. Each student's IEP requires different kinds of modifications for instruction and services, therefore the educational strategies of the IEP will be built around the student's needs and how these fit within the general educational program of the school. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

Professional Development for Spark Charter School Staff

The executive director, regular and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary

to comply with state and federal special education laws, including those sponsored by the Sunnyvale School District or SELPA.

So long as Spark Charter School operates as a “school of the Sunnyvale School District” for special education purposes, Sunnyvale School District agrees to allow Spark Charter School staff access to all Special Education related professional development opportunities that are available to other employees of the Sunnyvale School District.

Spark Charter School also intends to seek professional development opportunities for its’ staff through potential trainings facilitated by the County Office of Education, colleges and universities, and private companies or agencies.

Section 504 of the Rehabilitation Act

Spark Charter School shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of the School shall be accessible for all students with disabilities in accordance with the ADA.

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

A 504 team will be assembled by the executive director and shall include the parent/guardian, the student, a qualified staff member, 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 IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives 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 executive director 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.

ELEMENT B: MEASURABLE PUPIL OUTCOMES

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607.” - California Education Code Section 47605(b)(5)(B)

The ultimate purpose of assessment is the improvement of performance, not just the auditing of academic knowledge. Students will participate in a variety of assessments throughout the year, including:

- Daily formative assessments: gathered through observation and student projects, work, and teacher-gathered data;
- Formal reading and math assessments: conducted at regular intervals by reading and math specialists;
- Collaboration and partnership as a community of teachers, parents and students.
- Classroom assessments: conducted by our classroom teachers;
- Formal Social and Emotional Learning Assessments (SEI-YV): taken by grades 3 through 8; and,
- Portfolio Days: conducted at the end of each unit.

Student work is utilized to gain insight about the student: what are the student’s patterns of behavior (habits or approaches to learning); what do these reveal about the student’s executive function (planning and carrying out projects and tasks); and how does the student utilize critical thinking, creativity, and factual knowledge in his or her approach to daily learning? All of this data is discussed by teachers and administrators and combined to guide the creation of each student’s Personal Education Plan with the student and his/her parents. Gradually, students will assume a greater role in the development of this plan as well as responsibility for their own learning.

School Wide Outcomes

Spark Charter School has developed Student Outcomes that are based on California State content and performance standards. In the areas of reading, writing, and mathematics we have identified the most essential standards. In subsequent years our focus will be on developing the most essential standards in history/social studies and science. In addition to state standards, Spark helps students develop skills as listed below:

English/Language Arts

Strong reading, writing, listening, speaking, and presentation skills, in multiple forms of expression which may include poetry, biographies, stories, non-fiction, and plays, which will enable them to comprehend and interpret multiple forms of expression, including literature from various time periods and cultures.

Measurable Outcome Goals:

- 70% or more of all students will demonstrate at least one year of growth on the English Language Arts California Standards Test.
- An average of 70% or more of all students will be classified as having an advanced or proficient grade level equivalence on the Developmental Reading Assessment® and/or Leveled Reading Assessment
- An average of 75% or more of all students will earn a rating of proficient or advanced in Language Arts (based on a composite of all reading and writing scores) on end of year report cards.
- An average of 75% or more of all students will earn a rating of proficient or advanced on summative performance assessments in writing.

Science

The understanding and application of the major concepts underlying the various branches of science, which may include physics, biology, chemistry, ecology, astronomy, and earth sciences will align with State Standards. This knowledge will enable students to make informed decisions in an increasingly technological world.

Measurable Outcome Goals:

- An average of 70% or more of all 5th and 8th grade students will score proficient or advanced on the science portion of the California Standards Test.
- An average of 75% or more of all students will earn a rating of proficient or advanced in science on end of year report cards.
- An average of 80% or more of all students will earn a rating of proficient or advanced on a portfolio submission related to science.

History/Social Sciences

An understanding of civics, history, geography, cultures, and languages enables students to become responsible citizens of the 21st century.

Measurable Outcome Goals:

- An average of 70% or more of all 8th grade students will score proficient or advanced on the social studies portion of the California Standards Test.
- An average of 75% or more of all students will earn a rating of proficient or advanced in social studies on end of year report cards.
- An average of 80% or more of all students will earn a rating of proficient or advanced on a portfolio submission related to social studies.

Mathematics

Students will be able to reason logically and to understand and apply mathematical processes and concepts to solve problems requiring basic mathematics, algebra, geometry, statistics, and other math disciplines. These problem-solving skills will be integrated into other disciplines.

Measurable Outcome Goals:

- 70% or more of all students will demonstrate at least one year of growth on the CST for mathematics.
- An average of 75% or more of all students will score proficient or advanced on trimester mathematics assessments.
- An average of 75% or more of all students will earn a rating of proficient or advanced in mathematics (based on a composite of all mathematics scores) on end of year report cards.

Lifelong Learning Skills

Spark Charter helps students develop skills that will enable them to pursue their own path of learning throughout their adult lives, including the following:

Study Skills

- Proficient study skills and habits including note-taking, library research skills, and studying strategies.
- The ability to reflect on and evaluate one's own and others' learning.
- The ability to plan, initiate, and complete a project, including goal-setting and self-assessment.

Cognitive Processing Abilities

- Cognitive processing abilities using complex and critical thinking skills.
- The ability to identify, access, integrate, and use available resources and information.
- The ability to reason, make sound decisions, solve problems, and analyze in a variety of contexts.
- The ability to articulate their thought processes.

Foreign Language Skills

- A foundation in a language other than English.
- A knowledge and understanding of other cultures.
- An ability to function with people from other cultures or to participate in multilingual communities.

Technology

- Skills from a variety of technological sources for the purpose of research, analysis, communication, organization, and self-expression.
- Ability to utilize computers and commonly used software applications.

Visual and Performing Arts Skills

- Knowledge of skills to express ideas and emotions through participation in various forms of the visual and performing arts which may include music, theatre, dance, two- and three-dimensional arts, puppetry, and applied arts.

Health Science/Physical Fitness

- Knowledge of pertinent issues of health, safety, and the development of behaviors that are a foundation of lifelong healthy living.

Social/Interpersonal Skills

- The ability to make responsible decisions, build confidence in one’s capacity to learn, and be a productive member of an increasingly diverse and technological society.
- The ability to communicate clearly through oral, written, visual, and other forms of expression.
- The ability to engage in responsible, compassionate peer relationships.
- The ability to collaborate and work effectively with others in cooperative groups.

Outcome Benchmarks

Spark Charter has developed grade level benchmark assessments in reading, writing, and math. These assessments will be used to inform instruction and to measure student growth at the end of the year. Spark Charter shall examine and refine student outcomes and performance goals over time to reflect the School’s mission, curriculum, assessments, and any changes to state standards.

Spark Charter shall strive to:

- Increase the number of students performing proficient and advanced on mandated standardized tests by 1% in each of the subject areas in each year of this charter;
- 75% of the students in grades K-8 will receive a score of proficient or above on the progress report at the end of the academic year;
- Meet the annual API growth target and Adequate Yearly Progress (AYP) criteria each year; and
- Achieve a student attendance rate of at least 96.5%.

The following table provides an overview of the assessment tools aligned to student outcomes:

Measureable Student Outcomes

Measurable Outcomes (as defined in Element B)	Assessment Tools	Type of Assessment	Frequency
<i>Outcome 1: Students will become proficient readers and writers of the English language</i>	Leveled Reading Assessments (DRA, LRA)	Diagnostic, Criterion-referenced	Beginning, middle, end of year
	Writing Rubrics aligned to state standards and 6 +1 Traits	Criterion-referenced, standards-aligned, performance-based	4 formal samples/year, ongoing informal use
	California ELA Standards Test (grades 2-8) with writing (grades 4 & 7)	Standards-aligned	Annually
	Report Cards (K-8)	Summary of all assessments	3 times/year
	Teacher Observations/Checklist	Informal, Formative	As needed

	<ul style="list-style-type: none"> Informal Reading Inventories 		
	Writing Portfolio Submissions	Performance-based Summative	Formal review 1-3/year
<i>Outcome 2: Students will become proficient in mathematical skills and content.</i>	Trimester Mathematics Assessments, Internally Created	Diagnostic and standards-aligned Baseline	Beginning of the year, end of each trimester
	Tests/Quizzes, Internally Created	Standards-aligned Formative	As needed
	Report Cards (K-8)	Summary of all assessments	3 times/year
	California Mathematics Standards Test (grades 2-8)	Standards-aligned	Annually
	Teacher Observations/Checklists	Informal, ongoing, Formative	As needed
	Mathematics Portfolio Submissions	Performance-based, Summative	Formal review 1-3/year
<i>Outcome 3: Students will become proficient in science concepts and scientific thinking.</i>	California Science Standards Test (grades 5 & 8)	Standards-aligned	Grades 5 & 8
	Thematic Unit Assessments	Standards-aligned, Performance-based	As needed
	Report Cards (K-8)	Summary of all assessments	3 times/year
	Science Portfolio Submissions	Performance-based, Summative	Formal review 1-3/year
<i>Outcome 4: Students will become proficient in social studies practices and content.</i>	California Social Studies Standards Test (grade 8)	Standards-aligned	Grade 8
	Thematic Unit Assessments	Standards-aligned, Performance-based	As needed
	Report Cards (K-8)	Summary of all assessments	3 times/year
	Social Studies Portfolio Submissions	Performance-based Summative	Formal review 1-3/year
<i>English Language Development (in addition to assessment indicated for general education)</i>	CELDT	Criterion-referenced assessment Summative	Annually

<i>population)</i>			
<i>Special Education</i>	Individualized Education Plan (IEP) goals for Special Education Students	Multiple	Annually
<i>Outcome 5: Students will demonstrate high levels of problem solving, creative thinking, adaptability and resourcefulness.</i>	Thematic Unit Assessments Report Cards (K-8)	Performance-based Summative Summary of all assessments	At least 3/year 3 times/year
<i>Outcome 6: Students will become well informed citizens and active participants in their communities.</i>	Service Learning Projects Rubrics	Performance-based Formative	At least 3/year
	Report Cards (K-8)	Summary of all assessments	3 times/year
<i>Outcome 7: Students will demonstrate growth in Emotional Intelligence (EQ) competencies.</i>	Six Seconds Emotional Intelligence Assessment- Youth Version (SEIYV)	Norm-referenced assessment Summative	Annually

ELEMENT C: METHODS OF ASSESSMENT

“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)

Spark Charter School will implement a comprehensive assessment system to measure and track student mastery of grade-level standards and requisite skills in each subject area. Assessment result analysis will form the basis for teacher professional development and instructional planning. Assessment data will be collected at regular intervals throughout the school year including: baseline, formative, and summative assessments. We will explore the use of computer-based assessments and data administration that will allow teachers to develop personalized reports, disaggregate class data and observe patterns so that the assessments can be used to strategically target instruction.

As new assessment tools become available that align with the California’s Common Core Content standards we will continue to refine and update our assessment list to integrate these new tools. Spark’s staff will work diligently to review individual student performance data enabling the appropriate staff to take corrective action for students who fall below the minimum performance expectation.

State Assessments

Spark will administer annual state mandated assessments as required under California Standardized Testing and Reporting (STAR) pursuant to Education Code 60602.5. The California Standards Test (CST) in English Language Arts and Mathematics will be administered to students in grades two through eight in the spring of each year to measure students’ mastery of grade-level standards and to assess annual progress in meeting AYP and API goals. The California English Language Development Test (CELDT) will be administered to English Language Learners annually. We understand that the state will be transitioning to new assessments developed by the SMARTER Balanced Assessment Consortium (SBAC) during the course of this charter. We will comply with the new testing system in accordance with California Education Code.

Multiple Measures

Spark’s assessment plan includes multiple measures designed to monitor student progress over time. It includes baseline, formative, and summative assessments. Baseline assessments will measure basic academic skills in English Language Arts and mathematics as well as social-emotional competencies. Formative assessments will be frequent and include formal and informal, performance based assessments. These assessments will help students to better understand their strengths and areas in which they may be struggling. The information provided by the assessments will be used to guide instruction and to identify students who may need additional support and/or challenge. Summative assessments will take place in core subjects at the end of content units, the

end of each trimester, and at the end of the year. Social-emotional growth will be formally assessed on a formative and summative basis as well.

Spark Charter School is committed to using both criterion-referenced and standards-aligned assessments as well as diagnostic and formative assessments in our school-wide assessment plan. Criterion-referenced assessments will be used to monitor whether children are mastering grade level standards, and to identify standards that require more attention in the classroom. These assessments will be disaggregated by teachers working in partnership with the Director, in a team effort, to identify trends, find specific areas of instructional strength and weakness, and to ensure children are making progress towards grade-level proficiency as measured by state standards. Formative assessments will be used to inform instruction as well as to track and monitor student growth and learning.

In addition to the annual state mandated standardized assessments detailed above, Spark's assessment plan includes the following assessments:

- **Leveled Reading Assessments.** All students in grades K-8 will be assessed at the beginning of the year using the Developmental Reading Assessment® (DRA). The DRA measures reading fluency, comprehension, and word analysis. DRA levels will be used to group students for guided reading groups and to help students select appropriate independent reading books. At the primary level (K-3), teachers will conduct running records, at least one per student every six weeks. Running records measure reading fluency and word analysis skills. Teachers will use running records levels to adjust guided reading groups as necessary. In the intermediate grades and middle school (4-8), teachers will conduct on-going (at least two per trimester) Informal Reading Inventories that will assess fluency and comprehension. Primary students will be assessed using the DRA again in the middle of the year and at the end of the year. Interim and final assessment for intermediate and middle school students may use different Leveled Reading Assessments that are less time intensive such as Village Academies Leveled Text Reading Assessment© or the Scholastic Reading Inventory™.
- **Writing Assessments.** A writing sample will be collected and assessed for each student at least four times a year: as a baseline assessment, at the end of each trimester, and at the end of the year. In grade level groups, teachers will develop rubrics that align to grade-specific content standards for writing. In addition, using the 6 + 1 Trait writing model, students will be instructed on how to use analytic rubrics throughout the writing process. Students will use these rubrics for self-review and self-assessment on writing projects throughout the year. See **Attachment 12** for a sample writing rubric.
- **Mathematics Assessments.** At the beginning of each year all students, grades 1-8, will be given a baseline mathematics assessment. Kindergarten students will be assessed as part of the Kindergarten-readiness assessment. The baseline assessment will include multiple choice and constructed response questions. It will be designed to assess students' mastery of the previous grade's standards. The data from the baseline assessment will be used to guide instruction including possible interventions and extensions. Spark's teachers, with support from the administration, will develop the baseline assessment before the opening of the school year. They may use released questions from state testing as well as curriculum

resources, such as TERC or Connected Mathematics, in developing the assessment.

Throughout the year, student progress in mathematics will be measured using formal and performance-based assessments. Students will be pre-assessed at the beginning of each math unit to identify students in need of extra challenge or support. On-going assessment will take the form of teacher observations and assignments. At the end of each unit, student understanding and mastery will be measured through performance tasks or formal assessments. During designated faculty collaboration times and/or professional development days, teachers will design these assessments or select them from curriculum resources (TERC or Connected Mathematics).

At the end of each trimester, including the end of the year, students will be given a trimester assessment that will cover all standards taught to date. Much like the baseline assessment, these assessments will include both multiple choice and constructed response questions. They will be created in the same way. We may also use performance tasks from the Mathematical Assessment Resource Service (MARS) to assess problem solving skills.

- **Thematic Unit Assessments.** An important part of creating thematic units using the Understanding by Design (UbD) framework is selecting and developing authentic, valid assessments of understanding. In the backward planning process, teachers first identify goals and content standards for each unit. Next, they design and select assessments. Then, they develop lessons to help students reach those goals. Following the UbD framework, teachers consider the following three elements when designing assessments: the type of evidence, evaluation criteria, and assessment validity. Teachers will be instructed in the assessment design process during professional development in August and will re-visit it during faculty collaboration time.

For each thematic unit, teachers will include a variety of assessments including at least one performance task. Formative and summative assessments designed to measure student understanding of the unit's learning goals may include quizzes and tests, responses to academic prompts, and informal checks for understanding. Performance tasks are complex, open-ended and authentic tasks and/or projects. They will be assessed using multi-faceted rubrics that will include state standards. **Attachment 13** includes an example of a unit assessment planning template.

- **Social-Emotional Learning (SEL) Assessments.** Social-emotional learning will be also be assessed through multiple measures. Teachers will use the Self-Science Scope and Sequence (see **Attachment 14**) to see whether students are reaching appropriate milestones.

SEL achievement will be documented through student journals, portfolio submissions, and observations. In addition, the Six Seconds Emotional Intelligence Assessment (SEI-YV) will be given annually. The SEI-YV is a statistically sound, normed measure. It measures student achievement in the eight Emotional Intelligence competencies plus five key Barometers of Life.

Report Cards and Portfolios

In addition to the subject area specific assessments described above, Spark will use report cards and portfolios to summarize student achievement.

Report Cards

Report Cards will provide a summary of student assessment at the end of each trimester. Our report cards will describe the level of development for each student in relation to key, standards-based grade level skills and content.

Our report cards will be designed to describe a five point continuum of learning stages (beginning, developing, approaching, proficient, and exceeding). Report cards will demonstrate student development in the following areas: reading, writing, mathematics, social studies, science, service learning projects, creative arts, physical education, and study skills. The specific features of each area will be grade-level specific and standards based. Students in 7th and 8th grade will receive hybrid report cards that will include developmental scores as well as letter grades. Our report cards will also contain several narrative sections where teachers detail examples of a child's level of development/mastery based on observations, student work, portfolio submissions, project rubrics, and/or various classroom-based and school-wide assessments.

Spark will explore digital assessment platforms and student data systems that will enable us to generate custom summary reports. The DRA and SEI-YV already have the capability to create student reports. We are researching systems that will allow us to incorporate all subject areas into one report to include as part of our report cards. These systems include Data Director and Vantage Learning Systems.

Portfolios

Spark will implement a portfolio system as part of our assessment plan. Portfolios will be used as a record of learning that includes samples of work and students' reflections on their work.

Portfolios display the individual nature of child's learning over time, provide evidence of academic achievement, and assist teachers with targeted instructional planning. Portfolios will be reviewed by students, parents/guardians, and teachers at each conference as well as at the end of the school year. As a learning record, portfolios will ensure teacher knowledge of student work from class to class. Each trimester, students – in consultation with their teachers – will select work samples from all core subject areas as well as Self-Science and service-learning projects to place in their portfolios. As part of this selection process, students will reflect on their performance to identify their strengths and areas for improvement as well as set personal goals for themselves.

Use and Reporting of Data

Spark will implement a Student Information System (SIS) to track and maintain student data.

The Executive Director in consultation with staff and the Board will choose a SIS to ensure the information collected is used in accordance with Spark's mission and vision as well as provide for all

mandated reporting requirements at the local, county, state, and federal levels. Some of the SIS we are considering include, but are not limited to School Loop, School Pathways, and Zoom! Data Source and Data Director. We will use the system to create reports that will allow us to disaggregate, analyze, and disseminate performance data to staff, parents, students, and the authorizing agency.

Spark teachers and staff will be engaged in an on-going process of data review and evaluation in connection to student learning outcomes. They will analyze individual data to review performance for students in their classrooms and work in collaborative teams to review class performance and benchmark data. In both cases, teachers will be guided to look at how students performed on multiple measures, identify patterns of underperformance or high performance, and identify focus students who are not making adequate progress. Additionally, assessment data will be used to judge the effectiveness of curriculum units and teaching. This information will then be used to refine or change future units and instruction. Collaborative teams based on grade levels and subject areas will use these opportunities to form questions that arise from the data, develop hypotheses around the questions, and pursue different strategies or actions to improve student outcomes. Teachers will be coached in using various assessment protocols. Individual student achievement will also be tracked longitudinally. Portfolios will allow teachers to track and monitor progress from one year to the next. Additionally, the Advisory house structure will foster teacher collaboration throughout the grades. Each Advisory teacher will monitor their students' progress throughout the three years they are assigned to them. They will continue to be an advocate and resource for that student once the student has moved onto the next age group in that house.

At Spark we believe that teaching to deep understanding and mastery is complex and that teachers cannot approach this complex task formulaically. They must develop hypotheses about how a given child might master a particular objective based on that child's interests, current level of ability, level of engagement, personality, learning style, etc. Should the hypothesis be incorrect, as a researcher, an effective teacher would use that data to form another hypothesis and continue this line of inquiry until success is achieved.

Reporting to Parents

At the beginning of every school year, Spark will hold orientation meetings during which we will share our assessment philosophy and system and to train the families on how to access assessment data. Such data may include student report cards, CST results, SARC, interim and benchmark assessments, student portfolios, and project assessments. Families will have access to some of this information through the school's website. In addition, assessment data will be shared directly with families during teacher-parent conferences, phone calls, and by sending materials home with students. Teachers and administrators will track parent contact.

Reporting to Authorizing Entity and Other Stakeholders

Spark Charter School will promptly meet all reasonable inquiries for data from the RCSD or other authorized agency and assure timely scheduled data reporting to our Authorizer in compliance with the law; further Spark hereby grants authority to the State of California to furnish copies of all test results directly to the Authorizer, as well as to the School. In accordance with Title III, Spark will

adhere to all mandated reporting guidelines in relation to English Learners, including notification to parents regarding CELDT results and reclassification. In accordance with IDEIA, Spark will comply with all state and federal laws regarding reporting requirements for children with IEPs, including, at a minimum, trimester reports to a Special Education student's parents on progress towards goals stated within the IEP.

School Accountability Report Card (SARC)

Spark Charter School will compile the necessary data and create a SARC at the end of each school year. The data will be disaggregated annually in order to identify the performance of students in each demographic subgroup. State law requires that the SARC contain all of the following:

- Demographic information.
- School safety and climate for learning information.
- Academic data.
- School completion rates.
- Class sizes.
- Teacher and staff information, including data about Highly Qualified Teachers.
- Curriculum and instruction descriptions.
- Postsecondary preparation information.
- Fiscal and expenditure data.

Annual School Improvement Efforts

School leadership, in conjunction with parent and teacher representatives, will meet annually for the purpose of creating an annual School Improvement Plan. The plan will target specified areas for improving student learning and other aspects of the school that the Spark community agrees need attention. The following aspects of the school will be addressed each year in the School Improvement Plan:

- Student Achievement.
- Community Relations.
- Parent Involvement and Communication.
- Facilities.
- Staffing and Personnel.
- Governance.
- Financial resources.

Spark Charter and the District will jointly develop an annual site visitation process and protocol to enable the District to gather information needed to confirm the Charter School's performance and compliance with the terms of this charter.

Spark Charter anticipates that the District will agree to receive and review the annual programmatic report of Spark Charter and within two months of receipt of the annual review, the District will notify the Spark Charter School Board as to whether it considers the Charter School to be making satisfactory progress relative to the goals specified in this charter. This annual notification will

include the specific reasons for the District's conclusions regarding its assessment of the annual programmatic report of Spark Charter.

ELEMENT D: GOVERNANCE STRUCTURE

“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.” - California Education Code Section 47605(b)(5)(D)a

Shared Leadership

Spark Charter School collaborates with families and the larger community to engage in an ongoing cycle of assessment, reflection, planning and implementation to ensure school success. School governance is derived from best practices to ensure that the school meets its stated mission and goals and that all stakeholders have a voice in the ongoing development of the school.

Legal Status

Spark Charter School shall operate as a California nonprofit public benefit corporation organized pursuant to California Nonprofit Public Benefit Corporation Law. Spark’s Articles of Incorporation, which have been filed with the Secretary of State, are evidence of its status as a California nonprofit public benefit corporation. As a next step, Spark will apply for 501c3 status with the IRS.

Spark will be governed by its Board of Directors pursuant to its adopted bylaws, which shall be consistent with this charter. The governing Board’s major roles and responsibilities include establishing and approving all major educational and operational policies and overseeing their implementation; approving all major contracts; approving the school’s annual budget and overseeing the school’s fiscal affairs; and selecting and evaluating top administrative staff. Spark Charter School will operate autonomously, with the exception of the supervisory oversight as required by statute and other contracted services with the district and/or county office of education. All staff are employees of Spark Charter School.

The bylaws demonstrate the organizational designs of Spark’s governance structure to ensure that it remains viable and that there is active and effective representation of school stakeholders, including, but not limited to, parents and guardians. The Bylaws clearly state the authority and responsibility by which the Board conducts itself, including appointment and removal of its own members.

Board of Directors

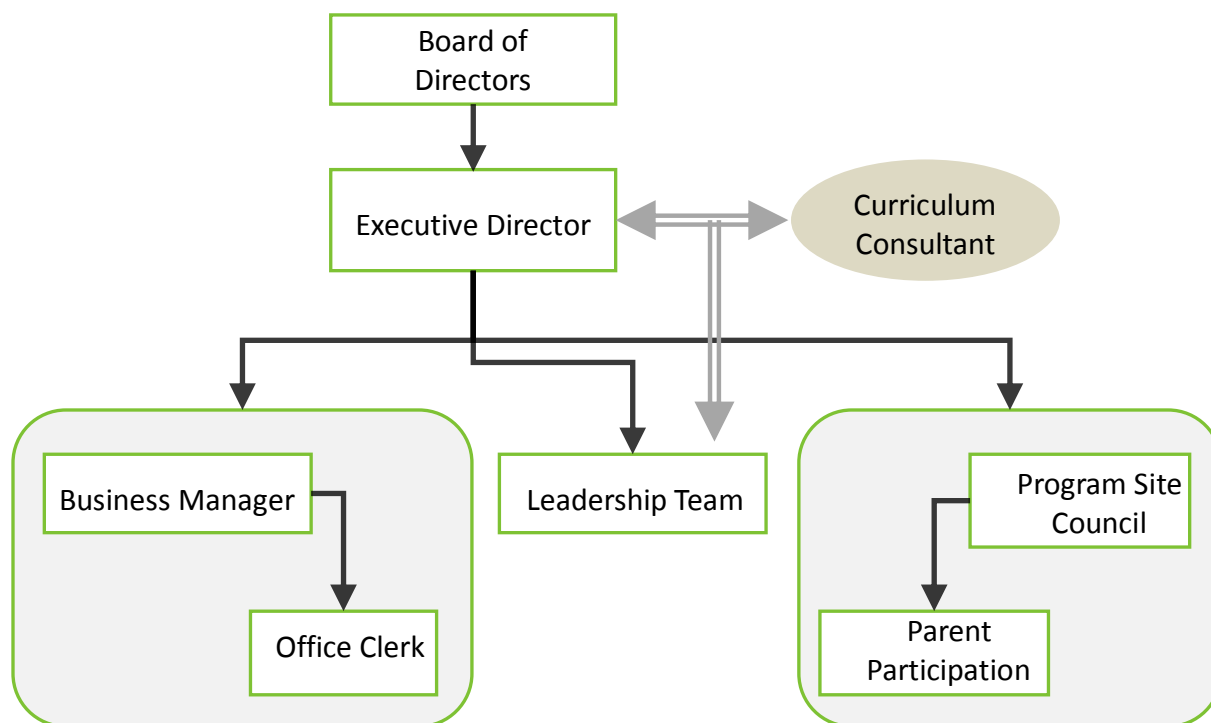
The School will be governed by a Board of Directors (the Board). The Board is a policy-making board which shall be ultimately responsible for the operation and activities of the Spark Charter School. The Board shall be composed of at least five (5) and no more than nine (9) directors who will govern the school, and will include parents and community members with expertise in finance, law, non-profit governance, fundraising, school leadership, and academic program development. In addition, in accordance with Education Code Section 47604(b), the authority that grants the charter to be operated by a nonprofit public benefit corporation shall be entitled to a single representative on

the Board of Directors of the nonprofit public benefit corporation. If the charter authorizer appoints a representative to serve on the Board of Directors, the Board may appoint an additional director to ensure an odd number of Board members.

Board members have a responsibility to solicit input from parents, faculty, and staff regarding issues of significance, and to consider input carefully before taking action. The primary method for executing the Board's responsibilities is the adoption of policies that offer guidance and interpretation of the charter and the procedures to assist the staff in facilitating the implementation of such policies.

As the School progresses from a development to an operational phase, some or all of the members of the Spark Board may change as part of a transition to an operating board to ensure that the Board has the skills and expertise necessary for successful operation of the School. New board members will be appointed by the directors of the Spark Charter School.

The organizational structure of the school gives the Board of Directors ultimate responsibility to oversee the program to ensure the school's success:



Selection/Election Process

The following members of the Founding Group will be taking positions on the initial Board of Directors:

- Alexandra Zdravkovic Hawley
- Christine Hernandez

- Gigi Carunungan
- Jane Lii
- Laura Stuchinsky

Biographies of each member can be found in **attachment 2**.

Members of the initial Board of Directors will continue to secure additional persons with expertise as needed to establish and sustain a successful school and ensure the effective and responsible use of public funds.

The Board of Directors will hold its first board retreat to assign roles, positions and committees prior to the start of the school year. The Board will appoint a President, Secretary, and Treasurer. The Board may also choose to have a Vice-President and/or a Chairman of the Board and a Vice-Chairman of the Board. Each officer shall serve on the Board for a two (2) year term.

The Board of Directors will meet annually for the purpose of organization and appointment of officers. The President of the Board of Directors will appoint a committee to designate qualified candidates for election to the Board of Directors (see **Attachment 15**, Spark Bylaws, for selection and appointment processes). In selecting new Board members, the founding directors shall look for expertise in the areas of school administration or operations, teaching, business, accounting, legal, nonprofit, and fundraising. New board members shall include parent and community leader representatives elected by the Board in accordance with the Bylaws.

Professional Development

The President of the Board of Directors will attend specific governance and fiscal management training together with the Executive Director. New Board members will receive initial training from current Board members on school bylaws and board duties. In addition to initial Board training, the Spark Board of Directors will attend periodic conferences and in-service opportunities for the purposes of training individual board members regarding their conduct, roles and responsibilities.

Training may include attending conferences whereby relevant governance training is available and additional trainings and workshops to be held at special and regularly scheduled Board meetings each year. Trainings may be given by the school's legal counsel, the California Charter Schools Association, or other experts. Topics may include conflicts of interest, charter school legal compliance, the Brown Act, special education, budget and finance.

See **Attachment 18**: Board Member Development Plan for details concerning requirements for and training of new board members.

Roles and Responsibilities

The responsibilities of the Board include but are not limited to:

- Uphold the mission and vision of the school.
- Oversee the implementation of the charter.
- Communication, negotiation and collaboration with the authorizer.
- Approve bylaws, resolutions, and policies and procedures of school operation.

- Hire and evaluate the Executive Director.
- Evaluate school and student performance .
- Create committees and/or subcommittees as needed.
- Ensure compliance with applicable law such as the Brown Act, the Public Records Act, and the Political Reform Act.
- Act upon staff recommendation approving all operational policies and having oversight of the implementation of such policies through the Executive Director.
- Participation in independent fiscal and programmatic audits.
- Approve and monitoring budget and fiscal practices, including solicitation and receipts of grants and donations.
- Develop long-term strategic plans.
- Act upon staff recommendation, approving all hiring, firing, and discipline of employees as well as all employee contracts and personnel policies at each school.
- Act upon staff recommendation, approving student and parent policies, including, but not limited to, admissions, and disciplinary policies including suspension and expulsion at Spark;
- Approve and monitoring management of the school's liabilities, insurance, health, safety, and risk-related matters.
- Approve all contracts and expenses in excess of 1% of the annual operating budget.

The Board may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which charter schools are established. The Board may execute any powers delegated to it by law, and shall discharge any duty imposed by law upon it and may delegate to an employee of the School any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated.

The Board may create and terminate committees at will under the terms of the Bylaws. Examples of committees include programming, finance and fundraising. Committees are given tasks such as conducting due diligence and developing proposals to address particular issues that come to the board's attention.

Meetings

The Board of Directors and Executive Director will meet monthly. Meetings shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act. Meeting information will be posted on the school website.

For easy access to community and staff members, meetings will be held at the school site unless noted otherwise. Spark Charter School plans on alternating between afternoon and evening board meetings in an effort to accommodate for a wider range of community member schedules and encourage parent participation.

Legal Assurances

Spark Charter School will comply with the Brown Act and Public Records Act as required by County Board Administrative Regulations 6230 Section 2.0 subdivision (d) and subdivision (e).

Spark has adopted a Conflict of Interest code which complies with the Political Reform Act, Corporations Code Conflicts of Interest rules, and which shall be updated with any charter school specific conflicts of interest laws or regulations. As required, the Conflicts Code will be submitted to the County Board of Supervisors for approval.

Attachments:

Attachment 1: Spark Charter School Compliance with the Brown Act and Public Records act

Attachment 15: Spark Charter School bylaws

Attachment 16: Spark Charter School articles of Incorporation

Attachment 17: Spark Charter School Conflict of Interest Code

Role of the Executive Director

The Executive Director is the Chief Executive Officer (CEO) of Spark Charter School. He or she is responsible for the effective operation of the school, general administration of all instructional, business, or other operations of the schools, and for advising and making recommendations to the Spark Charter School Board with respect to such activities.

The Executive Director shall perform all the duties and accept all of the responsibilities usually required of a Superintendent as prescribed by the Education Code of the State of California, the rules and regulations of the Board of Regents and Commissioner of Education, the laws and regulations of the United States, statutes of the State of California, and the policies, rules, and regulations established by the Spark Charter School Board. The executive director will administer and supervise the school and its employees, lead development of educational program improvement, foster a culture of positive, engaged learners, and serve as a strong advocate for the school's core values--including developmental philosophy and parental involvement.

She or he will work closely with a Curriculum Consultant to plan and design Spark's curriculum, and design and implement teacher training for effective curriculum implementation. She/he will also serve as the special education coordinator in the first years of operation until Spark hires its own special education coordinator. She/he will coordinate and work closely with a teacher who is SPED credentialed.

Role of the Curriculum Consultant

The Curriculum Consultant is responsible for providing guidelines and examples for the integration of the new core standards, Helical Model, and Social-Emotional Learning for teachers at Spark School. S/he is responsible for designing the themes, broad and medium strokes of the curriculum, and sharing these with the teachers; principal designer of the professional development programs related to curriculum; coordinates with the Executive Director in the design of the student assessment framework and strategies in relation to curriculum; and supports the development of teachers, through teacher institutes, observations, reflections, and in-class demonstrations.

Role of the Business Manager

Under direction of the Executive Director, the Business Manager is responsible for the day-to-day operations at Spark Charter School, including, but not limited to, fiscal services, reporting requirements, operations, enrollment, transportation, nutrition services, information technologies, purchasing/warehouse, and facilities. The Business Manager also serves as an advocate for the school's developmental philosophy and parental involvement.

Role of Teachers

As part of Spark's governance structure, teachers are expected to take a leadership role in ongoing school development. Some key elements of teacher leadership include:

- Designing and leading selected staff workshops.
- Facilitating and directing parent participation.
- Developing academic program and curriculum to meet evolving understanding of target student needs.
- Engaging in community outreach, including family communication and school events,
- Participate on key school committees.
- Analyzing data and communicating results from student assessments.
- Facilitating parent teacher conferences.

A SPED credentialed teacher will the assist Executive Director with special education coordination.

Program Site Council

Under direction of the Executive Director, the Program Site Council's (PSC) main function within the Spark Charter School organization is to support the various school programs the Executive Director and teachers have adopted to supplement classroom curriculum, enrich school life, and enhance the school community.

The PSC is a volunteer organization run by parents and teachers. Each parent-led program has a group of volunteers that works together to monitor and implement the specific requirements of each program. A volunteer coordinator from these committees can represent the group at monthly PSC meetings. The PSC leadership consists of officers such as President, Vice President, Secretary, Treasurer, teacher representatives, the Executive Director, Lead Classroom Coordinator, and one coordinator for each parent-led program.

All Spark parents and teachers are welcome to attend and participate in PSC meetings. The Program Site Council holds monthly meetings to discuss school activities. The Program Site Council is not a decision-making organization and reports to the Executive Director. The PSC officers are selected through a nominating committee and voted on by the Spark community.

The Program Site Council:

- Oversees such programs as: Parent Participation, School Community Building, Parent-Led Enrichment Programs, After-School Activities, Library, and Parent Education.
- Serves as a forum for the discussion of matters of interest and concern to the parents and teachers of the school in regard to school programs and community.
- Acts as a communication channel between parents, other individuals, and groups both within and outside of the school community, by means such as: Parent and Student Handbooks, school newsletter, and the school-wide on-line platform.
- Works as an advisory body to the Executive Director to assess school community support and interests by conducting annual parent/student surveys.
- Monitors parent-led programs.
- Reports directly to the Executive Director and implements approved changes on behalf of the Executive Director.
- Sponsors activities that enhance the intrinsic value of the School, contributes to the fulfillment of the School's mission, and builds community through activities such as summer events, festivals, and camp-outs.
- Raises and manages funds to support student enrichment programs.

Leadership Team

The Charter School will have its own leadership team (LT) comprised of teachers representatives and at least one representative from the classified school staff. The LT will represent all grade levels. It will be formed to facilitate shared governance and to serve as an advisory body to the Executive Director, represent staff interests and employee relations, provide input to the school budget, and facilitate the execution of the annual development plan for the school. Specifically, the LT will assist the Executive Director with the review of pertinent student achievement data and make recommendations for development of curricula and instructional practices.

For more information refer to **Attachment 20** Leadership Team.

Student Government

Annually the students at each school will hold an election to select officers to lead Spark Charter School's student government. In addition, student representatives are selected from each class, K through 8. They sit on committees and provide input on decisions such as student activities and staff selection.

Role of Community/Parent Participation

Family participation is a cornerstone of Spark's educational model. Each family will make an educated decision to choose to enroll their child in the school's program. As described in Element A, every family will be asked to volunteer in some manner in the school. Those volunteer hours are designed to meet a number of objectives. They will enable teachers to offer small groups, differentiated instruction. It will help build a strong sense of community within the school where every

child is valued and we all help one another. As noted earlier, numerous studies have shown that parent participation improves student achievement. Families will be provided multiple opportunities to be involved. Families will be asked to volunteer in classrooms on a weekly basis, serve on committees, participate in work projects, attend parent training sessions, be involved in site-based decision-making at the school and in the on-going development and growth of the school. If parents are unable to volunteer during school hours, or dedicate the number of hours sought, the school will find a way for them to participate.

There will be frequent communication between the school and the families through classroom and school newsletters. Teachers will send home monthly newsletters highlighting the classroom activities and events of the past month and informing parents of upcoming events and schedule meetings of classroom parents. In addition, the Executive Director will oversee the development of school-wide monthly newsletters, as well as Spark community meetings. Families will be advised of student progress through trimester report cards, and annual parent-teacher conferences. In addition, Spark will host a variety of social and educational events. These may include Family Math and Literacy Nights, parent education seminars, student performances, and exhibits of student work.

The Spark Board will adopt policies to specify the details of participation, which will be included in the annual family orientation and in the parent handbook provided to all parents. One of the top priorities will be to secure sufficient volunteers to help out in the classrooms. But participation will take many forms so that all families can be included. Spark Charter will strive to enable parents to participate in ways that employ their skills, interests, and talents, while taking into consideration classroom/program needs.

This is an initial list of ways that families can participate:

- Volunteering in the classroom.
- Assisting with technology.
- Preparing materials at home.
- Providing language support.
- Driving on and supervising field trips.
- Attending and helping with school –wide events.
- Serving as a liaison to community groups.

The Executive Director will be responsible for making sure that parent participation is accessible regardless of linguistic or cultural background and will use every means possible to communicate with all parents. Under supervision of the Executive Director, the Program Site Council will oversee parent participation. Each family will be asked to complete a commitment form which specifies how the family will contribute to the success of the program. (See **Attachment 19** Spark Charter School Parent Agreement.)

ELEMENT E: EMPLOYEE QUALIFICATIONS

Spark Charter School will employ a staff of professionals committed to upholding the highest expectations for each child and to providing a rigorous educational program. Our staff members will be committed to Spark's mission and vision and actively participate in its implementation in the classroom and community.

Legal Assurances

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

Spark Charter School shall recruit professional and qualified personnel who believe in the philosophy of the school for all staff positions. Spark Charter School is a school of choice and no employee will be forced to work there. In accordance with Education Code 47605(d), Spark Charter School shall be nonsectarian in its employment practices and all other operations. The Charter School shall not discriminate against any individual (employee or pupil) on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, 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).

Teachers and all paraprofessionals will meet the requirements for employment of California Education Code section 47605(l) and the applicable provisions of No Child Left Behind. Spark Charter School will comply with all State and federal laws concerning the maintenance and disclosure of employee records and with all State and federal mandates and legal guidelines relative to No Child Left Behind.

All employees should possess the personal characteristics, knowledge, and relevant experience consistent with the responsibilities and qualifications identified in the posted job description as determined by the Spark Charter School.

Spark Charter School will comply with all applicable state and federal laws regarding background checks and clearance of all personnel. Spark will comply with Education Code 44237 and 45125.1 regarding the requirement to fingerprint and obtain background clearance of employees and contractors. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Director shall monitor compliance with this policy and report to the Board of Directors on a quarterly basis. The President of the Board of Directors will monitor fingerprinting and background clearance of the Director.

Prior to employment, each employee must furnish an up-to-date Mantoux Tuberculosis (TB) test result, and documents establishing legal employment status.

Recruitment

The Spark Charter School Board desires to employ the most highly qualified and appropriate person available for each open position in order to carry out the school's mission. Candidates are recruited for open positions based on an assessment of the school's needs for specific skills, knowledge, and abilities in compliance with NCLB requirements. A job description that accurately describes all essential and marginal functions and duties of each position is developed.

Job postings are disseminated through various methods to ensure a wide range of candidates. Various methods may include participating in recruitment fairs and educational conferences, developing university contacts, establishing a student teacher program at the site, advertising in newspapers and professional journals, and postings on websites of the following organizations: California Charter School Association, Charter Schools Development Center, Ed-Join, and local universities.

For our first academic year (2014-2015), the Executive Director will be recruited, interviewed and selected by the founding Spark Board of Directors, preferably by April 2014. Future potential candidates to this position will in turn follow the same recruitment and selection process, as outlined above.

In addition to the Executive Director, we anticipate hiring a Business Manager, a Curriculum Consultant and ten (10) teachers for our first academic year (2014-2015).

The Executive Director is responsible to oversee the selection procedures that identify the best possible candidate for each position based on screening processes, interviews, observations, and recommendations from previous employers. Interview committees are established, as appropriate, to rank candidates and recommend finalists. Staff, parents, and students are invited to participate in the selection process. All discussions and recommendations are confidential in accordance with law.

During job interviews applicants may be asked to describe or demonstrate how they will be able to perform the duties of the job. No inquiry shall be made with regard to any category of discrimination prohibited by state or federal law.

The Executive Director is responsible to make final staffing recommendations to the Board based on input from the interview committee. The Board will approve all personnel actions.

Qualification, Roles and Responsibilities

The following job descriptions outline school positions, including qualifications and responsibilities. They will be revised as necessary to reflect the needs of the school. The main office staff of Spark Charter School consists of the Executive Director, the Business Director, and an Office Clerk. The Business Director is the second in command and will report to the Executive Director. The Office Clerk will report to the Business Director. The Curriculum Consultant will work closely with Executive Director and the teachers.

Executive Director

Responsibilities and Duties:

Educational Program Management

- Embody, advocate for, and execute on the mission, vision and strategic direction of Spark Charter School.
- Extensive knowledge of and experience with curriculum development and developmentally-based educational programs.
- Monitor and analyze student performance data and prepare reports.
- Outreach to community and school district about our model and develop support systems,
- Foster teacher leadership and shared decision making.
- Facilitate teacher leadership for professional development, staff/teacher meetings, and instructional planning meetings.
- Ensure educational and regulatory compliance at all governmental levels.
- Explain and clarify information received from various agencies including California Department of Education, State Board of Education, and California Charter School Association.
- In conjunction with staff, develop and implement discipline policies.

Operations Management/Supervision

- Provide oversight and leadership in guiding the launch of Spark's first academic school year, including developing initial programmatic, staffing, curriculum, and opening procedures.
- Develop school office procedures, methods and practice.
- Ensure compliance with all applicable laws and regulations including, but not limited to, financial, record keeping, and employment.
- Supervise day-to-day operations of the school.
- Responsible for overall vendor management including, but not limited to payroll, facilities, contractors.
- Responsible for preparation of annual performance audit.
- Attend and participate in Spark Board meetings and committee meetings.
- Manage recruitment and selection of staff.
- Supervise improvement of teaching by annually reviewing goals and objectives, observing instruction, and conferencing with teachers, in collaboration with staff, the Board of Directors, and representational parent input.
- Supervise staff and foster positive, collaborative working relationships.

Communications Management

- Establish and maintain professional and cooperative working relationships with all stakeholders: parents, students, staff, neighbors, and partners.
- Maintain a visible and accessible presence to the school community.
- Advocate for Spark in the greater community and with the media.
- Communicate issues, concerns, and needs of the Spark to the Board of Directors.
- Represent Spark at district and county administrative meetings and other meetings as requested by the Board of Directors.

- Maintain frequent and regular communications with families through a newsletter, school website, one-on-one meetings, etc. as appropriate.
- Outreach and marketing for the purposes of maintaining enrollment and development.

Fiscal Management

- Develop annual budget. Manage budgets and make recommendations to the Spark Board.
- Work with the Board of Directors to set economic objectives, financial and accounting policies, and other fiscal policies and practices as necessary.
- Provide financial reports to the Board, the County, and other agencies as mandated by law.
- Arrange for annual audit with an outside independent auditor to ensure the soundness of Spark finances.

The Director will perform other duties as required.

Qualifications

Education and Experience

- Bachelor's degree (Master's degree or higher preferred).
- Valid California Administrative Credential (preferred).
- Minimum of three years K-8 teaching experience.
- Experience working with inquiry based educational programs.
- Experience coaching and developing staff.
- Experience working with a culturally and linguistically diverse student body.

Knowledge of:

- Local, state and federal laws applying to public schools.
- Laws and regulations specific to charter schools.
- Special education needs and issues.
- English learner needs and issues.
- Inquiry based educational programs.
- Social and Emotional Learning programs.
- Budget preparation and control procedures.

Ability to:

- Plan, coordinate, and direct work and activities of teaching professionals.
- Manage budgets, prioritize expenditures, and seek innovative methods for providing school resources.
- Promote and market the educational program and services of the school.

Skilled in:

- Communicating clearly and effectively in both oral and written language.
- Establishing and maintaining positive, respectful relationships with a variety of people.

Business Manager

Job Description:

Under direction of the Executive Director, the Business Manager is responsible for the day-to-day operations at Spark Charter School, including, but not limited to, fiscal services, reporting requirements, operations, enrollment, transportation, nutrition services, information technologies, purchasing/warehouse, and facilities.

The Business Manager serves as an advocate for the school's developmental philosophy and parental involvement. Candidates for this position will possess knowledge, skills, and abilities in the following:

- Principles and practices of public school services and administration.
- Personnel and finance administration and sources of information related to public school issues.
- Research methods and report writing.
- Effective public relations techniques.
- The candidate must meet all of the following minimum requirements:
- Any combination of education and/or experience equivalent to completion of a Bachelor's Degree in Public or Business Administration or related field; and
- Three (3) years related experience in fiscal services, administration, and human resources. Experience with a public school is preferred.

Responsibilities and Duties:

- Front-Office management: oversee and provide front-desk coverage and reception.
- independently implement routine clerical procedures including, but not limited to answering phones, taking and distributing messages, sorting mail and preparing general correspondence, perform accurate data entry and record maintenance, maintain confidential files including, but not limited to attendance, assessment results, emergency and family information, academic and health records and parent driver trip information.
- Oversee ordering of supplies and instructional materials, equipment, and services needed in the maintenance of the school.
- Provide first aid and CPR if needed.

Administrative Responsibilities

- Develop and maintain the school calendar and schedules (e.g: IEP meetings, Back-to-School night, curriculum specialists).
- Under direction of the Executive Director, arrange for advertising, public relation events and general recruitment.
- Assist with preparation, coordination of enrollment and orientation materials. Prepare and distribute information packets.
- Arrange for translators and translation of materials, as needed.
- Act as a liaison to parent group and/or other community organizations.

Accounting Responsibilities

- Manage Accounts Payable.
- Oversee day to day cash flow.
- Maintain records of school finances using accounting software.

The Business Manager shall perform other duties as assigned.

Qualifications:

Education and Experience

- Bachelor's degree(preferred).
- Administrative support experience, including office management/clerical.

Knowledge of:

- Office practices and procedures.
- CPR and First Aide Certification.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Operate standard office machines and computers.

Ability to:

- Converse, read, and write in Spanish (highly desirable).
- Perform complex data processing skills, including accounting software.
- Work independently and as a team member.

Skilled in:

- Organization and office management, record keeping, clerical and computer systems.
- Communicating effectively in person, by telephone and in writing.
- Relating to school staff, parents and community partners using tact, patience and courtesy.

Curriculum Consultant

Job Description

Under direction of the Executive Director, the Curriculum Consultant is responsible for providing guidelines and examples for the integration of the new core standards, Helical Model, and Social-Emotional Learning for teachers at Spark School.

Responsibilities and Duties

- Designs the themes, broad and medium strokes of the curriculum, and sharing these with the teachers.
- Designs components of the professional development programs related to curriculum.
- Supports the Executive Director in the design of the student assessment framework and strategies in relation to curriculum and the framework of the whole child.

- Supports the development of teachers, through teacher institutes, observations, reflections, and in-class demonstrations.

Qualifications

Education and Experience

- Bachelor's degree (Master's degree or higher preferred).
- Experience in K-8 curriculum design in inquiry-based instruction.
- Minimum of three years K-8 teaching experience.
- Experience working with inquiry based educational programs.
- Experience coaching and developing staff.
- Experience working with a culturally and linguistically diverse student body (CLAD certification preferred).

Knowledge of:

- Local, state and federal laws applying to public schools.
- Laws and regulations specific to charter schools.
- Special education needs and issues.
- English learner needs and issues.
- Inquiry based educational programs.
- Social and Emotional Learning programs.

Ability to:

- Plan, coordinate, and direct work and activities of teaching professionals.
- Coordinate with specialists, corporate and community professionals.
- Train teachers, parents, and other adults in K-8 constructivist pedagogy.

Skilled in:

- Communicating clearly and effectively in both oral and written language.
- Establishing and maintaining positive, respectful relationships with a variety of people.

Teachers

“Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to noncore, non-college preparatory courses. - California Education Code Section 47605(l).

Job Description

Teachers at Spark Charter School are responsible for providing a nurturing classroom learning environment, in keeping with the mission and vision of the school. They provide the day-to-day teaching and guidance to the students and are the primary resources of the school. Teachers are

also responsible for collaborating with their colleagues to develop interdisciplinary units of study and to play leadership roles in the school. They are also responsible for giving directions to parents aiding in and outside the classroom.

Responsibilities and Duties

Classroom Responsibilities

- Plan and deliver thorough, engaging, standards-based lessons consistent with the Spark Charter School mission and vision.
- Create comprehensive, cross-disciplinary units and lessons consistent with the school's educational philosophy and instructional methodology.
- Provide a safe, effective, and nurturing classroom learning environment.
- Use detailed data analysis and assessment tools to inform instructional practices.
- Identify students who are academically at risk and initiate intervention strategies.
- Attend IEP meetings and oversee implementation of additional educational supports as needed.
- Supervise and collaborate effectively with special education teachers and classroom parent volunteers.
- Participate in all school-based professional development.

Leadership Responsibilities

- Play a leadership role in the school, in school-wide instructional, assessment and professional development planning and school management.
- Collaborate daily with colleagues on identifying and addressing student learning needs and instructional unit planning.
- Have an open door policy with colleagues to observe and be observed teaching.
- Participate in common grade-level and school-wide planning to maintain continuity within each grade level and throughout the school.
- Contribute to staff/teacher meetings.

Community Responsibilities

- Meet with parents on a regular basis and hold parent conferences.
- Develop community-based service learning projects.
- Attend and participate in Spark community events.

Qualifications

Education and Experience

- Bachelor's Degree.
- Valid California teaching credential.
- CLAD Certified or working toward certification.
- CPR and First Aid certification.
- Teaching experience in a variety of instructional settings, including working with students from diverse populations.

- Experience in English Language Development.

Knowledge of:

- Federal, California State and County standards for the teaching profession.
- Common Core State Standards.
- Constructivist learning and teaching theory.
- Developmental, academic and social-emotional needs of all children.
- Inclusive education models.

Ability to:

- Differentiate learning for students with diverse learning abilities, preferences, and experiences.
- Learn and integrate technology in the classroom.
- Create cross-disciplinary project based units.
- Develop service learning opportunities connected to instructional goals.
- Teach with an inquiry based approach.
- Develop authentic and performance-based assessments of student learning.
- Communicate effectively and collaborate with administration, staff, teachers, specialists, and parents.
- Understand and analyze educational research and bring that learning into the classroom.
- Speak Spanish (highly desirable).

Skilled in:

- Developing and maintaining strong relationships with students, families and colleagues.
- Designing and implementing research-based, inquiry driven curricula.
- Using a variety of assessment tools and data analysis to inform and modify instruction
- Collaborating closely with colleagues.
- Creating a positive, safe, nurturing learning environment in the classroom.

The Charter School will hire substitute teachers in accordance with applicable law.

Office Clerk

Job Description:

Under direction of the Business Manager, the Office Clerk is responsible for the day-to-day operations at Spark Charter School, including, but not limited to, enrollment, transportation, nutrition services, purchasing/warehouse, and facilities. The Office Clerk is responsible for providing for timely and accurate distribution of information.

Candidates for this position will possess knowledge, skills, and abilities in the following:

- Principles and practices of public school services and administration.

- Personnel and finance administration and sources of information related to public school issues.
- Research methods and report writing.
- Effective public relations techniques.

The candidate must meet all of the following minimum requirements:

- Any combination of education and/or experience equivalent to completion of a Bachelor's Degree in Public or Business Administration or related field.
- Three (3) years related experience in fiscal services, administration, and human resources. Experience with a public school is preferred.

Responsibilities and Duties:

The Office Clerk will be responsible for helping run the school once open. The Office Clerk is a full time, hourly position that reports to the Office Manager. The Office Clerk is the first point of contact for parents and students when they come to school, as well as a resource to the school community. The Office Clerk should always exhibit professionalism, treat people with respect, and be firm but compassionate in the way that they address the day-to-day problems of the school.

Essential Functions

- Assist with fall lotteries and answer questions related to applications and the lottery process.
- Collect enrollment documents from accepted students.
- Coordinate work with Parent Leaders/Task Force members to be involved in the startup process.

Once the school is open, the Office Clerk responsibilities will include:

Parents and Community

- Build strong working relationships with parents and families.
- Assist with the successful coordination of community meetings and events, either through delegating to parents or completing independently.
- Use established communication systems to send out school information as necessary.
- Run Mandatory Registration Day before the start of school to gather student information and complete other start-of-year tasks with families.
- Be familiar with contents and structure of student information files.

Health, Safety, and Discipline

- Administer basic first aid, distribute medication, maintain injury reports, and contact parents as necessary.
- Be knowledgeable of all content in school safety binder, including emergency procedures.
- Report all injuries and other school incidents to the Office Manager.
- Supervise students sent to the office for discipline and health reasons.
- Maintain forms and records for workplace safety (OSHA and Worker's Comp).

Meals

- Collect lunch payments from parents.

Facilities

- Assist in managing and reporting day-to-day facilities problems.
- Schedule maintenance vendors and meet them as they arrive on campus.
- Execute responsibilities related to emergency situations as assigned by the Director.
- Ensure that all documents delivered or messages received are immediately given to Spark main office as most issues are time sensitive.
- Maintain confidentiality regarding all information, oral and written, regarding students who receive special education services.
- Partner with specialists on a school site to arrange IEP or other meetings and as necessary or when needed.

Administrative Responsibilities

- Perform general clerical duties including answering phones, taking and distributing messages, sorting mail and preparing general correspondence.
- Facilitate arrangements for school activities and arrange logistics for meetings, teacher development, parent education and other activities.
- Provide support to the Executive Director, Office Manager, and teachers as necessary.

Performs other duties as assigned.

Qualifications:**Education & Experience**

Any combination of education and/or experience equivalent to a Bachelor's degree in Public or Business Administration or related field from an accredited school; plus three years of related experience in fiscal services, administration, and human resources. Experience with a public school is preferred.

Knowledge of:

- Principles and practices of public school services and administration.
- Personnel and finance administration and sources of information related to public school issues.
- Research methods and report writing.
- Effective public relations techniques.

Skilled in:

- Excellent communication abilities.
- Interpreting, implementing, and explaining complex rules, regulations, contracts, policies, and procedures.
- Analyzing problems, developing and evaluating options, and making sound recommendations.

- Writing reports, documents, correspondence, and memoranda.
- Using a personal computer and associated software for word-processors, spreadsheets, and databases.
- Establishing and maintaining effective working relationships with a variety of people;
- Prioritizing assignments and workload appropriately and responding to deadlines effectively.
- First aid and CPR certification is highly desirable.

Ability to:

- Organize, coordinate, and oversee office activities.
- Operate standard office equipment such as computer, telephone, facsimile, photocopier, and other equipment.
- Tolerate high levels of stress.
- Work independently and in a team environment.
- Maintain confidentiality.
- Perform the essential functions of the position.
- Speak Spanish is highly desirable.

Working Conditions:

- Regular requirement to stand, walk, talk, hear, see, read, speak, reach, stretch with hands and arms, stoop, kneel, and crouch.
- Lift and carry objects weighing up to 50 pounds.
- Occasional exposure to blood, bodily fluids, and tissue.
- Occasional interaction with unruly children.
- Occasional evening and/or weekend work.

Compensation and Benefits

Salary, Health, and Welfare Benefits

Employees of Spark Charter Schools shall receive compensation packages that are competitive with local public charter schools. Benefits shall include, but are not limited to, health, dental, and vision. Revenues and expenditures will be reviewed annually, and a recommendation will be made to the Spark Board for cost of living adjustments and incentive pay to remain competitive.

Other Terms and Conditions of Employment

Spark Charter will provide opportunities for teachers and other professionals to continue their professional development. See **Attachment 21**: Employee Development Plan.

Evaluation procedures will be conducted in a manner established by the administration and approved by the Spark Board. Discipline and dismissal procedures for School employees will be developed by the administration and approved by the Spark Board. See **Attachment 22**: Teacher Evaluation Process.

ELEMENT F: HEALTH AND SAFETY

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

Spark Charter School will follow clear procedures to ensure the health and safety of pupils and staff. Spark will adopt and implement a comprehensive set of health, safety, and risk-management policies site in consultation with insurance carriers and risk management experts prior to the school’s opening. A full draft will be provided to the District for review at least 30 days prior to operation.

These policies will be incorporated as appropriate into the School’s student and staff handbooks and will be reviewed on an ongoing basis by the School’s staff and Board, in consultation with families. The handbooks will be distributed to all staff and families.

These policies will at a minimum address the following:

Procedures for Background Checks

Employees and contractors of Spark Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1.

All new employees must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Executive Director of Spark Charter Schools shall monitor compliance with this policy and report to Spark Charter School Board of Directors on a quarterly basis. The Spark Board President shall monitor the fingerprinting and background clearance of the Executive Director.

All volunteers shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District.

TB Testing

Faculty and staff will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

Immunizations

All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

Medication in School

Spark Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision, Hearing, and Scoliosis

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

Diabetes

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

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

Emergency Preparedness

Spark Charter School will adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall prior to the school opening. This handbook will include, but not be limited to the following responses: fire, flood, earthquake, lockdown, hostile intruder situations, and other natural disasters. If assuming a facility used prior as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for Spark Charter School. If the building has not been used as a school site prior to Spark, the school will design its own Emergency Preparedness Handbook. All staff will be trained on emergency preparedness procedures, including appropriate "first responder" training or its equivalent.

CPR Training

All instructional staff and school leadership will be CPR and first aid certified.

Blood - Borne Pathogens

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

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

Drug Free/Alcohol Free/Smoke Free Environment

Spark Charter School shall function as a drug, alcohol, and tobacco free workplace.

Facility Safety

Spark Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. Spark Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at facility to ensure that they are maintained in an operable condition at all times. Spark Charter School shall conduct fire drills monthly and in conjunction with the district (if using district facility) as required under Education Code Section 32001 and in conjunction with the Sunnyvale School District. Spark Charter School shall obtain certificate of occupancy before the start of school.

Comprehensive Sexual Harassment Policies and Procedures

Spark Charter School 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. Spark Charter School has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at Spark Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with Spark Charter School's sexual harassment policy.

Health Care and Emergencies

Spark recognizes the importance of taking appropriate action whenever an accident or illness threatens the safety, health, or welfare of a student at school or during school-sponsored activities. To facilitate immediate contact with parents/guardians when an accident or illness occurs, Spark Charter School requires parents/guardians to furnish the school with current contact information.

ELEMENT G: RACIAL AND ETHNIC BALANCE

“The description of how the charter will ensure a racial and ethnic balance among its pupils that is reflective of the general population residing in the territorial jurisdiction of the district to which the charter petition is submitted.” - California Education Code 47605(b)(5)(G)

Objective

Spark Charter School is committed to achieving and maintaining a racially and economically diverse student population reflective of the school-age population residing within the Sunnyvale School District. Spark strongly believes that diversity enriches the learning experience of all. Spark will institute a recruitment program to ensure that all Sunnyvale residents are given an equal opportunity to enroll their children at the school.

Spark’s programs and activities shall be free from discrimination. Spark shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other 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).

Plan

Upon authorization, Spark will implement an aggressive recruitment campaign to ensure we are fully enrolled by our proposed August 2014 opening. The recruitment plan will include, but not necessarily be limited to the following element or strategies:

- The development of promotional materials, such as brochures, flyers advertisements and press kids in multiple languages, including Spanish.
- Visits to preschools, community centers, religious organizations, civic and community organizations throughout the City to publicize the school.
- Information booths and information distribution at community and neighborhood events, community centers, local businesses, libraries, and shopping centers to promote the school and meet prospective students and their families.
- Distribution of promotional material to local businesses, the library, and community centers.
- Open house and school tours (once appropriate) on a regular, on-going basis to provide opportunities to students and their families to learn more about the program.
- Inviting local TV, radio and print media, as well as community leaders, to visit the school and learn about the instructional program.

See Attachment 23 for more information on our Outreach goals and plans.

Achieving Racial and Ethnic Balance

Spark Charter School will keep on file documentation of the efforts made to achieve racial and ethnic balance and the results achieved, as well as an accurate accounting of the ethnic and racial balance of the students enrolled in the school. School leadership will evaluate this data annually and revise the outreach plan as necessary.

Summary

Spark will begin to implement this outreach plan once the charter petition is approved. At that time, and official timeline of events will be drafted, including:

- Dates for community information nights.
- Dates for media and communication submissions and airings.
- Periods for leafleting.

ELEMENT H: ADMISSION REQUIREMENTS

“Admission requirements, if applicable.” - California Education Code Section 47605(b)(5)(H)

Assurances

Spark Charter

- Will be an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.) as outlined in Education Code § 47605(d)(2)(A).
- Will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon 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).
- Will adhere to all state and federal laws regarding the minimum age of students. Admission eligibility will not be determined by the place of residence of a pupil, except as otherwise required by law.

Student Admission Policies and Procedures

Spark Charter School believes that all children should have the opportunity to receive educational services.

Spark shall maintain procedures which provide for the verification of all admissions requirements specified in law and in Spark Charter School policies and regulations.

Spark shall strive, through recruitment and admissions practices, to achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the District.

Students shall be considered for admission without regard to any of the characteristics described in Education Code Section 220.

Spark shall strive to achieve a student population from the District area who understand and value Spark Charter School's mission and vision statements and are committed to Spark Charter School's instructional and operational philosophy.

Spark shall admit all pupils who wish to attend Spark Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the school. Spark Charter School will comply with all laws establishing minimum and maximum age for public school attendance in

charter schools. Admission, except for in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parents.

Spark Charter School's application process is comprised of the following:

1. Parent attendance at a school information meeting.
2. Parent attendance at a school tour (except for applications for the first year of operation).
3. Completion of a student registration packet.

Registration packets for students who are admitted will also gather the following:

1. Enrollment Form.
2. Proof of Immunization.
3. Home Language Survey.
4. Completion of Emergency Medical Information Form.
5. Proof of minimum age requirements, e.g. birth certificate.
6. Release of records.

Admission to Spark Charter School requires a commitment from both students and parents to the mission and vision of Spark Charter School as set forth in the Charter. All parents or guardians shall be required to attend a school information meeting and a school tour. An application packet will not be considered to be complete until both of these meetings have been attended. The requirement to attend a school tour doesn't apply for applicants for the first year of operation. The completed application packet shall include a signed agreement indicating they understand and will abide by Spark Charter School's philosophy, program, and policies concerning parent participation and fingerprinting and background checks. See **Attachment 19: Spark Charter School Parent Agreement**.

Spark shall admit all students who submit a complete enrollment application and wish to enroll in the school subject only to capacity. See **Attachment 24: Enrollment and Admission Procedures**.

Public Random Drawing

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. If the number of students applying for any grade exceeds the expected capacity for that grade, public random drawing shall be conducted for the oversubscribed grades for those applicants who submitted complete application packets during the open enrollment period. Existing students of the School are not subject to the public random drawing and are guaranteed admission in the following school year. See **Attachment 25: Public Random Drawing Policy**.

Public random drawing rules, deadlines, dates and times for the random drawing will be communicated in the enrollment applications, on the Spark website and in the school office. Public notice for the date and time of the public drawing will also be posted once the application deadline has passed. Spark Charter School will also inform parents of all lottery applicants and all interested

parties of the rules to be followed during the lottery process, location, date, and time of the lottery via mail or email at least two weeks prior to the lottery date. Parents do not have to be present at the lottery in order to participate.

Admissions preferences

Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

- A. Founding Families
- B. Children of full-time paid Spark staff
- D. Residents of Sunnyvale School District
- E. All other California residents

Currently enrolled students are exempt.

Founding families shall be defined pursuant to board policy adopted by the Spark Charter Board of directors. Namely, families that have volunteered 200 hours prior to charter petition approval are considered as founders. Founding families may include members of the student's extended family. Additional families meeting the above criteria may be added as founding families up to one month before enrollment begins in the first year.

Waitlist

A waiting list of applicants at each grade level shall be maintained to fill vacancies that occur during the school year. Applicants who were waitlisted in the previous year will be given preference within their numbered priority group in a subsequent year's lottery.

During any period of funding under PCSGP, at the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a waitlist carry over to the following school year. The wait list shall be kept by the school clerk. Applications received after the open enrollment period shall be placed on the bottom of the existing wait list. As spots become available, the office manager shall contact the applicants on the wait list in the proper priority order. Students shall have 5 working days to accept or decline the offer. If an offer is declined, then the office manager shall contact the student next on the waiting list.

ELEMENT I: FINANCIAL AUDITS

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

The Spark Board shall select an independent auditor and oversee audit requirements.

An annual audit of the books and records of Spark Charter School shall be conducted as required by Education Code Sections 47605(b)(5)(l) and 47605(m). The books and records of the School shall be kept in accordance with generally accepted accounting principles and as required by applicable law, and the audit shall employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

The Spark Board shall select an independent auditor. The auditor shall have, at a minimum, a CPA and educational institution audit experience and shall be included on the State Controllers list of approved education auditors. To the extent required under applicable federal law, the audit scope shall be expanded to include items and processes specified in applicable federal Office of Management and Budget (“OMB”) Circulars. The audit shall be conducted in accordance with the requirements described within the State Board of Education Regulations and contained in the State Controllers approved audit guide as applicable to charter schools.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor’s findings will be forwarded to the District, the Santa Clara County Superintendent of Schools, the State Controller, and to the California Department of Education by December 15th each year. Spark Charter School’s Executive Director along with the Director of Business Services will review any audit exceptions or deficiencies and report to the School Board with recommendations on how to resolve them. The Spark Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District with an anticipated deadline. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process described in this section of the Charter. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law. The independent financial audit of Spark Charter School is public record to be provided to the public upon request.

ELEMENT J: SUSPENSION/EXPULSION PROCEDURES

“The procedures by which pupils can be suspended or expelled.” - California Education Code 47605(b)(5)(J)

Spark Charter has developed and maintains a comprehensive set of student discipline policies. See **Attachment 26: Pupil Suspension and Expulsion Procedures**.

These policies will clearly describe Spark Charter School’s expectations regarding, among other things, attendance, mutual respect, substance abuse, violence, safety, and work habits. Each parent/guardian will be required annually to verify that they have reviewed the policies with their student/s and that they understand the policies.

Spark Charter School’s policies will provide all students with an opportunity or due process and will be developed to conform to applicable federal law regarding students with exceptional needs. Spark Charter School will notify the District of any expulsions and will include suspension and expulsion data in its annual performance report.

Spark Charter School acknowledges the responsibility of each student, parent, volunteer, faculty, staff, and administrator to contribute to the well-being of the community by demonstrating responsibility and accountability for individual and group actions. It is Spark Charter School’s goal to enhance the quality of relationships, the quality of learning, and the quality of the community through shared responsibility.

ELEMENT K: RETIREMENT SYSTEMS

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System or federal social security.” - California Education Code Section 47605(b)(5)(K)

Should the IRS determine that charter schools may continue to participate in the State Teachers Retirement System (STRS) and the Public Employees’ Retirement System (“PERS”), all certificated employees of Spark Charter School shall participate in the State Teachers Retirement System (“STRS”). Employees changing from employment covered by PERS may choose to continue to be covered by PERS or to elect participation in STRS. In the interim, or in the case that the IRS decision is not affirmative, Spark will participate in another retirement or reciprocal program. Non-certificated staff will participate in the federal social security system and will have access to other school-sponsored retirement plans, such as 401k and 403b programs) according to policies adopted by the Spark Board of Directors.

Spark Charter School shall make all employer contributions as required by STRS, PERS, or Social Security, as applicable. The Director of Business Services shall be responsible for ensuring that appropriate arrangements for retirement coverage have been made. The County will cooperate as necessary to forward any required payroll deductions and related data to STRS and PERS. Spark Charter School shall also make contributions for workers compensation insurance, unemployment insurance, and any other payroll obligations of an employer.

Spark will also offer leadership and professional development opportunities for teachers and staff.

ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools” - California Education Code 47605(b)(5)(L)

No pupil shall be required to attend Spark Charter School. Each student enrolled at Spark Charter will be informed on admissions forms that the student has no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in Spark Charter, except to the extent that such a right is extended by the local education agency. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District’s intra and inter-district transfer policies. Parents/guardians of each student enrolled in the charter school will be informed that enrollment in the charter provides no right to enrollment in any other school in the district, except to the extent that such right is extended by existing policy.

ELEMENT M: 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” - California Education Code Section 47605(b)(5)(M)

No public school employee shall be required to work at Spark Charter School. Job applicants for positions at Spark Charter School will be considered through an open process, and if hired, will be individually contracted as approved by the Board.

Employees of the District who choose to leave the employment of the District to work at Spark Charter School will have no automatic rights of return to the District after employment by Spark Charter School unless specifically granted by the District through a leave of absence or other agreement.

Charter School employees shall have any right upon leaving the District to work in Spark Charter School that the District may specify, any rights of return to employment in a school district after employment in Spark Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

ELEMENT N: DISPUTE RESOLUTION

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” - California Education Code Section 47605(b)(5)(N)

Charter School/Chartering Authority Dispute Resolution

The Spark Board and the District agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. All parties shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

The intent of this dispute resolution process is to:

- Resolve disputes within the school pursuant to the school’s policies.
- Minimize oversight burden on the District.
- Ensure a fair and timely resolution to disputes.
- Frame a charter renewal process and timeline so as to avoid disputes regarding renewal.

Disputes Arising From Within the School

Disputes arising from within Spark Charter School, including all disputes between students, staff, parents, volunteers, advisors, partner organizations, and governing board members shall be resolved pursuant to the policies and processes developed by the School.

The District shall not intervene in any such internal disputes without the consent of the Board of Spark Charter and shall refer any complaints or reports regarding such disputes to the Board or the Executive Director of Spark Charter Schools for resolution pursuant to the school’s policies. The District agrees not to intervene or become involved in an internal dispute unless the dispute has given the District reasonable cause to believe that a violation of this charter or laws or issues of student health or safety have occurred, or unless the Board of the School has requested the District to intervene in the dispute.

Should any section of this element pertaining to resolving disputes, be in conflict District policies or desired protocols, then the charter is amenable to altering said areas through the Memorandum of Understanding process to be mutually agreed upon

Disputes Between the School and the District

In the event of a dispute between Spark Charter School and the District, the Board of the School and the District agree to first frame the issue in writing and refer the issue to a District representative and the Executive Director of Spark Charter School. The written notification must identify the nature of the dispute and any supporting facts and the proposed resolution. In the event that the District believes that the dispute relates to an issue that could lead to the revocation of the charter under California Education Code Section 47607, this shall be specifically noted in the written dispute statement. Both parties will not make public comment during this process. If the district believes that

the issue could result in revocation that should be noted in this notice, but participation in the dispute resolution procedures as outlined shall not be interpreted to impede or as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607

The Executive Director and the District representative shall informally meet and confer in a timely fashion (1-2 weeks) to attempt to resolve the dispute. In the event that this first meeting fails to resolve the dispute, a second meeting shall be held within 3-6 weeks from the date of Notice- or as mutually agreed upon. For this second meeting, both parties shall identify two members from their respective Boards who shall jointly meet with the District representative, the Executive Director of Spark Charter Schools, and/or a mutually agreed upon non-binding arbitrator /mediator. Mediation shall occur before a mutually agreeable mediator who is skilled in the interest-based approach to mediating disputes in the public school setting. The format of the mediation session shall be developed jointly by the District representative and the Executive Director, and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. Each party shall bear its own costs and expenses related to the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Any recommendations of the mediator shall be non-binding, unless the Board of Spark Charter School and the District jointly agree to bind themselves.

If mediation is not successful, then the parties agree to settle the controversy, claim, or dispute by arbitration conducted by a single arbitrator in accordance with the rules or guidelines of the American Arbitration Association. The arbitrator must be an active member of the California State Bar or a retired judge of the state or federal judiciary of California. Each party shall bear its own costs and expenses. However, any party who fails or refuses to submit to mediation shall bear all costs and expenses incurred by such other party in connection with arbitration of any controversy, claim, or dispute.

ELEMENT O: EMPLOYEES RELATIONS

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code).” -California Education Code Section 47605(b)(5)(O)

Spark Charter School is the exclusive public school employer of the employees of Spark Charter School for the purpose of the Education Employment Relations Act (“EERA”). Spark Charter School shall comply with the EERA. Spark Charter School understands the rights of employees to unionize and will not impede on those rights.

ELEMENT P: CLOSURE PROTOCOL

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

The following procedures shall apply in the event Spark Charter School closes. The following procedures apply regardless of the reason for closure.

Closure of the School shall be documented by official action of the Spark Board. The action shall identify the reason for closure and shall delegate to the Executive Director the responsibility to manage the closure-related activities and dissolution process.

Should Spark Charter School close, the following procedures will be followed to ensure an orderly closing of the school:

- 1) Notification of the closure of Spark Charter School within 10 days to parents/guardians of students, students, the District, SCCOE, Spark Charter School’s SELPA, the State Teachers Retirement System, the Public Employees Retirement System, or any other qualified retirement system in which the school’s employees participate, and the California Department of Education, providing at least the following:
 - (a) The effective date of the closure;
 - (b) The name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure;
 - (c) The students’ school districts of residence; and
 - (d) The manner in which parents/guardians and students may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements.
- 2) Provision of a list of students in each grade level and the classes they have completed, together with information on the students’ districts of residence, to the responsible entity.
- 3) All academic reporting shall be completed and submitted to the responsible entity.
- 4) As applicable, Spark Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. Transfer and maintenance of all student records, all state assessment results, and any special education records to the custody of responsible entity, except for records and/or assessment results that the charter may require to be transferred to a different entity. Parents will be notified of placement options for their student(s). Employees will be notified of their rights for reemployment.
- 5) All transfers of student records shall be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”), 20 U.S.C. §1232g. 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. Spark Charter School will ask the District to store original records of Charter School students. All records of

the Charter School shall be transferred to the District upon Spark Charter School's closure. If the District will not or cannot store the records, Spark Charter School shall work with the County to determine a suitable alternative location for storage.

- 6) Completion of an independent final audit within six months after the closure of the school that may function as the annual audit. Spark will pay for the final audit. The audit shall be prepared by a State-Controller-approved firm and qualified Certified Public Accountant selected by the Spark Charter School Board and shall be provided to the District promptly upon completion. It shall include at least the following:
 - (a) An accounting of all financial assets, including cash and accounts receivable, and an inventory of property, equipment, and other items of material value.
 - (b) 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.
 - (c) An assessment of the disposition of any restricted funds received by or due to Spark Charter School.

- 6) Disposal of any net assets remaining after all liabilities of Spark Charter School have been paid or otherwise addressed, including but not limited to, the following:
 - (a) Any assets acquired from the District or District property will be promptly returned upon Spark Charter School's closure to the District.
 - (b) The 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.
 - (c) The return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

- 7) Completion and filing of any annual reports required pursuant to Education Code section 47604.33.

- 8) Identification of funding for the activities identified in sections 1) through 8) above.

On closure of Spark Charter School, all assets of Spark Charter School, including, but not limited to, all leaseholds, tangible and intangible personal property, and all ADA apportionments and other revenues generated by students attending the school, remain the sole property of the corporation and shall be distributed in accordance with Spark Charter School's articles of incorporation and applicable law upon dissolution of Spark Charter School. On closure, Spark Charter School shall remain solely responsible for satisfaction of all liabilities arising from the operation of the school.

As Spark Charter School is organized as a nonprofit public benefit corporation under California law, the Board shall follow the provisions set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation, and shall file all necessary filings with the appropriate state and federal agencies.

Additional policies and procedures will be determined as needed by the Spark Board based on the needs of the school and the District.

REQUIRED SUPPLEMENTAL INFORMATION

“The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be utilized by the school, the manner in which administrative services of the school are to be provided, and potential civil liability effects, if any, upon the school and upon the school district” - Education Code 47605(g)

Financial Plan

The founding team of Spark Charter School has developed a conservative financial plan based on the most current public funding projections for the school’s start-up and first five years of operations. The budget documents that accompany this proposal in **Attachment 27** include:

- Budget narrative.
- A start-up budget for the planning year (2014-2015) and annual operating budgets for the school’s first five years.
- Cash flows for each budget year.
- Evidence of a strong reserve fund by year 2.

Spark Charter School shall provide reports to the District as follows, and may provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
2. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of Spark Charter School’s annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
4. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all Spark Charter School’s receipts and expenditures for the preceding fiscal year.

Facilities

“The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate.” - Education Code Section 47605(g).

Classroom and ancillary space for Spark Charter School will be required to house at least 500 in a minimum of 21 classrooms, including support and office space, for grades K–8. In addition, Spark Charter will need the use of a playground, kitchen, multipurpose room and restrooms.

For the first four years of operation, our facilities needs will change each year in order to accommodate growth in ADA and staffing. In the first year, Spark Charter School anticipates it will need approximately 19,000 square feet in the first year, growing to 37,000 square feet in years 4 and 5. (Calculation is based on the state standards of 75 square feet per pupil). SPARK has conservatively budgeted various facility-related expenses using 80 square feet per student.

This means that in the first year, it will need 10 classrooms--two classes for each grade from Kindergarten to 3rd grade and one classroom each of 4th and 5th grades. In years 4 and 5, we will need 18 classrooms.

Spark Charter School shall be located within the boundaries of the Sunnyvale School District.

Spark Charter School requires a fully equipped, contiguous school site to successfully and safely operate its program under this charter. Spark Charter School reserves the right to find alternative facilities, and will inform the District of changes in its facility plans.

Proposition 39

Spark Charter School may seek the support of the Sunnyvale School District in securing a district owned facility through the annual presentation of a Proposition 39 request. This is a legal requirement for school districts to provide facilities for “in-district” students attending charter schools as provided by Education Code §47614.

The school district may charge Spark a pro-rata share (based on the ratio of space allocated by the school district to the charter divided by the total space of the district) for those district facility costs which the district pays for with unrestricted general fund revenues.

Spark Charter School may also consider leasing private facilities for the operation of the school. Should this be the case, Spark Charter School reserves the right to establish a relationship with a commercial real estate agent for the purposes of searching for and securing an alternate location within the Sunnyvale School District’s boundaries.

The school’s facilities will comply with state and local building codes, federal American Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, and will maintain on-file records documenting such compliance which will be available for inspection. A complete plan for natural disasters such as earthquakes, fire, etc., will be developed prior to the opening of the school. Spark Charter School will obtain the proper Certificate of Occupancy and any other necessary permits under local ordinances for operating a school.

Transportation

Since Spark Charter School is a school of choice, it will be the responsibility of parents/guardians to provide transportation of students to and from the school. Transportation will not be provided to and

from school, except as required by law for students with disabilities in accordance with a student's IEP.

Impact on the Charter Authorizer

Spark Charter School will be a non-profit, public benefit corporation incorporated in the State of California with a 501(c)(3) designation by the IRS. Spark Charter School will make a good faith effort to keep at a minimum its impact on Sunnyvale School District or any other Authorizing Entity. The following impacts are restated here for clarity.

District Oversight

The district may collect an oversight fee, generally up to 1% of public funds, excluding funds secured by Spark Charter School on its own behalf and restricted funds designated solely for specific purposes, for the actual costs of monitoring and supervision. The operating budget reflects the minimum 1% allocation towards the Authorizing Entity.

Insurance Coverage

Spark Charter School will secure and maintain insurance which is based on the policies that other charter schools in California currently maintain. The estimate included in the budget is based on 252 students in the first year, with an increase annually that reflects the school's growth pattern until it reaches full enrollment.

Before the start of school, Spark Charter School shall obtain

- Commercial General Liability, including Fire Legal Liability
- Workers' Compensation Insurance, including Employers Liability coverage
- Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned
- Errors and Omissions
- Fidelity Bond
- Sexual Molestation and Abuse coverage
- Employment Practices Legal Liability coverage

Liability and Indemnity

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

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of Spark charter school or for claims arising from the performance of acts, errors or omissions by Spark charter school if the authority has complied with all oversight responsibilities required by law. Spark Charter School shall work diligently to assist the District in meeting any and

all oversight obligations under the law, including monthly meetings, reporting, or other District requested protocol to ensure the District shall not be liable for the operation of Spark Charter School. The corporate bylaws of Spark Charter School shall provide for indemnification of Spark Charter School's Board, officers, agents, and employees, and Spark Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the District and Spark Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of Spark Charter School.

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

Process and Policies between the School and the County

In accordance with Education Code Section 47613, the County may charge for the actual costs of supervisory oversight not to exceed 1 percent of the revenue of Spark Charter School to be increased to 3 percent of the revenue of the charter school if the charter school is able to obtain substantially rent free facilities from the chartering agency. "Revenue" is defined in accordance with Education Code Section 47613(f) as the general purpose entitlement and categorical block grant, as defined in Education Code Section 47632(a) and (b).

"Supervisory oversight," as used in Education Code Section 47613 and Education Code Section 47604.32, shall include the following:

- All activities related to the Charter revocation and renewal and processes as described in Section 47607.
- Activities relating to monitoring the performance and compliance of Spark Charter School with respect to the terms of its Charter, related agreements, and all applicable laws.
- Participating in the dispute resolution process described in the Charter.
- Review and timely response to Spark Charter School's Annual Independent Fiscal and Performance Audit.
- Identify at least one Staff member as a contact person for Spark Charter School.
- Visit Spark Charter School at least annually.
- Monitor the fiscal condition of Spark Charter School.
- Provide timely notification to the California Department of Education if any of the following circumstances occur:
 - A renewal of the charter is granted or denied.
 - The charter is revoked.
 - Spark Charter School will cease operation for any reason.

Charter Replication

The Spark Charter School's charter replication is requested for five years. During that period, Spark Charter School is responsible for demonstrating progress and meeting the goals of the Charter. Spark Charter School may present a petition to renew or amend the Charter at any time and the County agrees to respond to such petitions pursuant to the process and timelines specified in Education Code Section 47605 and Education Code Section 47607 or its successors. Each Charter renewal shall be for a period of five years or longer as allowed by law. The progress and accomplishments of Spark Charter School shall be measured according to the criteria specified in the sections of the California Education Code on school performance.

Administrative Services

"The manner in which administrative services of the school are to be provided." - Education Code Section 47605(g).

Spark Charter School anticipates that it will provide or procure most of its own administrative services. These will be in place upon the beginning of staff employment in the spring of 2014. When appropriate, Spark will contract with appropriately qualified and/or credentialed outside providers to provide administrative services as necessary generally in a competitive bidding process.

One of the largest costs in the budget is for Administrative Services (see partial list below). We are looking for experience business partners to work with. EdTec, a business and development company specializing in charter schools, created our budget for this petition. They are endorsed by the California Charter School Association, of which Spark Charter School is a member. We will consider them as a good alternative in providing services to us to support our mission.

Another alternative is that administrative services are to be provided by the Sunnyvale School District. We would like to work as closely as possible where it makes sense (scales of economy) and in various ways which helps give each party a long-term comfort factor.

These administrative services could include but are not limited to the following:

- Accounting and payroll management, including reporting requirements.
- Accounts payable.
- Cash flow management.
- Securing and managing loans.
- Developing best practices for school safety and other school procedures.
- Food services.
- Student health and human services, including access to school mental health and suicide prevention.
- services, support from crisis team, and access to audiology services.
- Fingerprinting and criminal record processing.
- Processing of emergency credentials.
- Bilingual fluency testing.

- Non-stock requisition processing.
- Rubbish disposal.
- District purchasing contracts.
- Environmental health/safety consultation.
- Field trip transportation.
- School mail.
- Student information system.
- Food services.
- Risk management.
- Attendance accounting.

CONCLUSION

By approving this charter, the Sunnyvale School District will be fulfilling the intent of the California Charter Schools Act of 1992, which encourages the development of charter schools to improve student learning, create new professional opportunities for teachers, and provide students and parents with more educational choices. It will also be following the directive of the law to encourage the creation of charter schools. The petitioners are eager to work independently, yet cooperatively, with the district to establish a high bar for what a charter school can and should be and to address our common goal – meeting the educational and social needs of the students in our community. To this end, the petitioners pledge to work cooperatively with the district to resolve any concerns it might have about this proposal. We respectfully ask for the Sunnyvale School District's approval of a five year term, to begin operation in the Fall of 2014.

ENDNOTES

¹ Rockoff W., and Lockwood B., *Stuck in the Middle*, *Education Next*, Fall 2010/Vol 10., No. 4.

² National Governors Association Center for Best Practices, Council of Chief State School Officers, *Common Core State Standards*, Washington D.C., 2010

³ “One of the hallmarks of the new science of learning is its emphasis on learning with understanding,” says *How People Learn Brain, Mind, Experience, and School*, a report by the National Research Council. “The new science of learning does not deny that facts are important for thinking and problem solving ... However, the research also shows clearly that “usable knowledge” is not the same as a mere list of disconnected facts. Experts’ knowledge is connected and organized around important concepts (e.g., Newton’s second law of motion); it is “conditionalized” to specify the contexts in which it is applicable; it supports understanding and transfer (to other contexts) rather than only the ability to remember. The student who has learned geographical information for the Americas in a conceptual framework approaches the task of learning the geography of another part of the globe with questions, ideas, and expectations that help guide acquisition of the new information. Understanding the geographical importance of the Mississippi River sets the stage for the student’s understanding of the geographical importance of the Nile. And as concepts are reinforced, the student will transfer learning beyond the classroom, observing and inquiring, for example, about the geographic features of a visited city that help explain its location and size.” *How People Learn: Brain, Mind, Experience, and School*, by the National Research Council, Expanded Edition (2000)

⁴ Strobel, J. and Barneveld, A., When is PBL More Effective? A Meta-analysis Comparing PBL to Conventional Classrooms, *The Inter-disciplinary Journal of Problem-Based Learning*, volume 3, no. 1, Spring 2009

⁵ *The Impact of Enhancing Students’ Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions*, by Joseph Durlak, Roger Weissberg, Allison Dymnicki, Rebecca Taylor, Kriston Schellinger, *Child Development*, Special issue: Raising Healthy Children, January/February 2011, pages 405-432

⁶ Urban African-American middle school science students: Does standards-based teaching make a difference?, by Jane Butler Kahle, Judith Meece, and Kathryn Scantlebury, *Journal of Research in Science Teaching*, Volume 37, Issue 9, pages 1019–1041, November 2000

⁷ The Relative Effects and Equity of Inquiry-Based and Commonplace Science Teaching on Students’ Knowledge, Reasoning and Argumentation, by Christopher Wilson, Joseph Taylor, Susan Kowalaski, and Janet Carlson, *Journal of Research in Science Teaching*, Volume 47, pages 276-301, 2010.

⁸ Helping English-Learners Increase Achievement Through Inquiry-Based Science Instruction, by Olga Maia Amaral and Leslie Garrison, San Diego State University and Michael Klentschy, El Centro School District, *Inquiry-Based Science Instruction*, 2002, p. 213-239

⁹ *Stuck in the Middle: Impacts of Grade Configuration in Public Schools* by Jonah E. Rockoff, and Benjamin B. Lockwood, Columbia Business School, June, 2010; *The Impact of Alternative Grade Configurations on Student Outcomes through Middle and High School* by Guido Schwerdt and Martin West, Harvard Kennedy School, July, 2011.

¹⁰ *Diverse Charter Schools: Can Racial and Socioeconomic Integration Promote Better Outcomes for Students?* by Richard D. Kahlenberg and Halley Potter, May 2012, published by The Poverty & Race Research Action Council and The Century Foundation.

¹¹ *The Forgotten Middle: Ensuring that All Students are On Target for College and Career Readiness before High School*, published by ACT, 2008.

¹² Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D. and Schellinger, K. B. (2011), *The Impact of Enhancing Students’ Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions*. *Child Development*, 82: 405–432. doi: 10.1111/j.1467-8624.2010.01564.x

¹³ AAAS, Science for All Americans Online,
<http://www.project2061.org/publications/sfaa/online/chap13.htm>

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- ¹⁴ Penn AA, Shatz CJ, *Brain waves and brain wiring: the role of endogenous and sensory-driven neural activity in development. Pediatric Research.* 1999 Apr;45(4 Pt 1):447-58
- ¹⁵ *Shaping Early Childhood: Learners, Curriculum, and Contexts* (2003)
- ¹⁶ EdData
- ¹⁷ 2009 American Community Survey, [Sunnyvale Elementary School District, CA \(0638460\), DP1 General Demographic Characteristics, ProximityOne](http://proximityone.com/acs/dpca/dp1_0638460.html) (http://proximityone.com/acs/dpca/dp1_0638460.html.)
- ¹⁸ API scores were not available for one elementary school that year
- ¹⁹ *The Forgotten Middle: Ensuring that All Students are On Target for College and Career Readiness before High School*, published by ACT, 2008.
- ²⁰ Helping English Learners Increase Achievement Through Inquiry-Based Science Instruction, Amaral, Garrison, And Klentschy, *Bilingual Research Journal*, 26:2, Summer 2002.
- ²¹ <http://www.apa.org/education/k12/relationships.aspx>.
- ²² National Research Council. *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas*. Washington, DC: The National Academies Press, 2012.
- ²³ The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions, Durlak, Weissberg, Dymnicki, Taylor, and Schellinger, *Child Development*, January/February, 2011, Volume 82, number 1, pages 405-432.
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- ²⁵ Catherwood, D. 1999 New Views on the young brain: offerings from developmental psychology to early childhood education, *Contemporary Issues in Early Childhood*, 1(1):23-35
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- ³⁶ Allington, R., & Cunningham, P. (2002). *Schools that Work: Where All Children read and Write*. Boston: Allyn and Bacon.
- ³⁷ For research support of a balanced literacy approach as modeled in these resources, see National Institute of Child Health and Human Development (NICHD). Report of the National Reading Panel. Teaching Children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. Reports of the subgroups: Comprehension. Washington, DC: National Institutes of Health. Allington, R.L., & Johnston, P.H. (2000). What do we know about effective fourth grade teachers and their classrooms? (CELA Research Report No. 13010), Albany: National Research Center on English Learning and Achievement. State University of New York.

³⁸ DiPerna, J. C., & Elliott, S. N. (1999). The development and validation of the Academic Competence Evaluation Scales. *Journal of Psychoeducational Assessment*, 17, 207–225.

³⁹ See Caine and Caine, 1994, for a more detailed approach on how thematic instruction aligns with brain processing.

⁴⁰ Wiggins and Tighe, 2005.

⁴¹ *The Bilingual Edge: Why, When and How to Teach Your Child a Second Language*, by Kendall King, Ph.D., and Alison Mackey, Ph.D.

⁴² Castelli, D. Hillman, C., Buck, S., & Erwin, H. (2007). Physical Fitness and Academic Achievement in Third and Fifth Grade Students. *Journal of Sport and Exercise Psychology*, 239-252

⁴³ Ratey, J. (2008). *Spark: The Revolutionary New Science of Exercise and the Brain*. New York: Little Brown and Company

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⁴⁶ Edwards, V. (1998). *The Power of Babel: Teaching and Learning in Multilingual Classrooms*. Stoke-on-Trent, Staffordshire, England: Trentahm Books. Handscombe, J. (1989). A Quality Program for Learners of English as a Second Language. In V. Allen, & P. (. Rigg, *When They Don't All Speak English: Integrating ESL Students into the Regular Classroom* (pp. 1-14). Urbana, IL: National Council of Teachers of English.

⁴⁷ TESOL. (1997). *ESL Standards for Pre K-12 Students*. Alexandria, VA: TESOL.

⁴⁸ Fu, D., & Townsend, J. (1998). A Chinese Boy's Joyful Initiation into American Literacy. *Language Arts*, 193-201

⁴⁹ Aleman, D., Johnson, J., Perez, L. (2009). Winning Schools for ELLs. *Educational Leadership*, pp. 66-69. Francis, D., Rivera, M., Lesaux, N., Keiffer, M., & Rivera, H. (2006). *Practical Guidelines for the Education of English Language Learners: Research-based Recommendations for Instruction and Academic Interventions*. Portsmouth, NH: Center on Instruction.

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⁵¹ Gulack, J., & Silverstein, S. (n.d.). *SDAIE Handbook: Techniques, Strategies, and Suggestions for Teachers of LEP and Former LEP Students*. Retrieved from suhionline/SDAIE/SDAIEhandbook.html

⁵² In the event that Spark Charter School opts to operate as an LEA in a SELPA other than Sunnyvale School District, Spark Charter reserves the right to make alternate arrangements for legal representation in and resolution of legal disputes pertaining to special education.

The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at the Spark Charter School. As such, petitioners believe that the charter merits consideration and hereby petition the governing board of the Sunnyvale School District to grant approval of the charter pursuant to Education Code 47600 et seq. The petitioners authorize the Leadership Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to petition upon signature.

Las personas que aquí dan su firma certifican que son padres de familia con un interés auténtico en inscribir a su(s) estudiante(s) en la Escuela Spark Charter. Por lo tanto, los suscritos a esta petición afirman que ésta merece consideración y piden que la Junta Directiva Escolar del distrito Sunnyvale apruebe esta petición charter, según lo provee la Ley Educativa 47600 et seq. Los suscritos autorizan al Equipo Fundador de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar. Esta página de firmas está adjunta a la petición cuando se firmó.

	PARENT NAME Nombre de Padre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER número de teléfono	STUDENT GRADE IN 2014-2015 SCHOOL YEAR Grado del estudiante	NAME OF NEIGHBORHOOD DISTRICT SCHOOL Nombre de la escuela del barrio	DATE Fecha
1.	Praveen Bhardwaj	[Signature]	1121 Miramar Way Apt 9 Sunnyvale CA		K-5	Ponderosa	9/15
2.	Praveen Bhardwaj	[Signature]	1121 Miramar Way Apt 9 Sunnyvale CA		K-1	Ponderosa	9/15
3.	Prashant Patil	[Signature]	575 E REMINGTON DR, #6C Sunnyvale, CA		K-2	Ellie	9/15/10
4.	Sunanda Desai	[Signature]	1235 WOODWOOD AVE, Sunnyvale		1ST	Edwin	9/15/03
5.	Mary Whalley	Mary Whalley	838 Tlondensa Ave Sunnyvale		2	Cherry Chase	9/15/10
6.	Aruni Kaja	Aruni	720 Blair Ct	425-877-1247	2	Cumberland	9/15/13
7.	Jose Kay	[Signature]	1343 Willow St	919-274-0311	1	Willow Glen	9/15/13
8.	Saty Dintarath	[Signature]	638 E OLIVE AVE #4 Sunnyvale CA	[Signature]	3	ELLIS	9/15/13
9.	Srinivasan Ram	[Signature]	75 Mirabelli Circle San Jose - 95134	-	5	George Mayne	9/15/13
10	Kala Rai	[Signature]	774 Santa Paula Ave Sunnyvale ca 94085	408-735-8211	2	San Miguel	9/15/11

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1.	Ryan Spiers		953E Winstead Rd Sunnyvale, CA 94087	801 546 7449	2	Santa Clara Lanarwood	9-14-13
2.	SASWAT ANAND	Saswat Anand	920 ROCKEFELLER DR, #4A SUNNYVALE, CA 94087	404 432 7251	1	cherry chase	9-14-13
3.	PREM SASIPHARAN		1035 ASTER AVE, APT 1212 SUNNYVALE CA 94086	408 315 7561	1	cherry chase	9-14-2015
4.	Nina Shaw		309 Saturn Terrace Sunnyvale CA 94086	408 242 6095	4	Sunnyvale	9-14-13
5.	Leatrice Hidalgo		1340 Rosalia Av. Sunnyvale CA 94087	(408) 469-7118	4	Lanarwood	9/14/13
6.	Leatrice Hidalgo		1340 Rosalia Av. Sunnyvale CA 94087	(408) 469-7118	5	Lanarwood	9/14/13
7.	Leatrice Hidalgo		1340 Rosalia Av. Sunnyvale CA 94087	(408) 469-7118	Kinden	Lanarwood	9/14/13
8.	Guadalupe		3665 Benton St. Apt #15 Sunnyvale CA 94087	(408) 784-5908	k-4	Lanarwood	9/14/13
9.	Marcos Anas	Marcos Anas	322 Lark Chase Dr	408 999 1673	1	Larkwood	9/14/13
10	Lupe P. Giron	Lupe P. Giron	333 S Fairway KS #14	408 836 4589	4	Ellis	9/14/13

The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at the Spark Charter School. As such, petitioners believe that the charter merits consideration and hereby petition the governing board of the Sunnyvale School District to grant approval of the charter pursuant to Education Code 47600 et seq. The petitioners authorize the Leadership Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to petition upon signature.

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1.	May Thiers		1130 Manzano Way Sunnyvale, CA 94089	(408) 5181322	4th	Fairwood	09-14-
2.	Jean-Michel Thiers		1130 Manzano Way Sunnyvale, CA 94089	(408) 7181328	K	Fairwood	09-14-
3.	Suzyl Nadley		1001 E EVERETT TER #131 Sunnyvale CA 94086	949 257- 9546	1st	Ellis	09-14-
4.	Marianne Young		317 Jackson St. Sunnyvale CA 94085	415871 1465	3rd	Bishop	9/14/13
5.	Marianne Young		317 Jackson St Sunnyvale CA 94085	415871 1465	K	Bishops	9/14/13
6.	Wei He		1198 Peios Way Sunnyvale CA 94089	4083734736	5th	Fairwood	9/14/13
7.	XXXXXXXXXX	XXXXXXXXXX					
8.	Anna Dumesnil		457 Boyan Ave Sunnyvale, CA 94086	408 746 9429	1st	Ellis	9/14/13
9.	Liliana Guerrero		861 Acacia Ave SV 94086	408-921-0929	3 rd	Fairwood	9/14/13
10.	Liliana Guerrero		861 Acacia Av Sv 94086	408 921-0929	4th	Fairwood	9/14/13

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1.	Vineet Srivastava		10160 Miller Ave. Apt 3 Cupertino CA 95014	408 505 8138	4	Sedgwick	9/13
2.	Tom Chin		2080 McKenzie Pl San Jose, CA 95131	650-861 7990	3	Berrysa	9/13/1
3.	Sandra Fonseca		246 Velvet Lake Drive Sunnyvale 94089	408) 245 6561	4	Lakewood	9/13/1
4.	Sandra Fonseca		"	"	2	"	9/13/1
5.	Anh Bui		728 Lakewood Dr. Sunnyvale, CA 94089	408-541- 2710	K	Lakewood	9/13/1
6.	Anh Bui		"	"	2	Lakewood	9/13/1
7.	T. Yagi		227 Coventry Ct Sunnyvale 94087	415 200 6564	pre	Stockmen	9/14/1
8.	Sandra Edwards		346 E Washington Sunnyvale CA 94086	408-306-0111	85	Heritage	9/13/1
9.	Alise Drury		2000 S Bayview Ave Sunnyvale CA 94086	408) 245-2006	K	Ellis	9/14/1
10.	Parren Slawicki		3472 Bonita Ave Santa Clara CA 95051	408 554-8585	4	Briarwood	9/14/1

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1.	LAUREN BECKELE		921 LAKEPALE WAY Sunnyvale 94089	717 220 0921	4	LAKEWOOD	9/12/14
2.	MONA GANDHI		947 ARLINGTON CT Sunnyvale 94089	408 505 9543	1	CUMBERLAND	9/12/14
3.	MONA GANDHI		947 ARLINGTON CT Sunnyvale 94089	408 505 9543	1	CUMBERLAND	9/12/14
4.	JANE ROSALES		907 Lakebird Dr Sunnyvale 94089	408 329 3514	3	Edgewood	9/12/14
5.	JANE ROSALES		907 Lakebird Dr Sunnyvale 94089	408 329 3514	3	Lakewood	9/12/14
6.	Marni McManus		321 Lakechime Dr. Sunnyvale CA 94089	408-306-4919	2	Lakewood	9/12/14
7.	Natalie Neponcedo		555 N EDEN AVE SUNNYVALE CA, 94085	(408) 730-5617	1	BISHOP	9/13/14
8.	FERNANDO NASCIMENTO		39430 CIVIC CENTER DR - APT 509 FREMONT, 94538	(510) 770 6110	5	DURHAM (FUSD)	9/13/14
9.	FERNANDO NASCIMENTO		39430 CIVIC CENTER DR - APT 505 FREMONT 94538	(510) 770 6110	5	DURHAM (FUSD)	9/13/14
10.	RICARDO CORREA		1628 HOPE DRIVE - APT 738 SANTA CLARA, CA - 95054	(408) 508-4664	1	DON CALIFORN	9/13/14

PETITION FOR THE ESTABLISHMENT OF SPARK CHARTER SCHOOL
Petición para establecer la Escuela Spark Charter

The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at the Spark Charter School. As such, petitioners believe that the charter merits consideration and hereby petition the governing board of the Sunnyvale School District to grant approval of the charter pursuant to Education Code 47600 et seq. The petitioners authorize the Leadership Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to petition upon signature.

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1.	Srinivas Yetukuri		1901 Silver Place Santa Clara	408 834 4598	3 rd	Don Callekon	9/14
2.	Robin Ko		183 Matadero Dr. Sunnyvale, CA	408 394 6189	1 st	Vargas	9/14
3.	Alicia Garriss		1225 Vienna Dr #99, Sunnyvale, CA	408 910-5549	K		9/14
4.	ROB Reese		426 MOLINO Dr SUNNYVALE	530 321 0007	K	VARGAS	9/14
5.	Sandeepa Kanwar		190 ANAHEIM Ter sunnyvale		1 st	Bishop	9/14
6.	Vikki Ashar		866 Karo Ct, Sunnyvale CA	408-230 3286	2 nd	Brady	9/14
7.	Shirley Branner		1380 Hope Dr. Santa Clara 270 Ortega Palo Alto	650. 328 7273	3	Don Callekon	9-14
8.	Sagar Reddy		3620 Maurice Ave SCLCA	408 211 7607	K	Excelsior Cupertino	9/14
9.	"		"	"	2 nd	"	"
10.	Gani Kamdem		596 And Amers Ave Sunnyvale	408 409 1776	K		9/14

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Petición para establecer la Escuela Spark Charter

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1.	N. Sharma		1575 Tenaka Place Sunnyvale. ^{Apt V4}	408-402-1552	2 nd Grade	Nimitz	8/13/13
2.			"	"	1 st Grade	"	"
3.	VERONICA D		115 E - HOURSFIELD RD #3	408-725-716	2 nd GRADE	STECKLEMEIER	9-13-13
4.	Robert Clapp		522 Dawn Dr	408-834-475	5th Grade	Cumberland	9-13-13
5.	Robert G. Clapp		"	"	3rd	Cumberland	9-13-13
6.	Robert G. Clapp		"	"	1st	Cumberland	9-13-13
7.	Daniele Civelli		1156 Snowberry CT	408-475-785	3 rd	Cumberland	9/10/13
8.	Daniele Civelli		1156 Snowberry CT	408-475-785	1 st	Cumberland	9/14/13
9.	Radhika		1095 W OLIVE AVE, Sunny	408-543-9203	1st	Vargas Sect.	9/14/13
10.	Ke Chen		1440 Purisima Ave		K	Cumberland	9/10/13

PETITION FOR THE ESTABLISHMENT OF SPARK CHARTER SCHOOL

Petición para establecer la Escuela Spark Charter

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1	Nitakshi Kapil	Nitakshi Kapil	3481 Bruneridge Ave, Santa Clara, CA 95051	248-662-1358	5	Santa Clara	09/13/13
2	Tignesh Shah	Tignesh Shah	3481 Bruneridge Ave Santa Clara, CA 95051	408-368-5570	2	Santa Clara	09/13/13
3	Carla Ken	Carla Ken	979 Edmont Terr. #3	408-742-1026	6	Santa Clara	ALAS
4	Chays K	Chays	573 Market Ter	408-430-7158	2	Santa Clara	9/13
5	Ajeet Kumar	Ajeet Kumar	834 Shostropster Ter Sunnyvale	408-505-7442	5	Ponderosa	9/13
6	Ajeet Kumar	Ajeet Kumar	"	"	5	Ponderosa	9/13
7	Vijay Rao	Vijay Rao	944 E. Cardinal Dr	408-221-0385	3	Cherry Chase	09/13
8	Mitha Mathavan	Mitha Mathavan	920 W Remington Dr, Sunnyvale	408-598-7760	4	Cherry Chase	09/13
9	Yanzhe	Yanzhe	1190 S. Bernardo Ave	408-530-8955	2	Cherry Chase	09/13
10	Ranga Nallan	Ranga Nallan	855 BROOKLINE DR, APT 6	408-689-2043	3	Cumblyland	09/13

PETITION FOR THE ESTABLISHMENT OF SPARK CHARTER SCHOOL
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1.	Angel Modina	<i>Angel Modina</i>	1184 Ayala Dr #3 Sunnyvale, CA 94086	408 359 3551	3	Vargas	9/13/13
2.	Angel Modina	<i>Angel Modina</i>	1184 Ayala Dr #3 Sunnyvale, CA 94086	408 359 3551	1	Vargas	9/13/13
3.	<i>Prerna Seshan</i>	<i>Prerna Seshan</i>	1576 Crackleway Sunnyvale, CA	408 988 4499	2	Stocklin	9/13/13
4.	Donna Dillard	<i>Donna Dillard</i>	1129 Merrimac Dr Sunnyvale	408 736 9894	1	Cherry Chase	9/13/13
5.	Donna Dillard	<i>Donna Dillard</i>	1129 Merrimac Dr Sunnyvale	408 736 9894	5	Cherry Chase	9/13/13
6.	Yumiko Ornan	<i>Yumiko Ornan</i>	1220-133 Tasman Dr. Sunnyvale	408 745 9906	1	Brady	9/13/13
7.	Hannah Maniag	<i>Hannah Maniag</i>	892 Ponderosa Ave. Sunnyvale, CA 94086	408 749 0336	1	Ponderosa	9/13/13
8.	ROBIN DAVID	<i>Robin David</i>	177 S. Mathilda Ave	408 737 3911	5	Vargas	9/13/13
9.	Horacio	<i>Horacio</i>	702 San Tomas St.	(650) 814-7924	4	San Miguel	9/13/13
10.	RAVAT SANJAY	<i>Ravat Sanjay</i>	416 CRESLEY #23, SV, 94087	408 329 7440	3	Stocklin	9/13/13

PETITION FOR THE ESTABLISHMENT OF SPARK CHARTER SCHOOL
Petición para establecer la Escuela Spark Charter

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1.	Sheela Kishkila		596 San Rozadas Terrace Sunnyvale CA 94085	(408) 333-7514	3rd	San Miguel	9/12/13
2.	Deborah Garcia		1205 Lakeside Dr. 1150 Sunnyvale CA 94085	(408) 220-0751	5th	San Miguel	9/12/13
3.	Deborah Garcia		1205 Lakeside Dr. 1150 Sunnyvale CA 94085	(408) 220-0751	2nd	San Miguel	9/12/13
4.	Miriam Plata		1237 West Washington Ave Apt 114 Sunnyvale CA 94086	(408) 718-2758	4th	Vargas	9/12/13
5.	Alicia Munoz		830 Washington Ave Sunnyvale CA 94086	408 203 729	3rd	Vargas	9/12/13
6.	MANJULA CHANDRASEKARAN	C. Maje	928 MARIA LN #8 Sunnyvale CA 94086	408-962-4811	K	BRADY STANLEY	9/12/13
7.	SILVIA RAMIREZ		580 ANNDREE #11 Sunnyvale CA 94085	408 480 3017	2	Bishop	9/12/13
8.	SILVIA RAMIREZ		580 ANNDREE #11 Sunnyvale CA 94085	408 480 3017	4	Bishop	9/12/13
9.	Gayatri Chandramohan		887 S Main Ave Sunnyvale CA 94087	408 216 8720	3	Cherry Chase	9/12/13
10.	Maria Louisa		1035 Adobe Ave #1147 Sunnyvale CA 94086	408-715-1544	K	Hamiltona preschool Ellis Elementary	9/13/13

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1.	Veronica Zapata.	Veronica Zapata.	1139 Ayala Dr. #2 Sunnyvale	408-505-2075	5	Vargas School.	9/14/13
2.	Patricia Martinez	Patricia Martinez	1167 AYALA DR #2 Sunnyvale	408 505 6153	5	vargas school	9/14/13
3.	Patricia Martinez	Patricia Martinez	1167 AYALA DR #2 Sunnyvale	408 505 6153	1	vargas school	9/14/13
4.	John McManus	John McManus	297 N. Frances, Sunnyvale	408-773-8911	3	Bishop	9/15/13
5.							
6.							
7.							
8.							
9.							
10.							

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1.	MARCO PLAZON		3351 AGATE RD S.C	408 876-6145	1	SANTA CLARA	9/15
2.	" "		" "		3	SANTA CLARA	9/15
3.	SUGEL JARMEZ		338 STWELL AVE		I	BISHOP	9/15
4.	LISA COHEN		363 ORCHARD AVE SUNNYVALE	450 892-2531	K	BISHOP	9/15
5.	Gregory Hines		315 Orchard Ave Sunnyvale	408 720 8557	5	BISHOP	9/15
6.	Peter Murray		315 Stowell Ave, Sunnyvale	650.465.2961	K	Bishop	9/15
7.	Samantha Beler		111 W. Arques Ave. Sunnyvale	408.209.9822	K	Canterbury	9/15
8.	Andren Cashman		313 N. Murphy Ave Sunnyvale	650 823 4690	2	Bishop	9/15
9.	Jessie Murray		315 Stowell Ave Sunnyvale	408 655 0076	1	Fairwood Explorer	9/15
10.							

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1.	Zohair Shovan	<i>Zohair Shovan</i>	535 Romberg Dr., Sunnyvale, CA 94087	(408) 749-9502	5 th	Stockmeir	9/14/13
2.	Inbal Wolff	<i>Inbal Wolff</i>	1034 Robin way Sunnyvale	408-859-7071	5 th	Cherry Chase	9/14/13
3.	Marta Atayde	<i>Marta Atayde</i>	1001 E Evelyn terr #167 Sunnyvale ca 94086	510-912-1912	6 th	Ellis	9/15/13
4.	Jeanette Montgomery	<i>Jeanette Montgomery</i>	H-Quarters Berry Dr Mt. View, Ct 94043		4 th	Mt. View	9-15-13
5.	Jeanette Montgomery	<i>Jeanette Montgomery</i>	" "		6 th	Mt. View	9-15-13
6.	Jaine Cortez	<i>Jaine Cortez</i>	181 West Weddell Dr #8 Sunnyvale CA 94089	909-434-4495	3 th	Sunnyvale	9-15-13
7.	Jaine Cortez	<i>Jaine Cortez</i>	" "	" "	7 th	Sunnyvale	9-15-13
8.	Dorothy Cantiga	<i>Dorothy Cantiga</i>	2530 Bowers Ave #2 Santa Clara 95051	310-5025	2 nd	Bracher Santa Clara	9/15/13
9.	Dorothy Cantiga	<i>Dorothy Cantiga</i>	2530 Bowers Ave #2 Santa Clara 95051	" "	4 th	Bracher Santa Clara	9/15/13
10.	Ivy Cantiga	<i>Ivy Cantiga</i>	Winchester San Jose	408-374-8851	1 st	San Jose	9/15/13

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1.	Stefanie Juw	<i>[Signature]</i>	560 Conmemara Way	408 373-7872	2/ 3	Stockmeir	9-19-13
2.	Stefanie Juw	<i>[Signature]</i>	560 Conmemara Way	408 373-7872	5	Stockmeir	9-19-13
3.	Alie Leeflang	<i>[Signature]</i>	956 Larkspur Ave Sunnyvale, CA	650 823 2670	2	Ponderosa	9/14
4.	Alie Leeflang	<i>[Signature]</i>	956 Larkspur Ave Sunnyvale, CA	650 823 2670	K	Ponderosa	9/14
5.	Renu Chawla	<i>[Signature]</i>	3665, Benton St. San Jose, CA - 95051	408- 247-7219	1st	Linwood	9/14
6.	ERIC REDDEN	<i>[Signature]</i>	811 KILBIRNIE CT SUNNYVALE, CA 94087	408-245-1840	2	Stockmeir	9/14/13
7.	DIANE REDDEN	<i>[Signature]</i>	811 Kilbirnie Ct. Sunnyvale CA 94087	408 245 1840	4	Stockmeir	9/14/13
8.	Roderick Bacon	<i>[Signature]</i>	787 San Conrado Trl #6 Sunnyvale, CA 94085	408-718- 7581	2	Bishop	9/14/13
9.	Stacey Peralta	<i>[Signature]</i>	1219 Prescott Ave Sunnyvale, CA 94089	650-455 5478	K	Fairwood	9/14/13
10.	Stacey Peralta	<i>[Signature]</i>	1219 Prescott Ave Sunnyvale, CA 94089	650-455-5478	1st	Fairwood	9/14/13

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	PARENT NAME Nombre de Padre	SIGNATURE Firma	ADDRESS Dirección	PHONE NUMBER número de teléfono	STUDENT GRADE IN 2014-2015 SCHOOL YEAR Grado del estudiante	NAME OF NEIGHBORHOOD DISTRICT SCHOOL Nombre de la escuela del barrio	DATE Fecha
1.	SONALI UPADHYE	<i>Sonali</i>	108 San Conrado #5 Sunnyvale, CA 94085	408 338 6418	5 th Grade	Bishop	Sep 12, 2013
2.	SHELLY AGRAN	<i>Shelly</i>	705 San Conrado Ter #7 Sunnyvale, CA 94085	(925)	5 th Grade	Bishop	09/12/13
3.	Christi Combs	<i>C. Combs</i>	708 San Conrado Ter #4 Sunnyvale, CA 94085	623-4689	5 th	Bishop	9-12-13
4.	Ajay D'Souza	<i>Ajay</i>	605 San Conrado Ter #5 SUNNYVALE CA 94085	650 450 39144	5 th Grade	BISHOP	9-12-13
5.	Jugnu Ojha	<i>J. Ojha</i>	701 San Conrado Ter #7 Sunnyvale, CA 94085	408- 746-3831	5 th grade	Bishop	9/12/2013
6.	Jugnu Ojha	<i>J. Ojha</i>	701 San Conrado Ter #7 Sunnyvale, CA 94085	408-746- 3831	2 nd grade	Bishop	9/12/2013
7.	Josh Combs	<i>Josh</i>	708 San Conrado Ter #4 Sunnyvale, CA 94085	650-393 9971	2 nd grade	Bishop	9/13/13
8.	SUDU GUPTA	<i>Sudu</i>	705 SAN CONRADO TER #7 SUNNYVALE CA 94085	408-674 -8483	K1 St	BISHOP	9/13/13
9.	Ajay D'Souza	<i>Ajay</i>	605 San Conrado Ter #5 SUNNYVALE CA 94085	408 469 4210	2 nd grade	BISHOP	9/13/13
10	Ravit Pelta	<i>Ravit</i>	113 Franchere pl Sunnyvale, CA 94085	408-501 7679	2 nd J	West Valley	9/14/13

PETITION FOR THE ESTABLISHMENT OF SPARK CHARTER SCHOOL
Petición para establecer la Escuela Spark Charter

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1.	Holly Casale		377 Redondo Ter, Sunnyvale CA 94088	408.9314288	1st	Cumberland	9/14/2013
2.	JIE ZHAO		377 Pismo Ter Sunnyvale	408.8021987	1st	Cumberland	9/14/2013
3.	Kaye Celeste		1228 Balboa Ct. Apt 145 Sunnyvale, CA	408-655-6835	K	Vargas	9/14/13
4.	Christina Ayala		817 Azura Street Sunnyvale CA 94087	408-849-3330	3rd	Ellis Sunnyvale	9/14/13
5.	Christina Ayala		897 Azura Street Sunnyvale CA 94087	408-849-3332	3rd	Ellis	9/14/13
6.	Neelam		Sunnyvale Town Centre Apts.	408-823-4016	K	Stratford	9/14/13
7.	Jorge López		373 Stowell Ave	(408) 962-0385	5th	Bishop	9/14/13
8.	Edit Boghazian		149 N. Murphy Ave Sunnyvale	650.995-4339	Pre K	Bishop	9/15/13
9.	George		912 La Mesa, Sunnyvale	650 922 2036	Pre K	Vargas	9/15/13
10.	Salma		624 Santa Cruz Ter Sunnyvale	408-739-2246	K & 2nd grade	Sunnyvale	9/15/13

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1.	MANO COMPEAN		846 SAN JUAN DRIVE 94085	(408) 335-827	1 st	SAN MIGUEL	9/14/13
2.	Michael Carbó		710 Saranac Drive Sunnyvale 94087	808-719-822	2 nd	Cherry Chase	9/14/13
3.	Michael Car King		" " " "	" " " "	5 th	" "	" "
4.	REENA CHEKKA		428 TOYAMA DR, SUNNYVALE	(408) 857 3392	Kindergarten	Lakewood	9/14/13
5.	SURESH BATCHU		885 W IOWA AVE, Sunnyvale	(408) 702 2061	2 nd	Cumberland	9/14/13
6.	Bonnie Hasson		375 Stowell Ave Sunnyvale	408 245-4533	6, 10	Bishop	9/14/13
7.	Maegot Borey		491 East Olive Ave Sunnyvale	408 735 8336	2 nd	Ellis	09/14/13
8.	Bony Chatterjee		530 Romberg Dr, Sunnyvale, CA	425 761 504	3 rd	Cupertino	09/14/13
9.	Kimberly Pascual		167 Bealanes Dr Sunnyvale, CA	510 692-4040	3 rd	Fairwood	9/14/13
10.	Dinesh Chandra		402 Rockettey Dr, Apt #681 Sunnyvale, CA	203-275-759	2 nd	Cherry Chase	9/14/13

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1.	Penny Hutchinson		400 Southwood Ave Sunnyvale CA 94086	408 657 8245	K	Ellis	9/12
2.	MURTHY VINJAMURI		426 TAYAMA DR, SUNNYVALE CA 94089	408 242 6574	5	Ellis	9/14
3.	Iris Huang		777 S Mathilda, #285 Sunnyvale CA 94087	408 368 8512	2 3	Cumberland	9/14
4.	LISA MOIN		260 E Ferndale Ave Sunnyvale CA	408-734- 1456	4th/8th	Bishop	9/11
5.	Elaine Barker		250 Santa Fe Ter Apt. 128 Sunnyvale, CA 94085	650 391. 4031	NA	San Miguel	9/14
6.	Sophia Ibrahim		607 Bemessa Rd San Jose Ca 95112	707-704-3235	Kindergarten	Walter Bachrodt SUNNYVALE	9/11
7.	Grace Hu-Morley		162 CIRRUS AVE. Sunnyvale, CA 94087	408 774 1781	2	Ellis	9/14
8.	WASIM RAZA		1063 Morse Ave Sunnyvale CA 94089	408 755 9132	KG	Lakewood	9/14
9.	Ron Song		657 smoke tree way Sunnyvale CA 94086		1	Ponderosa	9/14
10.	Marie Lourdes T. Lopez		206 Twinlake Dr. Sunnyvale 94089	AZ area code 480 371-5700	4th	Lakewood	9.1

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1.	Charles Cooper	Charles Cooper	1054 Oleander Ct	408 261-2287	4th	Washington Open	9-14-11
2.	" "	" "	" " "	" "	4th	" "	9-14-11
3.	Tammy Qualls	Tammy Qualls	561 Gresham AV	408 835-5498	kindergarten in 2014	Bishop	9/14/11
4.	Kerry Schmidt	Kerry Schmidt	678 Bellflower #18 Sunnyvale	650-336-3922	4th, DKA	Ellis	9/14/11
5.	Kerry Schmidt	Kerry Schmidt	678 Bellflower #18 Sunnyvale	650-336-3922	6th	Ellis	9/14/11
6.	Ajnan Kuman	Ajnan Kuman	22752 Majestic Peak way Cupertino	408-530-8271	KC1	Stevens Creek	9/14/11
7.	Valerie Brown	Valerie Brown	667 Madrone Ave Sunnyvale, CA	408-242-5349	2nd	Bishop	1/14/11
8.	Nathan Taylor	Nathan Taylor	100 Pasita Terrace 115 SV, CA 94086	408-430-9596	K	Vargas	9/14/11
9.	Adriana Rodriguez	Adriana Rodriguez	430 S. Fair Oaks Ave Sunnyvale	408 420-8249	5 ^o	Ellis	9-14-
10.	Penny Hutchinson	Penny Hutchinson	400 Southwood Ave Sunnyvale CA	408 687 8245	2	Ellis	9.14.

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1.	Casyl Taraldson		620 Lakehaven Ter 94089	408-649-0067	2	Lakewood	9-13-13
2.	DAVID KELLY		400 Southwood Ave 94086	408 687 8246	2	ELLIS	9-13-13
3.	DAVID KELLY		400 Southwood Ave 94086	408 687 8246	Kinder	ELLIS	9-13-13
4.	Leticia Freija		94085	(408) 735 8163	5	San Miguel	9-13-13
5.	Gabriela Olea		954 Henderson Ave	(408) 417-2502	5	Ponderosa	9-13-
6.	Gabriela Olea		954 Henderson Ave	(408) 417-2502	3	Ponderosa	9-13-
7.	Blanca Covantes		1722 Cirrus Ave	408 736-3773	1	Ellis Eagles	9/13/13
8.	Victoria Galvan		601 Cypress Ave. 94085	408 623-9375	5	San Miguel	9/13/13
9.	ERNESTO GONZALEZ		777 SAN JUAN DR	650 483-9125	7	COLUMBIA	9/13/13
10.	XIANG YU		890 Roble Dr.	408-364-6810	K	Ponderosa	9/13/13

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1.	Sandra Wambold	<i>[Signature]</i>	467 Purisima Ave	408-733-7005	2	Cumberland	Sept 201
2.	Ananya Cha	<i>[Signature]</i>	94089	408-822-522	4	Lakewood Stratford	Sep 20
3.	Ananya Cha	<i>[Signature]</i>	94089	408-822-5252	KG	Lakewood Stratford	Sep 201
4.	Karolina Koisinska	<i>[Signature]</i>	94087	858-405-8262	2	Cumberland	Sep 20
5.	<i>[Signature]</i>	<i>[Signature]</i>	94086	650-961-7258	16	Vargas	9/1
6.	Vikas Kumar	<i>[Signature]</i>	786 Rueda Dr.	925-594-8307	2	Cumberland	9/12
7.	SHIVAN GOEL	<i>[Signature]</i>	789, Blue Sage	774-4672	21	Brady	
8.	Juan Rodriguez	<i>[Signature]</i>	1638, QUEEN CHARLOTTE DR.	(408) 823-2773	38	NIMITZ	9/12
9.	Joatzin Villalobos	<i>[Signature]</i>	1095 Reed 94086		1	Ellis	9/1
10.	Larry Taraldson	<i>[Signature]</i>	620 Lakewood Ter 94089	408-649-0062	2	Lakewood	9-1

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1.	JOAQUIN ROSAS		665 Galt Ave Apt D27 Sunnyvale, CA 94086	408 338 1241	Kg	Boji John	7/1/13
2.	RAVI MATHI		871 Rosemary Ter. Sunnyvale CA 94086	408 732 7590	2nd grade	Boji	7/1/13
3.	SHUANG LIANG		450 Pinnacine Ave 94086	(408)-410-3471	Pre-school	Cubberland	9/14/13
4.	Sergey Borodynsky		706 Santa Susana Street Sunnyvale Ca 94085	503-430-1899	3rd grade	San Miguel	9/14/13
5.	Wangyu Peng		585 Monet Terrace Sunnyvale CA 94089	607-524-4648	3rd grade	Wimble	9/15/13
6.	Ara Rogueno		286 Silverlake Dr. Sunnyvale CA 94087	408-914-0256	grade 1	Lakewood	09/14/13
7.							
8.							
9.							
10.							

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1.	Sejani Gundaka	<i>Sejani G</i>	Apt #321, Sunnyvale 870 E Elcamino Rd	408-981-6547	1st	Elementary Stockmeir	9/14/13
2.	Kamalesh	<i>Kamalesh</i>	655 S Fair Oaks Sunnyvale	408-658-268	1st	Elementary Cereale	9/14/13
3.	Juan Cai	<i>Juan Cai</i>	756 San Miguel ave.	510-6487746	1st	San Miguel Element	9/14/13
4.	Ada Yeung	<i>Ada Yeung</i>	1348 Turnstone Way, Sunnyvale	650-778-0802	1st	Laurelwood	9/14/13
5.	Olga Lenchenkova	<i>Olga Lenchenkova</i>	988 Belmont Terrace, Unit 6	408-733-3167	4th	Vargas Elem.	9/14/13
6.	"	<i>Olga Lenchenkova</i>	" Sunnyvale, CA 94086	"	K	"	9/14/13
7.	UMIT SAPANEL	<i>Umit Sapanel</i>	596 DEGUIGNE DR APT 100 SUNNYVALE, CA 94085	720/3529271	3rd	SAN MIGUEL	9/14/13
8.	Bill Jia	<i>Bill Jia</i>	335 S Bernardo Ave. Sunnyvale	650-47-1915	K	St Vargans	9/14/13
9.	Zhipeng Zhao	<i>Zhipeng Zhao</i>	453 Molino Ave Sunnyvale, CA 94086	7324455 8994	2nd	Cumberland	9/14/13
10.	Zhengrong Li	<i>Zhengrong Li</i>	411 S. Frances St Sunnyvale, 94086	408-660-0050	5th	Ellis	9/14/13

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1.	cong zhu	<i>[Signature]</i>	CA 94086 Sunnyvale 381 N Fernwood Circle	408 229 0374	2 nd grade	Bishop	7/19/13
2.	Huong Tran	<i>[Signature]</i>	Sunnyvale 1055 Morningside Dr.	650 969 6368	K	Cherrychase	9/12/2013
3.	Thuydung Truong	<i>[Signature]</i>	904 W Olive ave, Sunnyvale, CA	650 713 8722	K	Cumberland	9/12/2013
4.	Antonio Hernandez	<i>[Signature]</i>	1018 W TOWER AVE #3 94086 Sunnyvale ca 94086	408 969 4778		Stoc	9/12/2013
5.	HOA DERRNO	<i>[Signature]</i>	1341 Babelink circle, SW	408-736-3223	3	Stockmeir	9/12/2013
6.	HOA DERRNO	<i>[Signature]</i>	1341 Babelink circle, SW	"	5	"	9/12/2013
7.	Hue Vu	<i>[Signature]</i>	154 Butano Ave 94086	408-203-0723	2	Vagas	9/13/13
8.	BILL QUACH	<i>[Signature]</i>	629 SAN PEDRO AVE	408 732 9432		SAN MIGUEL	09/13/13
9.	"	<i>[Signature]</i>	"	"	5	"	09/13/13
10.	Wimes	<i>[Signature]</i>	695 Tasman Dr. Sunnyvale	408 242 4467	K	AKELWOOD	09/13/13

PETITION FOR THE ESTABLISHMENT OF SPARK CHARTER SCHOOL

Petición para establecer la Escuela Spark Charter

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1.	Rosa Duarte	Rosa Duarte	1283 Ayala dr. Apt #1 Sunnyvale - CA	(408) 3731371	5-	Sunnyvale district	9-15-13
2.	Joy Simons	Joy Simons	4765 Wolfe Rd A Sunnyvale CA	408-940-7281	5-	Santa Clara	9-15-13
3.	T. Peana	T. Peana	1684 Lantry Way Sunnyvale CA 94087	408-2010360	3	Sunnyvale	9-15-13
4.							
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1.	Marisela Rosas		20643 Celeste Cr / Cupertino CA 95014	408 314-4330	5 th	Cupertino districts.	9/14/13
2.	Rosario Y. Barajas		126 AIRWAYNE AVE #8 SUNNYVALE CA 94085	(408) 472-5829	5 th	Sunnyvale District	9/14/13
3.	Sonia Cardoza		2345 Pastoria Ave Sunnyvale CA 94086	408 373-7593	5 th	Cumberland	9/14/13
4.	Sonia Cardoza		2345 Pastoria Ave Sunnyvale CA 94086	408 373-7593	1 st	Cumberland	9/14/13
5.	Cecilia Iglesias		890 San Juan Dr Sunnyvale CA 94085	(650) 215-0300	4 th	District Sunnyvale	9/14/13
6.	Fabrizio Iglesias		890 San Juan Dr Sunnyvale CA 94085	(650) 215-0300	4 th	District Sunnyvale	9/14/13
7.	Irma Macias		1025. N Olive av #1	408 910 3186	5 th	Stargus	9/14/13
8.	Reynaldo Domingue		1025. N Olive av #1	408 910 3186	5 th	Bishop	9/14/13
9.	Rapnaldo Domingue		1025. N Olive av #1	408 910 3186	2 nd	Bishop	9/14/13
10.	Adelina Martinez		454 Henderson				

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1.	Leah Asuncion	<i>[Signature]</i>	San Patricio Ave Sunnyvale	408-730-1731	5th	San Miguel	9/12/13
2.	Sonomi Rehder	<i>[Signature]</i>	Coachella Ave Sunnyvale	408-830-685-9891	5th	San Miguel	9/13/13
3.	Beatriz Osorio	<i>[Signature]</i>	Duane Ave Sunnyvale	408-761-5106	5th	SAN MIGUEL	09/13/13
4.	Beatriz Osorio	<i>[Signature]</i>	Duane Ave Sunnyvale	408-761-5106	Kinder	SAN MIGUEL	09/13/13
5.	TERESITA JUCO	<i>[Signature]</i>	Santa Paula Bule	408-481-0503	5th	San Miguel	09/13/13
6.	Mely Joy Juco	<i>[Signature]</i>	Santa Paula Ave	408-507-3855	2nd	San Miguel	09/13/13
7.	Khalid Quwaish	<i>[Signature]</i>	San Pablo Ave	408-746-5925	4th	San Miguel	09/13/13
8.	Jose Barrio	<i>[Signature]</i>	Almaden	650-771-0213	3th	San Miguel	09/13/13
9.	Jose Barrio	<i>[Signature]</i>	Almaden Ave	650-771-0213	2th	San Miguel	9/13/13
10.	ROSARIO Y. BARRIO	<i>[Signature]</i>	126 Ahwanee Ave #8 Sunnyvale CA 94085	408/472-5829	5th	Bishop	09/14/13

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1.	Jeannie Chan		765 N. Fair Oaks Ave Apt. 7	(408) 245-6929	5th	Bishop	9/13/13
2.	Jeannie Chan		765 N. Fair Oaks Ave Apt. 7 ^{Sunnyvale} CA	(408) 245-6929	3rd	Bishop	9/13/13
3.	April Lee		762 Mahogany Ln. ^{Sunnyvale} CA	408-730-9619	3rd rd	Ponderosa	9/14/13
4.	APRIL LEE		762 Mahogany Ln ^{Sunnyvale} CA	408-730-9619	5th	Ponderosa	9/14/13
5.	Jeannine Charles		5660 Connemara Way ^{SUNNYVALE, CA}	408 375 9552	4th	Stockmeir	9/15/13
6.	Jeannine Charles		" "	408 375 9552	K	Stockmeir	9/15/13
7.	Gabriela Emigona		719 Santa Rosa St Sunnyvale ca	650 946 7815	K	Sunnyvale	9/15/13
8.	Martha Orozco		763 - San Jose #8	408) 773-1228	K	Sunnyvale	9/15/13
9.	Kathy Ortiz		1083 Hudson Way S	408 569-1261	3	S'rale	9/15/13
10.	Dominique Pylton		1525 Scott St	408 3204599	4	San Jose U	9/15/13

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1.	FATIMA LOPEZ		561 LA CONQUIER DR	(510) 233-2119	K		12/09/13
2.	MARIO HERRERA		564 Lincoln Ave Apt A	(408) 794-8373	2		9-12-13
3.	Azuena Riveo		674 Gail Ave - Sunnyvale	(408) 670-6103	1		9-12-13
4.	Eyendira Bano		540 EMMADE AVE #26	(408) 830-6491	4	BISHOP	9-12-13
5.	Kelly Cosmas		159 Charles St	408-569-6237	1	Vargas	9-12-13
6.	Kelly Cosmas		159 Charles St	408-569-6237	5	Vargas	9-12-13
7.	Trinh Pham		1198 PECOS WAY	408-373-2487	5	Fairwood	9/12/13
8.	Shan-Jye Jack Huang		589 Worley Ave, CA 94085	408-773-1557	5	BISHOP	9/13-2013
9.	Shan-Jye Jack Huang		589 Worley Ave, CA 94085	408-773-1557	3	BISHOP	9-13-2013
10.	Mark Gentry		1029 Inverness Way Sunnyvale CA	408-732-1117	4	Laurelwood	9-14-13

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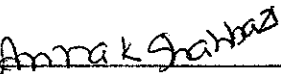
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1.	Shiloh Hawley	<i>Shiloh Hawley</i>	807 Lakehaven Dr, Sunnyvale	925-594-0888	5	Lakewood	9/12/13
2.	Shiloh Hawley	<i>Shiloh Hawley</i>	807 Lakehaven Dr, Sunnyvale	925-594-0888	3	Lakewood	9/12/13
3.	Emerita Villegas	<i>Emerita Villegas</i>	791 San Juan Dr Sunnyvale	6408-205374	1	San Miguel	9/12/13
4.	Adriana padilla	<i>A-p</i>	738 Carmel Ave # 4	408-431-8796	5-2	San Miguel	9/12/13
5.	Adriana padilla	<i>A-p</i>	738 Carmel Ave # 4	408-431-8796	2	" "	9/12/13
6.	Edith Gonzalez	<i>Edith G.</i>	527 E. Taylor Ave #5	408-876-8712 44085	1	Bishop	9/12/13
7.	Edith Gonzalez	<i>Edith G.</i>	527 E. Taylor Ave #5	408-876-8712 44085	5	Bishop	9/12/13
8.	Ray Ramincz	<i>R</i>	476 Fieloch Ave. #4	650-3468664	1	Ellis	9-12-13
9.	Celerina N	<i>Celerina N</i>	323 Hig DON AVE Apt 6	650-720-3532	K	Castro	9-12/13
10.	Rosario G	<i>R</i>	648 Grand Fir Ave Apt 2	408-737-1398	1	Ellis	9-12-13

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1.	Kirsten Tausker		1731A Marshall CT. Los Altos CA ⁹⁴⁰²⁴	408-680-4074	5	West Valley Elementary	9/15/13
2.	Amra K Shahbazi		1181 SKYLake Ct Sunnyvale CA 94089	650 784-1756	3	Lakewood elementary	9/15/13
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1.	ERICA JOHNSON	<i>[Signature]</i>	1223 WEST OLIVE AVE	650-215-2675	4th grade	Vargas	9/15
2.	Jian Lin	<i>[Signature]</i>	310 Kenmore Ave	408-616-0960	5th grade	Tellis	9/15
3.	CHARU JAIN	<i>[Signature]</i>	545 SACO TERRACE	408-735-7194	5th grade	Lakewood	9/1
4.	CHARU JAIN	<i>[Signature]</i>	545 SACO TERRACE	408-735-7994	kindergarten	Lakewood	9/1
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1.	Vinetha Nava	<i>[Signature]</i>	412 Ives Terr, Sunnyvale CA, 94087	520-668-0307	KG	Ellis	9/15/11
2.	Boza Leyserman	<i>[Signature]</i>	149 N Francis St Sunnyvale	415-706-7692	5	Bishop	9/15/11
3.	GORDON SHATTOCK	<i>[Signature]</i>	254 HAZELTON AVE Sunnyvale	408 245 2077	K 1st	BISHOP	9/15/13
4.	GORDON SHATTOCK	<i>[Signature]</i>	254 HAZELTON AVE SUNNYVALE	408 245 2077	2nd	BISHOP FAIRWOOD	9/15/11
5.	Dan McLesey	<i>[Signature]</i>	1540 Oxide Ave	408 245 4080	1st	Leavelwood	9/15/13
6.	Anamika Banjara	<i>[Signature]</i>	1608 Queen Charlotte dr	650 495503	2nd	Wright	9/15/11
7.	Anu Sharma	<i>[Signature]</i>	10951 Northky Square	408-352-2449	3rd	Collins	9/15/11
8.	Paul Brunemeier	<i>[Signature]</i>	1044 Plymouth Dr. Sunnyvale	408-720-0704	K	Cherry Chase	9/15/11
9.	Sonia Iniguez	<i>[Signature]</i>	Sunnyvale CA 94086 1235 AYALA DR NPH 22	650 224 9804	3rd	VARGAS	9/15/11
10.	Yi Pang	<i>[Signature]</i>	351 N Wolfe Rd #324 Sunnyvale CA 94085	(408) 245 2931	K	San Miguel	9/15/13

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1.	DIVYA CHAKRABHAI	<i>Divya Chakrabhai</i>	484 Tea Tree Ter Sunnyvale CA	408-260-2874	2 nd	SANTA CLARA SCHOOL DISTRICT	9
2.	ATAY KUMAR	<i>P. Atay</i>	936 Azure St Sunnyvale CA	408 203 6348	K	ELLIS	9
3.	Ita Bhatta	<i>Ita</i>	1601 ontario DR	650 996 5774		Cumberland	9/
4.	Elana Feinsmith	<i>Elana Feinsmith</i>	1085 Tasman Dr. #885 ^{Sunnyvale, CA 94089}	408-757-8275	5	Carewood Sunnyvale, CA	9
5.	Pete Aiek	<i>Pete Aiek</i>	1046 Essex Ave	(650) 266-7189	3	Fairwood	9
6.	Shashi Gourprasad	<i>Shashikiran B G</i>	629 S. AHWANEER TERRACE SUNNYVALE 94085	408-480-2522	K	SAN MIGUEL	9
7.	Abhijeet Joshi	<i>Abhijeet</i>	1726 Bay Drive, Sunnyvale 94087	503-860-4511	K	West Valley elementary	9
8.	RAKESH BANKA	<i>Rakesh Banka</i>	605 ARCADIAN TER UNIT 204 SUNNYVALE CA 94085	408-242-0487	K	Lake wood Sunnyvale CA	9
9.	Ruchi Gupta	<i>Ruchi Gupta</i>	921 Azalea Dr. Sunnyvale CA 94086	650 224 0363	3 rd	Brady	C
10.	Samuel	<i>Samuel</i>	655 S Fair Oaks	312 806 5466	K	ELLIS	C

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1.	Deborah Flon	Deborah Flon	PO Box 2768 ^{Sunnyvale} CA 95035	94087	5 - 5	Banby/Anthony	9/15
2.	"		408 551-8554		5		
3.	"				7		
4.					4	Sunn	9/15
5.	MOHAN	Mohan	180 Elm Ct Sunnyvale CA 95034	845 -689-0723	4	Ed - El School	9/14
6.	BREM		3435 VICTORIA DR #3 San Jose CA 95136	408 829-6215	4	Greene Quintanilla School	09/14
7.	"	"	"	"	K	"	"
8.	Mohit	Mohit	1032 W REMINGTON DR, SUNNYVALE, CA 95082	408 400 9325	1	cherry chase	09/15
9.	Jack		343 Carroll St Sunnyvale CA	408/751566	2	Ellis	09/11
10.	Raja Kumar		575 E Remington Dr Sunnyvale CA 95087	408 531651	K	Stephen-Mur	09/11

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1.	Karen Gough	<i>[Signature]</i>	877 Sunny Dr. Sunnyvale 94087	408-774-1004	6 th	Sunnyvale	9/14/11
2.	Rajashaker	<i>[Signature]</i>	450N Matilde Ave, Sunnyvale CA 94085		K	Bishop Elementary	9/14/11
3.	Abigail	<i>[Signature]</i>			2 nd	11	9/14/11
4.	Pranav Kottan	<i>[Signature]</i>	1577 MEADOWLARK LN SUNNYVALE, CA 94087		5 th	LAWRELWOOD	9/14/11
5.	PARISSA KARGAHI	<i>[Signature]</i>	1567 DAK POINT TER SUNNYVALE, CA 94087	408-732-3404	1 st	Nimitz	9/14/11
6.	VINAY BANNAI	<i>[Signature]</i>	1186 Lerwick Ct, Sunnyvale, CA 94087	408-352-5536	4 th	Laurelwood Elementary	9/14/11
7.	VINAY BANNAI	<i>[Signature]</i>	1186 Lerwick Ct, Sunnyvale, CA 94087	408-352-5536	1 st	Laurelwood Elementary	9/14/11
8.	Chi-Diang Niu	<i>[Signature]</i>	915 S. Wolfe, CA 94086	408-707-2063	K	Brady Elementary	9/14/11
9.	KORIEN WONG	<i>[Signature]</i>	874 Hunewick Way 94087	408-242-9502	2	Stockton Elementary	9/14/11
10.		<i>[Signature]</i>					

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1.	TARA MADDACA		1166 RIVER CT, Sunnyvale		4th th	Sunnyvale Cumberland	9-14
2.	"		"		4th twin	Sunnyvale Cumberland	9-14
3.	SUNIL BHATT		430 VINE AVE Sunnyvale		3rd	Ellis Elementary	9-14
4.	GARGI TEWARI		4950 TRANT DR. Sunnyvale		P K	Carlton Elk	9-14
5.	DAVID MERRITT		660 PINNACLES TERR		K	San Miguel	9/14
6.	SALMA MERRITT		660 PINNACLES TER		1st	San Miguel	9/14
7.	SUMA JAYARAM		858 ENRIKA DRIVE,		K	Cumberland	9/14
8.	RUBY ANN CONICONDE		910 FALL RIVER TER. Sunnyvale		5th th	Ellis Elem.	9/14
9.	VIOLA CHAN		884 NORFOLK PINE AVE. Sunnyvale		4th	Cumberland	9/14
10.	"	"	"		6th	SMS	"

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1.	SUBASH R PATEL		655 S FAIR OAKS AVE APT-2308 SUNNYVALE - 94086	408-480-1987	1	ELLIS	09/13
2.	KIRAN K VEMURI		1117 ROCKEFELLER DR. SUNNYVALE 94087	408-720-8983	K	CHERRY CHASE	09/13
3.	KRISHNA TUMMALA		395 ANONUEVO AVE #515 SUNNYVALE - 94085	408-425-6779	3	Vergaselenium	09/11
4.			836 Allens Av Sunnyvale CA 94085	(408) 911-4575	* 1	Lakewood	09/11
5.	Jiang Zhany		943 Robin way 94087	(408) 966-2894	1	Cherry Chase	09/11
6.	VENKATARAMAN SRIRAM		1080 TANLAND DRIVE PALO ALTO, CA 94303	510 887-0941	1	WALTER HAYES	09/11
7.	Tenny Calhoan		1050 Hollenbeck Ave. Sunnyvale, CA 94087	408 736-5262	K	Cumberland	9/11
8.	Tenny Calhoan		1050 Hollenbeck Ave. Sunnyvale, CA 94087	408 736-5262	3	Cumberland	9/11
9.	SAMIR THORIA		1404 BITTERN DR SUNNYVALE, CA 94087	408 737-1848	5	STOCKMIER	9/11
10.	SUBRAMANYAM		655 S FAIR OAKS AVE SUNNYVALE CA	408-858-6748	5	ELLIS	9/11

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1.	Pujan Samyath	[Signature]	1118 Rockefelles, 94087		4	Cherry Chase	9/13/13
2.	Miriam D. Smith	[Signature]	419 W. Dana St. 94041			Mountain View	9/13/13
3.	Diana Adamsen	[Signature]	467 N. Millerton Ave 95005		7	Compton Union	9/13/13
4.	Sara Johnson	[Signature]	1171 Redwood Drive	(cont. on p. 2)	2, 5	Cherry Chase	9/13
5.	Aike Dosedal	[Signature]	1523 Sandpiper Ct.		3, 7	Lowewood	9/13
6.	Melhan Scott	[Signature]	549 Edgelynn Terr. Sunnyvale 94085		3, 7	Fishers	9/13
7.	Ann Tubert	[Signature]	834 Pershing Ave. 94033		5, 3	Trace	9/13
8.	Bonny Kushner	[Signature]	599 Hannas Dr. 94057		3, 8	Chimney Land	9/13/13
9.	TRICIA STUKWIT	[Signature]	1085 Mayette Av 95125		8	Juniper Hill	9/13/13
10.	MONICA PATZ	[Signature]	1205 Echo Wille Dr. 95020		7	STU	9/13

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1.	VINESH KATHI		1320 PAULINE DR	408 705 5809	2	STOCKLMEIR	Sep 12 2015
2.	—		—	—	K	—	—
3.	Vidya Vineet		740 Lynwood Ct		4	Brady	9/21
4.	"	"	"		K	Brady	9/14/1
5.	VIJAYA TERUMA LASSETI		963 LA MESA TERRACE UNIT 5 SUNNYVALE, CA - 94086	408-736 4111	2nd grade	Vaughn	09/13
6.	SRIDEVI KOLLI		215 MORE AVE LOS ALTOS, CA - 95032	408-215- 8243	K	Marshall lane	09/13
7.	NIPUN SAXENA		1990 LAVER CT. LOS ALTOS CA 94024	650 814-7527	K 1	MONTCLAIRE	09/13/1
8.	Kelly Hamburger		1077 Rockefeller Dr	408 498 2528	1 st	Cherry Chase	9/13/1
9.	Kelly Hamburger		1077 Rockefeller Dr	408 498 2528	1 st (twin)	Cherry Chase	9/13/1
10	MAYURI LASIREDDI		1117 Rockefeller Dr	408 720 8983	2 nd	Cherry Chase	9/13/1

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1.	Chandana Kanakam		5615 Bellagio dr, San Jose 95118	(408) 512-2444	1 st grade	Challenger Guadalupe Elem Sch	09/12/13
2.	Pharman and GATTEPALLI		3268 Pappani Way, San Jose	408 532 8330	7/5 grade	Evergreen Public School (Carrolan)	09/12/13
3.	RAMA VEDACHALAM		1298 COLLINS LN, SAN JOSE, CA 95129	(408) 996 1937	2 nd grade	Moreland School District.	09/12/13
4.	Sandeep Chaparala		5841 Recte Way San Jose, CA 95120	408-239- 4893	4 th Gr	San Jose United Los Alamitos Elem Rachel Carlson Elem	09/12/13
5.	Rachel Tan		2004 Donnici St San Jose, CA 95136	(408) 761- 9738	1 st grade	Challenger	9/12/13
6.	Suresh Doraishwamy		432 Chelsea Crossing San Jose CA 95138	408-629- 1542	# 4	Alta Leducma 95138	9/12/13
7.	Susa Kshetka MATHARASI		1034 Wallace dr San Jose 95120	408-716- 8272	Kindergarten	Samonds	9/12/13
8.	Susakshethe MATHARASI		"	"	4 th	"	9/12/13
9.	J.P Samala		4007 Bismarck park San Jose, CA 95135	408-223-9109	5 th	Torrey Pines Evergreen Elementary	9/12/13
10.							

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1.	Manish Bedekar	mbedekar	1090 Munich Ter, Sunnyvale CA 94089	(408) 747-1683	1 st	LAKEWOOD ELEMENTARY	9/12/13
2.	Raghav Jayaraman	Rag Jay	574 Leyte Terrace, Sunnyvale CA 94087	(408) 431-8195	K	LAKEWOOD ELEMENTARY	9/12/13
3.	Lauren Uyeda	Lauren Uyeda	1127 Kassel Ter, Sunnyvale, CA 94089	(408) 215-5284	* or 1 st	Fairwood Elementary	9/12/2013
4.	Rashmi Jirani	RJ	930 Rockefeller Dr, #315 Sunnyvale, CA	(818) 397-4011	3 rd grade	Cherry Creek Elementary	9/14/2013
5.	KRISHA KARAN KARUPAN		1440 FALLEN AVE. SUNNYVALE CA 94087	6508926730	K	STOCKMEIR	9/14/2013
6.	"		"	"	4 th grade	STOCKMEIR	9/11/2013
7.	Rama Srinivasan		258 Cimino Ter	408 393 1159	2 nd	Elis Sch	9/12/13
8.	"		"	"	K th Grade	"	"
9.	Sudatta Prasad	N.S.P.	575 E Remington Dr Sunnyvale 94087	311-419-6629	2 nd	Elis Sch Elis Sch	"
10	Olivia Ma	mm	1118 Lafayette dr.	(408) 487-0352	3 rd	Cherry Chase	9/12/13

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1.	Milica		Sunnyvale	408-839-6722	3	West Valley	9/11
2.	Kristen Varas		730 Peninsula Ave Sunnyvale CA 94087	408-335-4998	1+3	Santa Clara	9/11
3.	Lori W Rella		1015 Wango Sunnyvale 94087	408 737 1023	4	Cherry Lane	9/11
4.	Nikhil Khosla		118 Rockefeller Dr Sunnyvale 94087	408 774 1570	4	"	9/14
5.							
6.							
7.							
8.							
9.							
10.							

Peticion para establecer la Escuela Spark Charter

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	PARENT NAME <i>Nombre de Padre</i>	SIGNATURE <i>Firma</i>	ADDRESS <i>Dirección</i>	PHONE NUMBER <i>número de teléfono</i>	STUDENT GRADE IN 2014-2015 SCHOOL YEAR <i>Grado del estudiante</i>	NAME OF NEIGHBORHOOD DISTRICT SCHOOL <i>Nombre de la escuela del barrio</i>	DATE <i>Fecha</i>
1.	Diana...		1655 ASHER AVE APT 118A	408 770 2019	4th	Ellis	09/17/13
2.	Vijaya		8257 PARKVIEW CIR, CANTON	408 773 8577	3rd	Cupertino	09/19/13
3.	Samuel		970 Corte Madala Ave # 311 Sunnyvale CA 94085	408 771 2008	K	Sunnyvale	09/14/13
4.	Mylan Luong-Sendon		698 GEORGIA ST	408 414 1296	Kindergarten	Bishop	9/14/13
5.	Mylan Luong-Sendon		698 GEORGIA ST Sunnyvale, Ca 94085	408 414 1296	5th	Bishop	9/14/13
6.	Glenn Martin		709 Sinda Ynez St Sunnyvale, Ca 94085	510-584-0885	Kindergarten	San Miguel	9/14/13
7.	Keri Effner		1246 FETTER DR Sunnyvale, CA 94087	408 732 1319	4th	Nimitz	9/14/13
8.	Erika Garcia		1032 WREMINGTON DR Sunnyvale, CA 94087	408 732 1319	3rd & 4th	Cherry Creek	9/14/13
9.	Luis Zamudio		812 Madalena Tr Sunnyvale, CA 94087	408 516 0370	4th	Ellis	9/14/13
10.	Luis Zamudio			408 705 0370	K	Ellis	9/14/13

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1.	GAURAV RISHI		378 VASSUEZ AVE. Sunnyvale, CA 94087	415 687 7	4th	VALCAS	7/14
2.	- do				K	VALCAS	11/14
3.	Ridwan Han		710 INVERNESS WAY Sunnyvale, CA 94087	408 497 8159	5th, 7th	Stocklmeir/CMS	9/14/13
4.	ARI SAMY		1476 FLORE AVE Sunnyvale		7, 8th	Stock/CMS	9/14/13
5.	BALAJI MEENAKSHISUNDARAN		1345 KINGFISHER WAY SUNNYVALE, CA 94087	408 242 8857	2nd	Stock STOCKLMEIR	9/14/13
6.	SEYANTHI PANDARATHAN						
7.	Carol Eyring		246 Morse Ave Sunnyvale 94086	408 730 0842	7th grade	Sunnyvale Columbia Middle	9/14/13
8.	Jenny Bratton		974 ALB MESA BLVD Sunnyvale (50)	408-318-2110	1st	VALCAS	9/14/13
9.	VISHWAS MANOJ		105 SHOLSE AVE, Sunnyvale	408-43-3357	K	LAKEWOOD	9/14/13
10.	Shiraz Ganga		19500 PRUNEBRIDGE AVE CUPERTINO	408-896 8119	1st	LAURELWOOD	9/16/13

The petitioners listed below certify that they are parents (meaningfully interested in ensuring their child's education) and the petitioners believe that the charter merits consideration and hereby petition the governing board of the Sunnyvale School District to grant approval of the charter pursuant to Education Code 47600 et seq. The petitioners authorize the Leadership Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to petition upon signature.

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1.	Clare Cooper	Clare Valley	1054 Cleander Ct Sunnyvale	408 261-2287	4	Ponderosa	9/14
2.	Clare Cooper	Clare Valley	1054 Cleander Ct Sunnyvale	408 261-2287	4	Ponderosa	9/14
3.	Ross Beard	Ross Beard	591 Santa Clara Ave #5 Santa Clara CA 95050	206 703-7728	K	Santa Clara	9/14
4.	DHANYA PREM	Dhanya Prem	1055, Abel Ave, #1212 Sunnyvale	558-6403	1	ELLIS	9/14
5.	Poonam Hemrajani	Poonam Hemrajani	835 E Homestead Road Sunnyvale CA 94087	896-7726	4	Stockmen	9/14
6.	Carolyn Pasquarella	Carolyn Pasquarella	945 Marion Way Sunnyvale CA 94087	(408) 761-5375	K	Birdland Rayner	9/14
7.	SRI LAXMI	Sri Laxmi	902 W REMINGTON DR SUNNYVALE		2	CHERRY CHASE	9/14
8.	PRADEEP	Pradeep	1232 VICENTE DR. APT B SUNNYVALE CA 94086	512-735-3159	K	VARGAS	9/14
9.	SACHIN	Sachin	915 W Remington Dr Sunnyvale CA	408-407-7812	4	CHERRY CHASE	9/14
10.	SUMY	Sumy	754 W Knickerbocker Ct Sunnyvale		2	Cumberland	9/14

The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at the Spark Charter School. As such, petitioners believe that the charter merits consideration and hereby petition the governing board of the Sunnyvale School District to grant approval of the charter pursuant to Education Code 47600 et seq. The petitioners authorize the Leadership Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to petition upon signature.

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1.	CHARU JAIN	<i>Charu</i>	1180 LOCHINVAR AVE. #54 SUNNYVALE - 94087	408-731-6157	2	LAURELWOOD	9/1/14
2.	Venkat Karimur	<i>Venkat Karimur</i>	455 Crestview Ave Sunnyvale, CA 94087	408-733-1463	2	Stecklowe	09/14/14
3.	Jule Wideman	<i>Jule Wideman</i>	1319 Mountain View Rd Sunnyvale, CA 94087	408-733-3362	K	Cherry Chase	9/1/14
4.	Jule Wideman	<i>Jule Wideman</i>			2	Cherry Chase	9/1/14
5.	CLAUDE CARVALHO	<i>Claude Carvalho</i>	708 CONTINENTAL CIR APT 1920, MOUNT. VIEW	408-555-8742	1	424th St School	9/1/14
6.	SASITHA KISHIKKURAYIL	<i>Sasitha</i>	674 GAIL AVE, SUNNYVALE		2	Rainbow Merrill BRILLIANT SCHOOL	9/1/14
7.	Thuy Mooney	<i>Thuy Mooney</i>	692 Dunbarton Dr. Sunnyvale, CA 94087		K	Cumberland	9/1/14
8.	Thuy Mooney	<i>Thuy Mooney</i>	"		2	Cumberland	9/1/14
9.	Thuy Mooney	<i>Thuy Mooney</i>	"		4	Cumberland	9/1/14
10.	Ron Blair	<i>Ron Blair</i>	403 Justin Dr.		3	West Valley	9/1/14

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1.	Susannah Medley		468 Bryan Av, Sunnyvale	408 481 9283	1	Ellis in Sunnyvale	9/14/13
2.	Susannah Medley		" "	" "	4	" "	9/14/13
3.	Ilse Bollet		252 Poplar Av, Sunnyvale	650 355 8555	2	Boulder, SV	9/14/13
4.	Ilse Bollet		" " "	" "	4	" "	9/14/13
5.	BRENDAN KENNEY		471 BRYAN AVE	650-380-9725	1	Ellis	9/14/13
6.	Pete Dumemi		457 Bryan Ave.	650-773-9605	1	Ellis	9/14/13
7.	Deepa Bhatia		1255 Rousseau Drive	650 906 8797	7 th	Stocklin	9/14/13
8.	VENICATA SANKARAN		3727 Peacock Ct. Santa Clara		5 th	Laurelwood.	9/15/13
9.	Valentin Aguilar		1260 CORTEZ DR Sunnyvale	408 940 2605	4 th grad	VARGA)	9.15.13
10.	Valentin Aguilar		" "	" "	2nd	VARGA)	9.15.13

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1.	Frank Cimprini	[Signature]	18 Campbell Ave Sunnyvale, CA	408 564 7570	S	Tracey Stn	9/15
2.	Yahiv Qurr	[Signature]	1598 Bittern Dr Sunnyvale, CA	408 202- 3812	1st	Stockelmeier	9/1
3.	Karey Stoltz	[Signature]	850 Rubin Dr Sunnyvale 94087	408 481 9330	K	Cumberland	9/1
4.	Karey Stoltz	[Signature]	850 Rubin Dr Sunnyvale 94087	408 481 9330	2	Cumberland	9/1
5.	Kathryn Bryson	[Signature]	961 Highland Ter, Sunnyvale 94085	479-4415 -7507	K	San Miguel	9/1
6.	Mary Rajel	[Signature]	1085 Tinsman Dr SPC #576	408 249 4977	3	Alveso	9/1
7.	Robyn Johnson	[Signature]	1353 Bobolink Cir	408 726 8325	K	Stockelmeier	9/12
8.	JENNIFER TORRES	[Signature]	592 ROCKPORT DR	408 702 8870	1	Cumberland	9/15
9.	SANTOSH MATHUR	[Signature]	1235 Wildwood Ave 405	408 731 6068	K	Fairwood	9/15
10.	Piyush Vardaniya	[Signature]	916, Paralelase Av, Apt 52	408 415 7389	K	Bryley/Kenderson	9/12

The petitioners listed below certify that they are parents meaningfully interested in ensuring that the charter school meets the needs of the students. The petitioners believe that the charter merits consideration and hereby petition the governing board of the Sunnyvale School District to grant approval of the charter pursuant to Education Code 47600 et seq. The petitioners authorize the Leadership Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to petition upon signature.

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1.	Malu Sivasankar	Malu S	1071 W Knickerbocker Drive, Sunnyvale CA	408-541-1524	K	Cherry Chase	9/1
2.	Prameela Permetala	R	1158 POME AVE SUNNYVALE CA 94087	408 314 9148	5	Cherry Chase	9/1
3.	Gloria Santos	Gloria Santos	314 HIDDENLAKE ^{SV} DR	(408) 761-1409	5	Lakewood	9/1
4.	Janet Guerrero	Janet Guerrero	181 W. Weddell Dr. Sunnyvale	408 469-0891	K	Lakewood	9/1
5.	Veronica Rodriguez	Veronica Rodriguez	1035 Aster Ave Sunnyvale	408 888 8891	2	Ellis	9/1
6.	Carri Ping Tong	Carri Ping Tong	1031 Marys Ave	408 306 0360	4	Cherry Chase	9/1
7.	Kimchi Chen	Kimchi Chen	799 Dona Av.	415 517 0300	K	Cherry Chase	9/1
8.	Haruko Matsuda	Haruko Matsuda	1139 Northumberland Dr.	408-830-0408	2	Cherry Chase	9/1
9.	Windy Twelves	Windy Twelves	820 Mango Ave ^{SV} 94087	408 679 8146	K	Cherry Chase	9/1
10.	Franklin Mays	Franklin Mays	1118 Campbell Ave Sunnyvale CA	408 854 3757	1	Cherry Chase	9/1

Talia
Clarke

Peticion para establecer la Escuela Spark Charter

The petitioners listed below certify that they are parents meaningfully interested in enrolling their student(s) at the Spark Charter School. As such, petitioners believe that the charter merits consideration and hereby petition the governing board of the Sunnyvale School District to grant approval of the charter pursuant to Education Code 47600 et seq. The petitioners authorize the Leadership Team to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to petition upon signature.

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1	SHARON COHEN		1274 LIME DRIVE	608-685-2223	4th	Cherry Chase	9-15
2	SHARON COHEN		1274 LIME DRIVE	608-685-2223	1th	Cherry Chase	9-15
3	Valerie Casano		329 Flora Vista Ave	415-377-7693	4th	Ellis	9/15
4	Valerie Casano		329 Flora Vista Ave.	415-377-7693	1st	Ellis	9/15
5	Frances Aquistapace		1207 Oxford Ave. S.V. CA	408-735712	2nd 2nd	Cherry Chase	9/15
6	Frances Aquistapace		1207 Oxford Ave	408-735712	5th	Cherry Chase	9/15
7	Janda Inance Robb		829 San Juan Dr. Sunnyvale	831-262-0222	3rd	San Miguel	9/15
8	Norma Santillan		848 Acacia Ave Sunnyvale	408-720-6820	3rd	Ellis	9/15
9	Rubi Angel		580 Ahwance Ave #22 Sunnyvale	408-529-5545	3rd	Bishop	9/15
10	Malu Sivasankar	Malu S	1071 W Knickerbocker Dr, Sunnyvale CA	408-541-1524	3rd 4th	Cherry Chase	9/15

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1	Idarosa Hartono	[Signature]	871 West Lewis Ave	(408) 646-1991	1st	Spark Charter	9/14/13
2	[Signature]	[Signature]	[Signature]	[Signature]	1	[Signature]	[Signature]
3	[Signature]	[Signature]	[Signature]	[Signature]	1	[Signature]	[Signature]
4	ADITI RAJA	[Signature]	1063 MORSE AVE #101 Sunnyvale	9782700801	2	LAKWOOD	9/14/13
5	ANAND RAMBA	[Signature]	1076 LYNN WAY #101 SUNNYVALE	408 7357934	3	CHERRY CHASE	9/15/2013
6	RITIKUMAR	[Signature]	994 Helen Ave Sunnyvale	408-574-5286	3	Spark	9/17/2013
7	RAJESHVAR	[Signature]	994 Helen Ave Sunnyvale	408-574-5286	2	Spark	9/14/2013
8	Abd Raza Mohammad	[Signature]	580 Ahwanap Ave Dr. St Sunnyvale, CA 94085	408 449 9226	1	Lakewood	09/14/13
9	ARSENIO FERRARI	[Signature]	1027 Grape Ave Sunnyvale	(408) 793 0361	3	Cherry Chase	9/14/13
10	Suzanne Koch	[Signature]	1071 Valley Forge Dr. Sunnyvale, CA 94087	408-530-0577	4th	Cherry Chase	9/14/13

Petición para establecer la Escuela Spark Charter

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1	ASHA ADEEP DE		395 ANO NUEVO AVE #1008 SUNNYVALE CA 94085	408 830 9321	2nd	BISHOP	9/14/13
2	MANSHA SAXENA		655, S Fair Oaks Ave #D-30 Sunnyvale CA 94086	408-459-7781	3rd	ELLIS	9/14/13
3	POL BIDDY		655, S FAIROAKS AVE, #1008 SUNNYVALE, CA 94086	408-416-3255	2nd	ELLIS	9/14/13
4	Shashi Swamy		179 piedra dr sunnyvale CA 94086	650-430-086	2nd	Vargas	9/14/13
5	Arnold Chen		89465th Ave SV	408-735-863	1st	Chong Chng	9/14/13
6	Mangupadhye		185 E Homestead Rd CA 94087	408-368-3672	4th	Stockman	1-9/14
7	Maria Lopez		670 Enil Ave #9 CA/94086	408-418-0442	1st	Laurelwood	9/14/13
8	SWARUP DUSTA		726 TIMBERLINE AV 94086	408-504-7263	3	PONDEROSA	9/14/13
9	Shri Sh Bhargava		515E Washington Ave 94086	347-786-7375	4	ELYS	09/14/2012
10	FRANCOISE KIDWELL		1624 ONTARIO Dr, #3	408-338-7417	3	UMITE	9/14/13

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1.	Rebecca Castillo		928 Leighton Way, Sunnyvale, CA 94087	408-789-6523	1 st	Laurelwood	9/14/13
2.	Ethan Villalón		821 W California Ave Unit A Sunnyvale, CA 94086	408-747-7616	4th	Vargas	9/14/13
3.	Joan McAuliffe		663 Princeton, Sunnyvale, CA 94089	408-730-4643	3rd	Cumberland	9/14/13
4.	Stephanie Dabbs		497 Purisima Ave Sunnyvale, CA 94086	408-450-4692	1 st	Cumberland	9/14/13
5.	Stephanie Dabbs		497 Purisima Ave Sunnyvale, CA 94086	408-450-4692	3rd	Cumberland	9/14/13
6.	Vaig Vaidya		1005 Bryant Way Sunnyvale, CA 94086	408 889 8182	2nd	Laurelwood	9/14/13
7.	Manuel Valerio		992-5 Belmont Terrace Sunnyvale, CA 94086	408 774-1220	2nd	Vargas	9/14/13
8.	Manuel Valerio		992-5 Belmont Terrace Sunnyvale, CA 94086	408 774-1220	3rd	Vargas	9/14/13
9.	KRISHNANAND		432 APT #2 Madera Ave Sunnyvale, CA 94086	408 7010-513	Kindergarten	Vargas	9/14/13
10.	Dinesh Chhadwa		902 Rockefeller Drive, Apt # 618, Sunnyvale, CA 94087	203-278-0789	2nd	Cherry Chase	9/14/13

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1	Gloria Maldonado	[Signature]	127 N. Murphy Ave Sunnyvale CA 94086	408-856-3646	3rd	Bishop	9/13/13
2	JEMELLE Ocampo	[Signature]	109 N. Murphy Ave Sunnyvale, CA 94086	408-691-3443	1st	Bishop	9/13/13
3	MATT Ivarrazu	[Signature]	198 N. Taaffe St. Sunnyvale CA 94086	408 893 1115	3rd	Bishop	9/13/13
4	Brandie Mesa	[Signature]	154 W. California Ave, Sunnyvale, Ca. 94086	408-242-4797	K	Bishop	9/13/13
5	Brandie Mesa	[Signature]	154 W. California Ave Sunnyvale, Ca. 94086	408-242-4797	3	Bishop	9/13/13
6	Elham Dehno	[Signature]	1026 Grove Ave, Sunnyvale, CA 94087	408-732-7235	2nd	Cherry Creek	9.13.13
7	JEFF Hochman	[Signature]	271 N FRANCIS ST, SUNNYVALE, CA	408-730-8173	K	Bishop	9-14-13
8	Richard Fukher	[Signature]	478 Ositos Ave Sunnyvale CA 94086	408-735-1984	3	Cumberland	9/14/13
9	Rondra Isaac	[Signature]	5078 G, S Sunnyvale Bernards Hill	408439605	3	R. Varga	9/15/13
10	Becky Castillo	[Signature]	925 Leighton Way Sunnyvale, CA 94087	408 739-6523	3rd	Lawrencewood	9/14/13

Peticion para establecer la Escuela Spark Charter

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1.	Daniel Sanchez		1085 Tasman Dr #132, Sunnyvale, CA 94089	408-205-0856	K	Lakeview Elementary or Alviso School	9/11/11
2.	MASOUD JAVAHERI		287 N. Frances St, Sunnyvale, CA 94086	(408) 530-8977	K	Bishop Elementary	9/11
3.	Leila Mehr		988 Bellomo Ave, Sunnyvale, CA 94086	(408) 666-4821	K	Brady Elementary School	9/11
4.	Jillian Simms		250 N Frances St, Sunnyvale, CA 94086	(408) 830-0480	2	Bishop	9/13/11
5.	JOHN KEEFER		163 BEEMER AVE Sunnyvale, CA 94086	(650) 248 7518	K	BISHOP	9/13
6.	Jessica Rodriguez		193 N. MURPHY AVE Sunnyvale, CA 94086	(408) 773-8409	K	Bishop	9/13
7.	ROBIN MEANS		90 N MURPHY	408 629 7655	7	Bishop	9.13
8.	Tara Baghazian		151 North Murphy Ave Sunnyvale, CA 94086	(650) 743-6115	Pre-K	Bishop	9/13
9.	Zarah Haratou		151 N. Murphy Ave Sunnyvale, CA 94086	(650) 743-6115	Pre-K	Bishop	9/13
10.	Ailona Maldonado		127 N. MURPHY AVE Sunnyvale, CA 94086	408-856-8046	K	BISHOP	9/13

PETITION FOR THE ESTABLISHMENT OF SPARK CHARTER SCHOOL
Petición para establecer la Escuela Spark Charter

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1.	See Set		748 Carnel Ave Sunnyvale	4093161	3 & 5	San Miguel	9/13/13
2.	Kusha Bandaru		302 E GILVE AVE S.V. 94082	738-4100	K	ELLIS	9/9/13
3.	Terrence Evans		540 N Bayview Ave	702-7897	3	Esloper	9/11/13
4.	Terrence Evans		540 N Bayview Ave	702-7897	K	Esloper	9/14/13
5.	Unita Gupta		681 Vineapple Ave	415-306-1356	I st	Pondevosa	9/14/13
6.	Felix Christensen		1225 Vinna Dr. 569 SV 94084	408-734-0338	2nd	LAKWOOD	9/15/13
7.	VAMSI PUNATI		880 E Fremont Ave #623	408-454-6535	4 th	Stockwer	9/15/13
8.	Tuba Nas		1201 Sycamore ter.	206 622 1064	2nd	Brally	9/15/13
9.	Srinivas Darnet		1878 Crayson rd	708-838-4525	4	Don Callejan	9/15/13
10.	Yahui Shang		150 Giffen Rd.	408-817-0887	K	LA	9/15/13

PETITION FOR THE ESTABLISHMENT OF SPARK CHARTER SCHOOL

Petición para establecer la Escuela Spark Charter


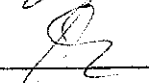
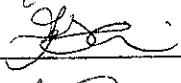
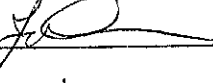
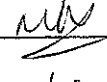
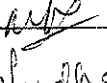
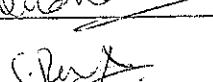
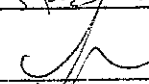
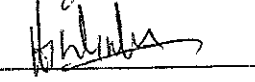

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1.	Shalee Tawfa		668 Chiquita Ave Mtn. View Ca 94041	650 679 1470	1, 3, 5	Mtn View - Whisman	9-14-13
2.	Hollie Mwehony		1154 Doyle Circle Santa Clara CA 95054	(408) 499-7623	K, 2	Santa Clara Unified Cheng Chase Sunnyvale	9-13-13
3.	Amy Glowacki		1173 Cranberry Ave Sunnyvale, CA 94087	(415) 548 0974	K, baby	Sunnyvale	9.13.13
4.	Kristi A. Chiocco		524 S TAAFFE ST SUNNYVALE, CA 94086	408 772 0188	3 rd	ELLIS	9.13.13
5.	GREG CHIOCCO		524 S TAAFFE ST SUNNYVALE, CA 94086	408 507 5903	K	ELLIS	9/13/13
6.	Usha Regappa		160 Locksunt Way Sunnyvale	408-306-1476	4	Stockmiers	9/13/13
7.	Jo Ender's		969 Sara Ave Sunnyvale	450 496 5338	2	Cumtambred	9/13/13
8.	Priyanka Doshi		125 Conmemara way Sunnyvale	408-887-8352	4	Stockmiers	9/13/13
9.	Uma Bala		818 E California ave	408 480 7946	3	Ellis Sunnyvale	9/13/13
10.	Viviana Sysek		408 Wamerly St.	805 708 7709	K	Cumtambred	9/13/13

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1.	RAMNI VENKAT		1057 MARILYN CT.	408 249-8018	Rohan	PONDERRA	7/12/2013
2.	RAMNI VENKAT		1057 MARILYN CT	408-249-8018	Vartan	PONDERRA	9/12/2013
3.	JEETA GANDHI		817 GARY AVE	415 307 3599	KRISHAV 3RD	BRALY	9/12/2013
4.	JEETA GANDHI		817 GARY AVE	415 307 3599	JAYARA KG	BRALY	9/12/2013
5.	MEGHA SUTHAR		1035 ASTER AVE	408-249-2940	3 rd	ELLIS Sunnyvale	9/12/2013
6.	MEGHA SUTHAR		1035 ASTER AVE	408-249-2940	KG	ELLIS Sunnyvale	9/12/2013
7.	Sudha Rao		5103 TRINITY PARK DR	408-964-8341	KG	Vargas Sunnyvale	9/12/2013
8.	Ramesh Sarabu		1295 Vicente Dr	650-215-2326	K	Vargas Sunnyvale	9/12/2013
9.	FRESIA PAGOCCINO		1155 Red ave	(415) 699-5357	1 st	ELLIS Sunnyvale	9/12/2013
10.	ASHLEY MARTINS		890 HAZELNUT CT	4088309880	3 rd	Cherry Creek Sunnyvale	9/12/13

SPARK CHARTER SCHOOL ATTACHMENTS

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ATTACHMENT 1: COMPLIANCE WITH THE BROWN ACT AND THE PUBLIC RECORDS ACT

Spark Charter School Compliance with the Brown Act and Public Records Act

(As required by County Board Administrative Regulations 6230 Section 2.0 subdivision (d) and subdivision (e).)

Public Records Act¹:

Spark Charter School (the “Charter School”) recognizes and shall comply with applicable requirements under the Public Records Act, California Government Code Section 6251 *et seq.*, including but not limited to the requirements to respond to requests for public records within 10 days and to provide public records within a reasonable amount of time thereafter as required by law. Additionally, Spark Charter School recognizes that Education Code Section 47604.3 requires the Charter School to promptly respond to all inquiries, including, but not limited to, inquiries regarding its financial records from the chartering authority (i.e., the County Board of Education), and the Superintendent of Public Instruction. Spark Charter School fully intends to comply with this Section as it relates to all records of the approved charter. However, it should be noted that the Charter School is cognizant of its responsibility to comply with the Family Educational Rights and Privacy Act (“FERPA”) (20 U.S.C. 1232g) under federal law and other privacy laws related to personnel records (i.e., confidential medical information, etc.).

The Brown Act²:

Spark Charter School, as a parent and community driven effort, values the input from parents and community members regarding the educational design and operation of the Charter School. Spark Charter School is committed to compliance with all applicable state and federal laws. Spark Charter School shall comply with applicable requirements of the Brown Act, Government Code 54950 *et seq.* including, but not limited to the notice requirements, the open meeting requirements, and all requirements for giving the public an opportunity to be heard.

Furthermore, Spark Charter School is committed to compliance with all state and federal laws preventing conflicts of interest.

¹ Administrative Regulation Section 6230, Section 2.0(d) states: “A description of how the charter school will facilitate the sponsoring agency’s compliance with the Public Records Act.” Petitioner is not entirely clear what the County Board intended by this section. In Board Policy 6230 Section 2.1, the sponsoring agency is defined as the school district that denied the petition. We assume, however, for purposes of the charter petition, that the County Board would like a description of how the Charter School intends to comply with the Public Records Act. As such, the following description is intended to outline how the Charter School will comply with the Public Records Act.

² Administrative Regulation Section 6230, Section 2.0(d) states: “A description of how the charter school will facilitate the sponsoring agency’s compliance with the Brown Act.” Petitioner is not entirely clear what the County Board intended by this section. In Board Policy 6230 Section 2.1, the sponsoring agency is defined as the school district that denied the petition. We assume, however, for purposes of the charter petition, that the County Board would like a description of how the Charter School intends to comply with the Brown Act. As such, the following description is intended to outline how the Charter School will comply with the Brown Act.

ATTACHMENT 2: BIOGRAPHIES AND QUALIFICATIONS

Spark Board of Directors and Founders

Laura Stuchinsky

Relevant Work Experience

- 2008-Present **Sustainability Officer**, Dept. of Transportation, City of San José. Manage a variety of projects that seek to advance the City’s “green mobility” goals. Project manager for \$1.8 million Automated Transit Network feasibility study. Helped lead City’s “smart” streetlight conversion effort, which included revising existing policy; gathering community input; developing adaptive lighting design guide; and negotiating with utility on the development of an adaptive streetlight pilot tariff. Spearheaded City’s efforts to draw a car share operator to San José. Represented City in the development of the Bay Area Electric Vehicle (EV) Corridor proposal to the California Energy Commission. This grant and another led to the installation of 49 EV chargers in San José. Co-led launch of department’s mode shift team.
- 2000-2008 **Senior Transportation & Land Use Director**, Silicon Valley Leadership Group, San José. Staffed policy committees, analyzed proposed legislation, helped draft bills, organized conferences and developed programs to further organization’s policy goals. Spoke on behalf of organization at legislative hearings, public forums, and to the media.
- 1997 - 2000 **Communications Officer**, Association of Bay Area Governments (ABAG), Oakland, CA. Liaison to ABAG’s regional planning department. Assisted in strategizing program and educational initiatives that sought to positively influence local policy-makers on regional growth policies. Wrote and produced publications, press releases, op-eds and videos.
- 1997 **Policy Aide**, California Telecommunication Policy Forum, Los Altos, CA. Wrote policy papers analyzing impact on consumers of then-proposed merger of Pacific Telesis and SBC Communications and on legislative efforts to integrate information technology into California’s public schools
- 1995-1996 **Research and Special Projects Reporter**, *Metro*, Metro Publishing, San José, CA.
- 1992-1995 **News Editor/Reporter**, *Saratoga News*, Metro Publishing, San José, CA.
- 1987-1991 **Freelance Associate Producer and Feature News Writer**, San Francisco Bay Area
- 1984-1985 **Cooperative Housing Developer**, Reach Community Development Corp., Portland, OR.
- 1983-1984 **Congressional Aide**, Congressman (now Senator) Ron Wyden, Portland, OR.

Education

- 1987 Masters of Arts, Communication, Stanford University, Palo Alto, CA.
- 1980 Bachelor of Arts, Community Development, Beacon College, Boston, MA.

Volunteer

- 2010-2013 Founding Board member, Fairwood Explorer Program, Sunnyvale School District, CA.
- 2001-2008 Citizens Advisory/Measure A Watchdog Committee, Santa Clara Valley Transportation Authority

Gigi Carnunungan

Objective

Develop and teach innovative strategies in the field of education, interactive and socially-oriented learning design, technology integration, and entrepreneurship.

Skills

Building Media and Education Organizations	Curriculum Design	K-14 Education Applications of Digital Media
Education and Media Program Design and Management	Teacher Training	Web-based Media and Animation Production
Partnerships & Fundraising	Teaching K-12	Design Thinking and Entrepreneurship

Experience

Mynerals. 2013-present

CEO, Co-Founder

Developed summer academic enrichment camp vision for ages 9-14 year-olds and curricula, i.e., connecting learning relevant topics in science, social studies, language arts, and math to design entrepreneurship. Formulated marketing strategies resulting in student participation from 36 schools in the Bay Area. Organizing and leading an Executive Team using the lean start-up strategy.

Synapse School. 2007-2013

Vision

Formulated the vision and co-founded a K-8 lab school for gifted/talented learners based on the most recent findings about learning and the brain, educational best practices, and preparedness for the future world. The goal of the school is to create change makers by providing students a cutting-edge educational opportunity to gain the skills and knowledge that distinguishes leaders from followers.

Formulated the framework for a lab school in relation to education reform. The value of Synapse School will be felt beyond its facilities. It will create the framework and curriculum to inspire education reform based on the interaction of research and innovation with hands-on classroom practice.

Parents, inspired by my teaching their children in Helios School, requested that I start a school. Parents were willing to invest in my vision and pedagogy because it turned their children from disinterested and frustrated students to passionate and persevering learners.

Entrepreneurship and Organization

Built a K-8 lab school from a garage in Palo Alto to a 22,000 square foot loft in Menlo Park. Developed the financial model of the school, identified annual target enrollment numbers, budget allocations, and key areas for growth.

Generated parent donations (in addition to the tuition of \$20,000/year): year 1- \$60,000, year 2: \$90,000, year 3: \$120,000, and year 4: \$350,000. *Parents were willing to give based on the everyday results of the curriculum, as demonstrated in the excitement of children towards the school as well as the vision of the lab school as a creative sanctuary for brain-based learning strategies.*

The total revenue of the school with 60 students in year 4 is \$1.6 million. This year Synapse has 90 students and will reach its maximum capacity by next school year with 120 students.

Organized class schedules for K-8 grades levels based on the curricular framework. At Synapse, students

learn three hours of science on Mondays, 3 hours of social studies on Tuesdays, math on Wednesdays, and language arts on Thursdays. With three hours, using the Helical Model, students are able to deepen their level of understanding of themes and topics.

Conceptualized and led the annual transformation of the school into an interactive science-learning lab in partnership with IDEO. The annual labs included student interpretations of the works of eminent scientists including Galileo, Leonardo da Vinci, and Thomas Edison. This year, the school celebrates Rosalind Franklin with all grade levels (K-8) focusing science learning on molecular biology.

Pedagogy

Designed the Helical Model: An inventive pedagogy for academic learning anchored to the most recent neuroscience findings on *learning and the brain* and the competitive global landscape of 21st century society.

The Helical Model creates a proactive learning environment that nurtures young learners' abilities to achieve higher levels of comprehension. It addresses what students' need to succeed in their future careers in a competitive, dynamic and unpredictable global economy. Through this model, students engage in hands-on projects predicated on the use of information in analytical and creative applications.

Furthermore, the Helical Model guides students in transforming knowledge into real-world projects. Theoretical concepts in the form of hypotheses or social theories as well as creative visions, are grounded in the experience of innovation and creation. Students are exposed to and engage in educational environments that simulate how practitioners and innovators engage in continuous learning in the real world.

Led the development of inquiry-based and project-based curricula for K-8 and collaborated with teachers in the formulation of weekly lesson plans in science, social studies, language arts, visual and performing arts.

Developed a K-8 scope and sequence for math based on new national core standards and best practices presented in Singapore Math and Math Solutions

Published quarterly newsletters for parents about the goals and components of an innovative learning ecosystem, curricular foci, and learning theories that guide the lessons and activities of their children.

Led a team of specialists in developing and implementing curricula in the following fields: Electricity and modern day applications of Thomas Edison's inventions; K-8 lessons on molecular biology; and computational thinking.

Training

Developed and led teacher-training programs, which include integration of big and bold ideas and questions; addressing multiple learning styles in classroom settings; teaching to students strengths; and building emotional intelligence competencies. Trainings include the following topics:

- Creating an inventive curriculum and building the 21st century learning ecosystem
- Integrating curiosity, scientific thinking, and imagination in science lessons
- Extending science, social studies, and math learning through computational thinking
- Teaching strategies that define teachers as leader-facilitators of knowledge and skills learning.
- Anchoring neuroscience and learning in the design of science, social studies, math, and language arts lessons for K-8 students
- Connecting science and social studies topics to real-world applications
- Scaffolding lessons towards analytical and inventive thinking activities

Coached and collaborated with teachers as ways to teach strategies while teaching in the classroom.

Provided teachers with resources (books, articles, videos, games, etc.) that can enrich their classroom

practice.

Menlo Atherton High School, Language Arts Teacher, 2000–2002

Taught students who were bused-in from East Palo Alto to MA High School. Most of the students belonged to gangs. Developed a hands-on curriculum where students learned English through multimedia production, original theater production, and poetry, and raised achievement levels within a year.

Our Turf, Founder, 1998–1999

Created Ourturf.com, an online portal by teens for teens. Provided teens with multiple destinations to express themselves, connect with other teens, and develop their passions. Generated 500,000 hits in the first month. Within six months, trained 500 high school students in e-publishing, e-commerce, HTML, and digital design. Elected best education website by Intel Philippines and HP Asia. See <http://www.youtube.com/watch?v=7PQExy8url>

Conceptualized, organized, and led the development of a creative technology after-school program for high school students in Manila, Philippines. Organized and supervised a professional web development team, developed role descriptions, and a timeline of submissions. Organized, supervised, and trained teams of teenagers who organized and facilitated teen weekend training programs on e-publishing, e-commerce, HTML, and digital design. Raised \$450,000 in seed funding for the start-up.

Various other roles, accomplishments, and honors

2007 Innovation in education award from the Philippine-American Society

2005 Co-founder Multipleminds Educational Foundation, a digital media and learning organization www.multipleminds.org

2004 Awarded and completed a grant for a professional development program to produce a manual and train ninety teachers in New Mexico. The program was called *Learning science and tech through the production of documentary movies*.

2003-2004 Wrote and published "Digital Media in the Classroom," garnered 5 stars at amazon.com

2001-2005 Teacher: Digital Media Academy, Stanford University

2000-2004 Adobe Education Leader

2003-2004 Curriculum Design for a Training Manual for Pinnacle Systems

1996-2001 Co-founder and Managing Director of Powerplay Interactive Inc.

1994-1995 Director, Multimedia Production Center, Philippine Women's University

1994 Instructor for Undergraduate and Graduate course on Theater, Ateneo University

1993-1996 Co-founder, Executive Producer, Animasia Studios

1990-1994 Exchange Faculty at the Division of International Development and Department of Drama at the University of Calgary, Alberta Canada

1989-1990 Director for Training, Economic District Management Systems – Foundation for Community Management Technology

1983-1987 Course Designer and Faculty, Sta. Scholastica's College

1982-1987 Program Director, Central Institute of Theater Arts in Southeast Asia

Education

M.A. Education 2006, New Mexico Highlands University

B.A. Southeast Asian Studies 1983, University of the Philippines

Alexandra Zdravkovic

SKILLS

- Project and team management
- Children group leader (Destination Imagination team leader, ski teacher, summer camp leader)
- Non-profit organization board member
- Technical adult training
- Proficient in English, French, German

EXPERIENCE

2004-present

While raising two children at home:

- Increased student attendance and lead facility improvement projects at Sunnyvale Parent Preschool while serving as a Board member
- Helped build an active community in and outside of the classroom as well as an organizational board structure while serving as a board member and board chair of the governing council at Fairwood Elementary School Explorer program
- Substitute teacher for elementary school in regular and special education classrooms

2001-2004

Product Manager at Cyra Technologies, San Ramon, CA

- Coordination and management for entire product development cycle
- Managed small group of application engineers
- Researched market for obtaining optimal marketable product line range
- Coordinated Product Marketing
- Conducted training seminars for sales force and key customers
- Created, marketed, and monitored product accessories line with outside vendors

1998-2001

Product Manager at Leica Goesystems, Heerbrugg, Switzerland

- Coordination and management for entire product development cycle
- Researched market for obtaining optimal marketable product line range
- Lead constant assessment and estimation of product application requirements
- Participated in overall product strategic planning
- Performed project management for all tasks related to product testing, marketing, training, and lifecycle
- Conducted training seminars for worldwide sales regions

PREVIOUS EXPERIENCE

1996-1998 Applications Engineer at Leica Goesystems, Heerbrugg, Switzerland

1995-1996 Assistant at the Swiss National Institute for Topography

1994-1995 Professor Assistant at the geodesy department at the Swiss Federal Institute of Technology in Lausanne, Switzerland (EPFL)

EDUCATION

Masters of engineering, Swiss Federal Institute of Technology (EPFL)

Coursework for masters of Business and Engineering, business school St Gallen, CH (FHS)

Christine Hankermeyer-Hernandez

PROFESSIONAL EXPERIENCE

- 2005-Present **Quality Supervisor**
Skeletal Kinetics, Cupertino, CA
- Supervise small group of Quality Technicians
 - Prepare for and participate in FDA and ISO audits
 - Handle all customer product complaints from start to finish, including Verification, Regulatory Reporting, Investigation, and Corrective Action implementation
 - Write all department-related test protocols, SOPs, and validation reports
 - Process all employee training records
 - Perform Internal Audits
- 1999-2005 **Senior Chemist**
Corazon Technologies, Menlo Park, CA
- Second employee of a start-up medical device company
 - Performed vast array of duties to establish company and built chem lab from ground up
 - Co-invented inorganic chemical solution to treat calcific cardiovascular disease
 - Published two research articles for the company, as well as wrote dozens of research reports
- 1998-1999 **Chemist**
Sequoia Analytical Labs, Redwood City, CA
- Performed organic solvent extractions of soil and water samples.
 - Analyzed trace organic pollutants in soil, water, and air samples using GC.

PUBLICATIONS

- Hankermeyer CR, Ohashi KL, Delaney DC, Ross J, Constantz BR. Dissolution rates of carbonated hydroxyapatite in hydrochloric acid. *Biomaterials* 2002;23:743-750.
- Hankermeyer CR, Tjeerdema RS. Polyhydroxyalkanoates: plastics made and degraded by microorganisms. *Reviews of Environmental Contamination and Toxicology* 1999;159:1-24.
- Fulmer MT, Ison IC, Hankermeyer CR, Constantz BR, Ross J. Measurements of the solubilities and dissolution rates of several hydroxyapatites. *Biomaterials* 2002;23:751-755.

PATENTS Constantz BR, Delaney D, Hankermeyer C. Methods for enhancing fluid flow through an obstructed vascular site, and systems and kits for use in practicing the same. US patent #6488671.

EDUCATION B.S., Chemistry, December 1997
University of California, Santa Cruz
Honors in the major

AWARDS Awarded American Chemical Society's Oliver Senn scholarship based on academic excellence.

Jane Lii

Founder, Fairwood Explorer Magnet Program, Sunnyvale School District. Member of Explorer Governing Council. Received a Sunnyvale Mayor's award for public service in connection to Explorer's creation.

Former journalist, The New York Times Company and the San Jose Mercury news. Covered national and local events, including breaking news, local and national politics, crime and organized crime, immigration and immigrant issues, and the economically underadvantaged.

Kurt Erikson

CPA with active status and in good standing (ID Nr.: CO 29809). Enrolled Agent in good standing (Federal ID Nr. 2005-83548).

Worked as an independent consultant with leadership responsibilities and as an employee in leadership positions in areas of continuous business improvement, controlling, and accounting in companies such as General Electric, Motorola, Walt Disney, and Oracle. Concepts and operational plans affected many thousands of people. University of Michigan in Ann Arbor, MI. Bachelor of Arts – Economics.

Manuel Valerio

Manuel Valerio was born in San Jose, and has been a lifelong resident of Sunnyvale. He is a first generation American of Portuguese descent and is married to Tracy Dawson Valerio. He and his wife have two school-age daughters, and an infant son. Manuel is an alumnus of the Sunnyvale Elementary School District (attended Bishop Elementary School) and graduated from Sunnyvale High School. Manuel earned a B.A. and M.A. in History from San Jose State University.

He served as an aide to State Senator Alfred E. Alquist from 1986-96, and is currently the Community Relations Manager for Fry's Electronics, Inc., in San Jose. Manuel was elected to the Sunnyvale City Council in 1995, and again in 1999. He served as Mayor of Sunnyvale in 1999. Manuel also served on the Valley Transportation Board of Directors from 1996-2003, and was Board Chair in 2001. Manuel is a 1995 graduate of Leadership Sunnyvale and a former Board Member of that organization. He served on the Board of Directors for Sunnyvale Community Services (SCS) from 2006-12, and was the SCS Board President for 2011-12.

Fry's Community Relations Manager

Manuel has been an Associate at Fry's Electronics since 1998. Working closely with the Fry's Partners and senior level management, he manages and coordinates the firm's charitable contributions to non-profit organizations nationwide. His duties include interaction with news media pertaining to Fry's Electronics, and he coordinates communication and activities with elected officials at all levels of government.

Gayatri Chandramohan

WORK EXPERIENCE

HEWLETT PACKARD, Palo Alto, California

Learning Program Manager: Storage Technical Training Group

11/02 – Present

Program manage, design and develop web-based and instructor-led training courses for the technical training group. Review all web-based training courses developed to adhere to the HP WBT Training Styles and Standards. Guide Learning Program Managers in the training group with designing, developing and estimating costs for WBT development.

Maintain relationships with other HP learning organizations to maximize cooperation and minimize duplication. Work with a geographically dispersed team. Maintain relationships with audiences that consume the training and the product development teams. Ensure training content recognizes and addresses common, cross-organizational skill gaps and is customizable to meet unique audience needs. Participated in the Best in Class Learning Solutions workstream as part of the Release Management team to develop new tools that will help improve training efficiencies.

CREATIVE ATMOSPHERE

Sunnyvale,

California

Co-Founder and Director

8/13 – Present

Started an after school enrichment center in Sunnyvale California for elementary school children. Classes include Hindi language, cooking, fusion dance, public speaking, science and more.

COMPAQ COMPUTER CORPORATION/HEWLETT-PACKARD, Houston, Texas

Web Development Program Manager: Network Storage Solutions Training Group

4/00 – 11/02

Developed and project managed the design and development of web and multimedia training to support storage solutions produced by the Network Storage Solutions (NSS) Group. Served as a consultant to geographic training teams and other training organizations within HP on issues related to training solutions for Network Storage Solutions. Web Master for the NSS Training Intranet Site until 2002. Storyboarded, designed, and managed content on the NSS Training external site as well.

COMPAQ COMPUTER CORPORATION, Houston, Texas

Co-op position: Portable PC Division Training, Portable Brand Management Division

1/99 - 8/99

Designed and developed the Intranet and Internet training sites for Portable PC Division. The web sites helped communicate the Armada message along with information on Armada family of products and services to train World Wide Geographic Trainers, Compaq Field Sales and Service Personnel and Resellers. Also, developed Computer and Web based multimedia-training materials.

COLLEGE OF EDUCATION, TEXAS A&M UNIVERSITY, College Station, Texas

Graduate Assistant - Lab Instructor

1/97 - 12/98

Lab Instructor for an undergraduate class in Educational Technology. Trained students in computer applications, desktop navigation, file operations, using the Internet, using E-mail, E-mail Bulletin Boards, Word processing applications, spreadsheets, database applications, file compression, animations, and creating web based content and sites.

ANAND VIDYASHRAM SCHOOL, Madras, India

Co-Founder and Director

4/94 - 6/96

Founded and managed an English Elementary school in the outskirts of a metropolitan city in South India to cater to under-privileged non-English speaking children

INDIA CEMENTS LIMITED

Madras,

India

Summer internship: Management Trainee

5/92 - 7/92

Trained at the various Departments of the Corporate Organization.

EDUCATION

TEXAS A&M UNIVERSITY, College Station, Texas

M.Ed. (Educational Technology), 9/96 - 12/99

Course work included: Instructional Design, Computer Graphics: Educational Applications & Production Techniques, Interactive Video: Production and Utilization, , Distance Learning, Computer Assisted Instruction, Applications of the Microcomputer for Teaching, Techniques of Research, Theories of Adult Learning, Information Management and Change Management.

ANNAMALAI UNIVERSITY, Madras, India

B.Ed. (Education), 7/93 - 4/95

MADRAS UNIVERSITY, Ethiraj College for Women

Madras, India

B.A. (Corporate Secretaryship), 7/90 - 7/93

Course work included: Marketing, Business & Office Management, Accounts (Financial, Cost, Company, Management, Corporate) Company Law, Commercial & Industrial Law, Economics & Statistics, Business Correspondence, Auditing, Income Tax, Management & Institutional Training.

TRACY DAWSON VALERIO

PROFESSIONAL EXPERIENCE

Business Owner / Professional Image and Beauty Consultant February 2005 – present
Mary Kay Cosmetics, Incorporated, Sunnyvale, California

Interim Human Resources Manager October 2004 – January 2005

Ambitech International – Hunter Operations, Incorporated, Santa Clara, California

Provided full-oversight and managed ninety-five person company Human Resources Department, while human resources manager was on personal leave.

- Developed new policies and procedures for human resources department
- Processed payroll for permanent and temporary staff
- Managed benefits, new employee processing and created company newsletter
- Supervised front office staff
- Recruited and selected new employees

Mental Health Program Coordinator September 2001 – May 2004

Community Liaison / Trainer / Senior Mental Health Counselor September 1998 – August 2001

Department of Health and Human Services, County of Sacramento, Sacramento, California

Coordinated day-to-day activities for high-profile fast-paced government mental health program.

- Successfully recruited highly motivated and productive professional and administrative staff
- Oversaw training and directly supervised 20+ employees
- Successfully supported program employees and created environment that maintained high morale by providing consultation, modeling, proactive listening and coaching
- Evaluated staff with formal evaluations annually and provided ongoing feedback routinely
- Developed written policies and procedures for government program and contracted non-profit agencies and ensured that all policies and procedures were adhered to and accountability was maintained
- Professionally represented department and provided information and support to community agencies
- Established and maintained productive working relationships with community Chief Executive Officers
- Served as member of many government committees to ensure needs of clients, department, community partners were being met

EDUCATION

Master of Science, Counseling 1996, California State University, Sacramento

Bachelor of Arts, Psychology 1993, California State University, Sacramento

LICENSE

Licensed Marriage and Family Therapist (Board of Behavioral Sciences) **1999**

CERTIFICATION

Supervision Certification (40 hours) **2001**

Leadership Certification (40 hours) **2001**

Supervisory Development Certification (70 hours) **1998**

PROFESSIONAL AFFILIATIONS

California Association of Marriage and Family Therapists

Sunnyvale Chamber of Commerce

Academic Honor Society of Phi Kappa Phi (1996 – Recognition of Academic Excellence)

Jeeta Shah Gandhi

Professional Experience

Meraki, Inc.

Sales Operations Manager

May 2011 – Oct 2011

- Managed and optimized key sales processes and customer incentive programs such as the Free Trial Program. Identified the issues with the current state, gathered requirements and managed and implemented a solution that allowed tracking of the full life cycle of a free trial. Also implemented a solution that allowed Finance to send invoices directly through Salesforce. Finance was able to invoice 400+ customers in just a few days for approx. \$1.5 million. This saved them time in months and manpower.
- Managed and Implemented workflows, reports, dashboards, user permissions and groups, apex triggers and classes, and general Salesforce administration.
- Streamlined and managed New Hire Onboarding & Sales Training
- Identified opportunity to handle trigger-based territory assignments, gathered requirements from Inside – Outside – International and Channel Sales, managed and implemented solution that took out the need for complex middle-ware logic (Scribe), provided data integrity, and faster territory changes and alignments.

Creative Atma, Inc. (www.creativeatma.com)

Entrepreneur, Event Designer & Planner

Apr 2008 – Apr 2011, Jan 2012 – Present

- Winner of the Best Event Planner/Designer, Alameda County, 2010 by Bay Bella Publishing
- Primarily use MS Office Suite and Google Docs to create and maintain timelines, budgets, design specs, room layouts, to do lists, and vendor/client communications.

Cisco Systems, Inc.

IT Analyst, Contractor

Aug 2007 – Feb 2008

- Designed and developed Change Management and Business Process dashboards to help the Global Operations team better monitor metrics.
- Increased efficiencies of existing excel-based reports by using macros and advanced excel formulas.
- Worked with DBAs to improve performance and dynamic usability of the Business Objects Universes.
- Utilized Crystal Xcelsius to create data presentations and dashboards used to assess IT service delivery for multiple service areas across IT. These dashboards helped monitor I.T. projects and systems upgrades.

Abbott Vascular (AV)

Senior Sales Operations Analyst, Business Lead

Apr 2005 – Apr 2007

- Designed, developed and maintained Hyperion business intelligence platform to support a sales force of over a 100 people leading to reduction of 3 days in sales reporting and 40% in call volume to Sales Ops.
- Worked in collaboration with IT, Product Management, Customer Service, and Management to ensure the data hierarchies, data models, and data warehouse were flexible and robust to accommodate each department's needs.
- Worked with Abbott Corporate to develop business requirements, testing, and training documents.

- Worked with IT to build out the Essbase cubes and permissions models to accommodate the Sales Organizations reporting needs.
- Worked with Sales Management and Marketing to identify potential leads using current sales data with IMS data.
- Led and managed project for automated data entry – leading to cost savings in headcount.
- Managed and supervised the sales operations team during M&A period.
- Supported product managers with tools to track product portfolios, build scenarios and target customers effectively.

Oncology Therapeutics Network (OTN), Bristol-Myers Squibb

Senior Sales Operations Analyst

Feb 2004 – Apr 2005

- Defined Key Performance Indicators (KPIs) and drove strategy discussions with sales, marketing and business development teams to increase profitability.
- Designed, developed and implemented a MicroStrategy solution to allow focus on target segmentation and accurate revenue tracking.
- Integrated data from various internal systems and IMS to provide relevant information on customers and competition in a user-friendly format.
- Created training manuals, taught classes, and presented demos for OTN's business intelligence strategy.

Project Manager, Systems Analyst, Architect

Feb 2002 – Feb 2004

- Managed the design and implementation of several technical and functional projects including pricing, CRM, contracts, credit grants, and business intelligence (MicroStrategy).
- Managed a team of report developers to ensure quick delivery of reports and data requests.

Blue Martini Software

Consultant, Tech Lead, Developer

Feb 2000 – Feb 2002

- Technical Lead on several vertical implementations including financial services, media, retail, and B2B sites. Client work includes: STARfn (the online brokerage brand of Star Systems, Inc., (STARsm), the leading electronic payments network in the US), Harley Davidson, ibleauty.com, Saks Inc. Gift on the Web, Virgin Wines.
- Expertise through client implementations and through development of several Sales Demos, including a Financial Services demo and a Channel Partner Extranet demo.
- Customized and created reports that tracked sales, demographics, and click stream statistics on templates and browsing.

Deloitte Consulting

Systems Analyst

Aug 1999 – Feb 2000

- Designed and developed skeleton model of the Internal Educational Services Site.
- Developed demonstration of Centra Symposium showing the capabilities of a Distance Learning Tool shown to 300+ Deloitte Consulting Partners.

Education

University of Pennsylvania

B.S.E. in Computer Science and Engineering, School of Engineering and Applied Sciences, May 1999

Concentration in Wharton: Operations and Information Management

Minor in College of Arts and Sciences: South Asian Regional Studies

University of Berkeley Extended, Human Factors and Team Dynamics
Bristol-Myers Squibb Training, Successful Negotiator; Project Management; Communicating Effectively
Landmark Forum, Curriculum for Living; Communication Track
PMI, PMP Certified, May 2007

Vinay Bannai

Education

Executive MBA, Program for Growing Companies. Stanford University, California
MS in Computer Science, Stanford University, California

Career Overview

Strong expertise in networking design, system architecture and software development. Architected the SDN strategy for the data centers for PayPal. Conceived and brought to market products at the access, edge, distribution and core of the network. Experience in lean product development and agile methodology. Managed engineering teams, cross functional teams, product lines, manufacturing interactions, sales interactions and customer interactions. Experience as both a product owner and scrum master for agile teams. As part of a founding team bootstrapped a fiber optic systems company (Luminous Networks) and oversaw engineering products from conception to end of life. Pioneered new solutions and services in the access, metro and mobile backhaul networks using L2/L3 solutions. Extensive knowledge and experience in the area of IP networks, Data Center Bridging, Carrier Ethernet and FTTX technologies.

Work History

PayPal Cloud and SDN Architect 2012 - Present
Adtran Director, Ethernet Services 2008 - 2012
Adtran (Acquisition of Luminous Networks) Sr Staff Scientist 2006-2008
Lockheed Martin Consultant - Systems Engineer 2006(4months)
Luminous Networks Principal Architect 1999-2006

Technical Expertise

- Contributing member to OpenStack
- Complete understanding of the SDN landscape, compute and storage virtualization
- Ethernet, OpenFlow, MEF, IP protocols, Routing, MPLS, L2 protocols, Data Center Bridging
- Architectural issues of Big Data (Hadoop, HDFS), Dynamo, Big Table, Open vSwitch
- Writing device drivers, OS kernel – Linux, FreeBSD, Linux, VxWorks
- Expertise in network processors, switch fabrics, lookup CAMs and design of Carrier class products
- Architecture and design of Network Management Systems
- Specify MRDs, RFIs and functional specifications

MAYURI VASIREDDI

EDUCATION

MS, Electrical Engineering, *Rutgers University*, New Brunswick, NJ
Thesis: Power Macro modeling for power estimation in combinational circuits
BS, Electrical Engineering, *Andhra University*, Visakhapatnam, India

WORK EXPERIENCE

Senior Design Engineer Intel Corporation, Santa Clara, CA 2005-Present

DRAM Engineer Micron Technology, Boise, ID 2004-05

Intel Corporation:

Design and Development of multi-core processors for Super Computers

- End to end development from specification of the feature set through RTL implementation to physical design of Silicon for three generations of multi-core processor chips.
- System Verilog for RTL implementation.
- Synopsys tools for place and route of multi-core chips.
- Trailblazer for Formal Equivalence verification tools. Worked with vendors for tool improvement to suit project needs at Intel.
- Coordinating project tasks with cross-site teams in Austin, Hillsboro and India.

Micron Technology:

Design & Post-Silicon Debug for 90nm DDR-DRAM chip:

- Designed and verification of on-chip temperature sensor for DRAM.
- Test plan development for functional verification at the Full Chip DRAM level. Worked with verification teams in Italy & Singapore.
- Functional verification of Error Correction Code (ECC) feature that was implemented for the first time in low power DRAM.
- Post-silicon debug for low power DRAM chip.

VOLUNTEER ACTIVITIES

Association for India's Development:

Volunteered at Association for India's Development (AID) focusing on supporting education and empowerment projects in India.

- Organizing fundraising and social awareness events, treasury management.
- Identifying projects in India focused on education and sustainable development.

Explorer program at Fairwood Elementary

- Working with children in small groups to improve their math skills
- 1:1 coaching time for students who needed a little extra attention

Kiran Vemuri

- Over 15 years experience in developing Enterprise and Consumer Electronics.
- Lectures and Presentations on Electrical product design at Universities and Elementary Schools.
- Volunteered at Association for India's development for 9 years, focusing on supporting education and sustainable agriculture projects in India.

EDUCATION

MS, Electrical Engineering, *University of Virginia*, Charlottesville, VA, 1998

BS, Electronics and Communications, *Osmania University*, Hyderabad, India, 1996

PROFESSIONAL EXPERIENCE

ENIMAI Mountain View, CA **2013-Present**

Systems Hardware Architect

Stealth mode start-up focussing on development of consumer electronics.

APPLE, Cupertino, CA & **P.A. SEMI** (Acquired by Apple) **2005-13**

Mobile System Design Engineer

Development of Macbook laptop computers. Board design and characterization. System design interface with cross-fuctional teams. Worked with vendors for component features and pricing. Transition to volume manufacturing.

Principal Hardware Engineer

Development of processor evaluation, validation boards, FPGAs and lab bring-up/debug of PA Semi PWRficient (Power architecture) processors. Specification of SOC features, IO interfaces. Application notes and direct support for customers' designs.

HEWLETT PACKARD, Boise, ID **1998-2005**

Senior Hardware Engineer

Design of disk array systems for Storage Area Networks (SAN) and enterprise server chip-set.

HONORS & PUBLICATIONS

- Awarded HP "Customer Champion" on two occasions for timely delivery/resolution.
- K.K. Vemuri, J.B. Dugan, K.J. Sullivan, "Automatic Synthesis of Fault Trees for Computer-based Systems", *IEEE Trans. on Reliability*, vol. 48, December, 1999.

ATTACHMENT 3: ADVISORY BOARD AND STRATEGIC PARTNERS

Spark Advisory Board

BARBARA M. VELLA

~MARKETING DIRECTOR~

Outstandingly creative marketing professional with over 25 years experience producing a wide variety of marketing materials, meetings, programs and events. Exceptional project management and relationship building experience, which has contributed to numerous successful ventures. Effective communicator and public speaker, known for strategic development, messaging, as well as equally offering sound process and logistical backgrounds.

Client Relationship Management • Strategic Planning & Logistics • Team Facilitation • Art Direction & Design

Project Implementation & Management • Event Development and Planning • Budget Management
Marketing • Public Relations • Sales • Process Analysis • Association Management • Microsoft Office Suite

~ACHIEVEMENTS~

Discovery Charter School

- Received recognition from community for opening the school.
- Voted School Board President every term by Board and Administration.

Sun Microsystems

- Recognized yearly as an individual contributor, receiving numerous bonuses and “kudos” from company leadership.
-

~EXPERIENCE~

Stanford University, Stanford, California

2010 to Present

Office of Development, Director –Integrated Marketing Services

- Planning and implementation of strategic marketing messages across media channels.
- Responsible for data, analytics, predictive modeling analysis for marketing guidance,
- Management of the mass media solicitations and integration for key Stanford Funds.
- Donor recognition and stewardship for The Stanford Fund.

Discovery Charter School, San Jose, California

2004 to Present

Charter Founder and School Board President

- Successfully developed and founded public charter Kindergarten through 8th grade school.
- Sought out experts in various fields to build the founding charter group. Found individuals with law, education, human resource, and finance expertise to form non-profit educational group.
- Served as charter author, team facilitation, and association management.
- Business development including strategic, policy, budget/financial planning, and management.
- Collaborate with the city, district, and county agencies for the best interest of school and community.
- Accountable for public relations, marketing, and public speaking, as well as fundraising, planning, and implementation.

Eaglevision Productions, Inc., Campbell, California

1991 to 2010

SPARK Charter School

Attachments

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Marketing Director

- Responsible for business development, including strategic planning and sales lead development.
- Event management for large and small marketing and special events.
- Print and tradeshow design, production, and management.
- Management of \$500 thousand marketing budget.
- Created brand image, including development of website, marketing materials, and direct mail.
- Build strong public relations for the company.

Sun Microsystems, Inc., Mountain View, California

1986 to 1991

Media and Events Marketing Manager, Marketing Communication

- Produced and managed six to nine effective product launch events per year.
- Directed sales incentives, worldwide director meetings, and managed large conferences.
- Supported and worked hand-in-hand with company's top 12 key executives.
- Supervised special projects, and project team facilitation.
- Cross function/business unit organization and management
- Monitored and managed \$8 million yearly budget.

~EDUCATION~

Bachelor of Science in Art Direction San Jose University—San Jose, California

Career Overview

Chief Executive Officer/Synchronous Education

Synchronous Education is the first and only blended learning platform that provides certificate programs and post graduate degrees from a number of U.S. colleges and universities. Partnerships with universities and foreign governmental agencies, along with the engagement of the private business sector will expand its scalable and innovative platform connection, while supporting schools' marketing and recruitment efforts.

Chief Learning Officer, EnabledWare

- Oversee and monitor the design and delivery of blended learning programs for K-20 education, encompassing an array of professional and vocational education programs, including entrepreneurial certificates, master degree programs, post-graduate courses, English as a Second Language, and TOEFL preparation, in partnership with accredited universities and colleges.
- Advise the instructional design and product management teams with the existing and emerging needs of the K-20 space, reflecting both current research and best practice.
- In partnership with accredited universities and colleges, oversee success of learner-tailored and off-the-shelf courses, using flexible delivery methods, including class discussions, billboards, live or prerecorded streaming, and/or LMS/VLE platforms.
- Advance Synchronous Education/Clouli's goals and strategies as an effective platform to support blended learning across international borders, systems and programs.
- Strategically representing the company at professional conferences, writing articles for professional journals and participating in appropriate educational and industry organizations.

Specialties: Strategic planning, directing, facilitating, implementing, and evaluating educational programs and services, language acquisition, instructional technology, mentoring and coaching.

Chief Executive Officer **Synchronous Education**

April 2013 – Present (6 months) Silicon Valley, California

Chief Executive Officer focused on providing leadership and supporting market demands by assuring that blended learning is customized to meet the educational learning needs of entrepreneurs, healthcare professionals, and a competitive workforce.

Chief Learning Officer **EnabledWare**

July 2012 – Present (1 year 3 months) Silicon Valley, CA

Chief Learning Officer focused on learning services that direct the planning and execution of education, training and development programs to empower stakeholders and ensure that state-of-the-art technology is customized to meet the educational learning needs around the globe.

Vice President **Edison Learning**

July 2009 – 2012 (3 years)

Support Edison Learning's primary focus of student achievement in schools through service delivery of all Edison Learning products by collaborating and partnering with district and charter school boards, driving

consistently superior achievement gains and profitability within assigned sites. Manage client relationships as well as the operational/financial/budgetary/legal management of the schools in California.

Executive Director
Oakland Diocese, Schools Consortia

April 2008 – July 2009 (1 year 4 months)

Led a unique collaborative between public, charter and private schools within the Oakland Richmond inner city schools in California. The purpose of the consortium was to close the achievement gap for underrepresented students and secure funding for after school programs. As a result, a \$2.1M ASES grant was received.

Doctoral student
University of San Francisco

2008 – 2009 (1 year)

Full-time doctoral student completing dissertation

School Principal
Diocese of San Jose

July 1998 – August 2007 (9 years 2 months)

K-8 School Principal

Assistant Superintendent Curriculum, Instruction & Technology
Alum Rock School District

July 1996 – August 1998 (2 years 2 months)

Assistant Superintendent for K-8 Public School District, overseeing federal and state programs, teacher mentorship, bilingual education, and instructional technology.

Director
San Jose Unified School District

1994 – 1998 (4 years)

Directed a 9-school district consortium in Santa Clara County focused on bridging the gap of underrepresented students attending college. Formed collaboratives with San Jose State University's School of Engineering and secured funding from NSF and local foundations to support middle and high school math programs for both students and professional development for teachers and administrators.

Volunteer Experience & Causes

Vice President

Teatro Vision

December 2011 Civil Rights and Social Action

Teatro Visión is a Chicano/Latino theater company that celebrates culture, nurtures community and inspires vision. Its mission is to move people to feel, think and act to create a better world.

Based in San José, California, it has produced over 54 plays attended by more than 107,000 people, with performances presented in both English and Spanish languages. As a Board Member of Teatro Vision, we are proud to be playing a leading role in the evolution of Chicano/Latino Theater by presenting classics, new

works and world premieres by leading Latino playwrights

Likewise, acting classes are provided for our youth

Past Board member

YWCA of Silicon Valley

December 2012 Human Rights

The mission of the YWCA of Silicon Valley has remained steadfast: to empower women, children, and their families, and to eliminate racism, hatred, and prejudice. As a Board, we continue to support a broad range of services that transform the lives of a diverse community.

Rotary member

Rotary International

December 2010 Human Rights

Chair of the International Service Committee

Member of: Ethics Committee

Peer Reviewer

American Educational Research Association

January 2009 Education

AERA is a national research society, strives to advance knowledge about education, to encourage scholarly inquiry related to education, and to promote the use of research to improve education and serve the public good.

Committee Member

100 Women Charitable Foundation

February 2011 Social Services

The 100 Women Charitable Foundation is a highly effective foundation committed to inspiring, educating, and increasing the number of women involved in philanthropy in an effort to strengthen our community. It does this by providing funds and assistance to organizations involved in helping solve social issues that are important to women.

JOSEPH E. DWORAK

Profile

Attorney and educator with extraordinary communication, interpersonal and organization skills. Proven academic, community and professional accomplishments. Uniquely entrepreneurial. Successful in creating revenues. Excellent management and financial skills with budget responsibilities exceeding \$30,000,000 annually. Executive human resource experience. Exemplary California State University faculty member with commendable peer and classroom reviews. Lifetime commitment to education. Unique understanding of California's diverse community, work force and educational demands. Demonstrated appreciation of, respect for, and perennial philanthropy to the arts. Distinguished service to the State of California as a Judge Pro Tem for the Superior Court of California, County of Santa Clara and the State Bar of California as a Special Master. Consistently recognized for legal excellence by peers in the Silicon Valley and Northern California legal communities.

Career Overview

Berliner Cohen, San Jose, CA. Executive Committee (2002 to present); Managing Partner (1999-2002); Partner (1987-1999); Associate (1979-1987). Commercial litigation practice assisting Berliner Cohen over its 40-year history in becoming the largest commercial law firm in San Jose with business experience ranging from Santa Clara Valley's oldest agricultural businesses to Silicon Valley's newest technology companies. Opened Berliner Cohen's first branch office concurrently with the University of California at Merced.

San Jose State University, College of Business, San Jose, CA (1993-present). Adjunct faculty member responsible for the undergraduate business law course and the graduate business law course in Lucas Graduate School of Business.

San Jose State University, College of Applied Sciences & Arts, Department of Hospitality Management, San Jose, CA (1993-present). Adjunct and founding faculty member Helped create the SJSU Hospitality Management Advisory Board, an independent non-profit corporation providing financial assistance and industry support to the department. Helped initiate International Hospitality Celebration (IHC) now with a 14-year history of providing revenues and creating exposure for the Hospitality Program.

West Valley Community College, Saratoga, CA (1988-1991). Initial faculty member of the Paralegal Institute. Instructor on Ethics and Civil Procedure. Subsequently lent assistance to establishing the Small Business Program. Instructor of the course "Legal Aspects of Small Business."

University of California at Santa Cruz, Santa Cruz, CA (1981-1982). Instructor in the burgeoning Extension Program responsible for the Real Estate Law course.

Professional Licenses

Legal

License to practice law, State Bar of California, 1979 (License No. 88265)

Academic

California Community College Instructors Credential, 1987, Subject Matter: Law (License No. 337945)

Professional Admissions

- Supreme Court of California, 1979
- United States District Court of Appeal (9th Cir.), 1982
- United States District Court (N.D. Cal.), 1981
- United States District Court (C.D. Cal.) 1981
- United States District Court (E.D. Cal.), 1982
- United States District Court (S.D. Cal.) 1985
- United States Claims Court, 1988

Professional Associations

- American Bar Association, 1986 to Present
- California Trial Lawyers Association, 1981 to Present
- Santa Clara County Bar Association, 1979 to Present

Community Services

- Block Grant Development Program, City of San Jose, 1982-1984
- Humane Society of Santa Clara Valley, Board of Directors, 1989-1992
- Member, Victorian Preservation Association of Santa Clara Valley, 1991-Present
- Member, Campus Community Association, (Victorian Community adjacent to SJSU) 1980-Present
- President, S.J.S.U. Hospitality Management Executive Advisory Board 2003-Present

Education

Degrees

University of Santa Clara,
Santa Clara, CA
Juris Doctorate, 1979

University of California at Davis
Davis, CA
*Bachelors of Arts,
Economics, with Honors*, 1976

University of North Carolina at
Greensboro
*Masters of Arts, Conflict
Resolution* (Enrolled Fall 2007)

Candelario Franco

Director, Pre-College TRiO Programs, National Hispanic University. Over 10 years administering Department of Education TRiO grants, which assist low-income first-generation students graduate from high school, apply to and enroll in college.

Prior to NHU, Candelario worked with the University of California, Office of the President and San Jose State University working with educational outreach programs. He has worked in the non-profit and education sector for more than 20 years.

Consultant

Alice Hawley: Teacher for 23 years, the Eel River Charter School for 20 years, Director of Student Achievement, part time administrator, author of annual SPSA, LEA documents, Special Education Liaison to the umbrella district, author of young adult novel.

Strategic Partners

California Charter Schools Association

The California Charter Schools Association (CCSA) is a professional membership organization serving more than 500 public charter schools in the State of California. The CCSA mission is to increase student achievement by strengthening and expanding public charter schools throughout California. The Association serves its membership and strengthens the charter school movement through its focus in the areas of advocacy, Leadership and Quality, Membership Services and Products.

EdTec, Inc.

EdTec delivers high-value business, charter development, educational support, and technology services - exclusively to charter schools. Since inception in 2001, EdTec has assisted more than 150 charter schools and developers, allowing school leaders and staff to focus more of their limited resources on classroom instruction and improving student achievement.

EdTec provides charter schools with the expertise they require and has the economies of scale to hire senior experienced personnel who specialize in different areas of school management and can help develop benchmarks of best practices. Their offerings include: Finance and accounting, Business Services, and Human Resources. Additional offerings include: Charter Development, Renewals & Grant Writing, Facilities Assistance, Student Information & Assessment Systems, Governance Training, and Strategic Planning.

Young, Minney & Corr, LLP

The Charter Law team of Young, Minney & Corr, LLP has been providing expert, effective, and responsive legal advice to California's charter school community since the inception of the Charter Schools Act of 1992.

They are the leader in all areas of law that are most significant to the successful development and operation of a charter school such as: labor and employee matters, student discipline, constitutional claims, facilities, finance, and nonprofit corporate issues. The firm has experience with representation before state and federal courts and administrative bodies.

Young, Minney & Corr has assisted hundreds of charter schools in the successful development and operations of charter schools. They currently represent more than half of California's charter schools, charter school associations, insurers, private schools, and businesses providing support services to schools in California.

Young, Minney & Corr emphasize a preventative approach to law by helping their clients anticipate legal difficulties, minimize exposure to legal claims and fees, and prevent operational disruptions. The legal team is well prepared to assist our charter school in every aspect of the school creation, expansion, and operation.

Technology Credit Union

Technology Credit Union has served the high tech workforce and its ecosystem in Silicon Valley and the greater Bay Area for over 50 years. It is recognized as one of the best-managed and strongest financial institutions in the country. A certified Bay Area Green Business, Tech CU is also dedicated to its local communities — providing support to a wide variety of organizations with a focus on education, environmental sustainability, philanthropy and youth wraparound services. Each year, Tech CU employees volunteer countless hours to a variety of worthy causes. Business Services include: treasury operations, payment services, credit, loans, and more.

ATTACHMENT 4: WHAT IS SELF-SCIENCE

Self-Science —so named because emotional intelligence grows from the scientific study of ourselves and our relationships— is one of the few comprehensive, developmental, and research-based curricula for creating a school-wide culture of emotional intelligence. Daniel Goleman studied Self-Science in one school and wrote an entire chapter of his best-selling book, *Emotional Intelligence*, about the concepts.

Goleman writes:

“Self-Science is a pioneer, an early harbinger of an idea that is spreading to schools coast to coast.... A list of the contents of Self-Science is an almost point-for-point match with the ingredients of emotional intelligence — and with the core skills recommended as primary prevention for the range of pitfalls threatening children.... Were he alive today, Aristotle, so concerned with emotional skillfulness, might well approve.” He also calls the program “a model for the teaching of emotional intelligence.”

Self-Science was first published in 1978 and has been used by hundreds of schools around the globe. The *Self-Science* curriculum is built around the Six Seconds Model: students develop skills in the eight EQ fundamentals that help them achieve the curriculum's three main goals: to know yourself, to choose yourself, and to give yourself.

- **Know Yourself** is building self-awareness.
- **Choose Yourself** is strengthening self-management.
- **Give Yourself** is committing to self-direction.

In pursuit of the goal to know yourself, students learn to enhance emotional literacy and how to recognize patterns of behaviors. In pursuit of the goal to choose yourself, students are taught how to apply consequential thinking, to navigate emotions, engage intrinsic motivation, and exercise optimism. In pursuit of the goal to give yourself, students increase their capacity to increase empathy and learn to make daily choices.

The Eight EQ Fundamentals

Enhance Emotional Literacy (EEL): helps students sort and name feelings, and begin to understand their causes and effects. Research suggests that naming emotions helps us calm and manage them.

Recognize Patterns (RCP): aids students in identifying thinking, feeling, and action patterns, which usually operate as an established habit. Often this system of patterns serves us well and at other times it leads us to unconsciously create the opposite of what we want.

Apply Consequential Thinking (ACT): allows students and teachers to be as spontaneous as we truly want to be, but it also allows us to delay gratification when the consequences are undesirable and/or painful. Consequential thinking is key to evaluating and re-choosing our thoughts, feelings, and actions.

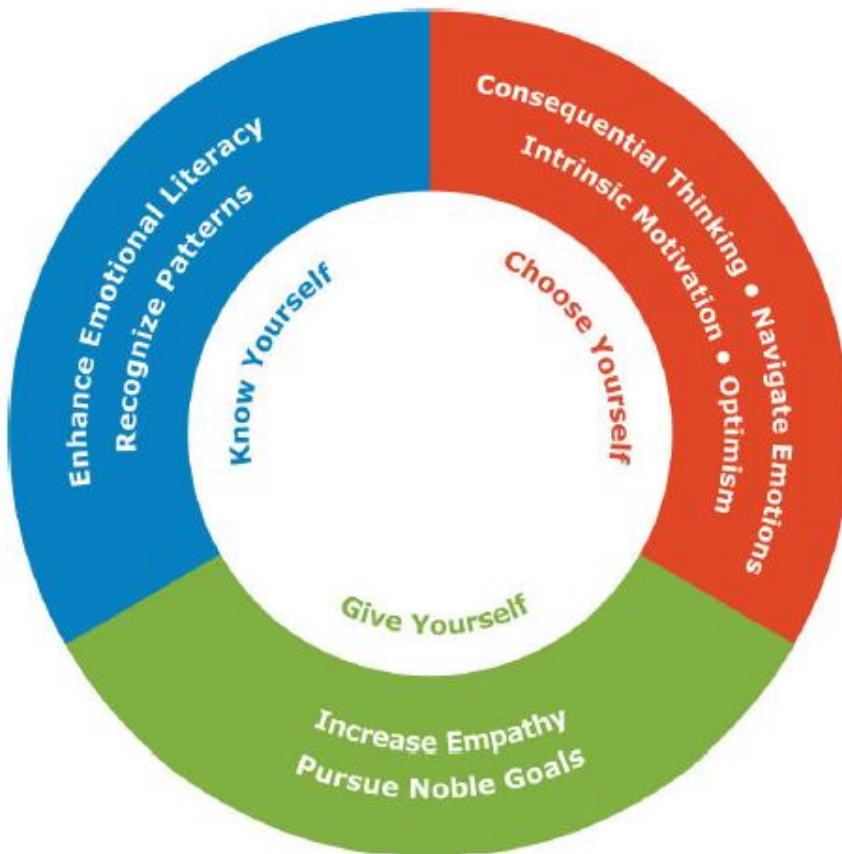
Navigate Emotions (NVE): assists children to slow the reaction process down, carefully engaging both emotion and cognition, in order to generate productive solutions. This EQ competency helps us to carefully choose how we will use the power of our feelings.

Engage Intrinsic Motivation (EIM): empowers students to tap into the part of themselves that has a longer view and find the reward within themselves. This competency frees students from a dependency on feedback from others. As students learn to get validation from inside, they create inner strength and the power to continuously grow independently.

Exercise Optimism (EOP): encourages students to see beyond the present and anticipate the future. This competency is tied to resiliency and to perseverance, two skills that most affect our ability to function despite the stresses and challenges of day-to-day life.

Increase Empathy (EMP): bolsters students' ability to recognize and respond to other people's emotions. Conscious empathy must be carefully banked and fueled through role modeling, reinforcement, and practice. Once we develop empathy on a conscious level, it becomes self-reinforcing because it answers a deep-seated need to build sustaining relationships with others. This skill is the foundation for reducing conflict and improving cooperation and collaboration.

The following graphic shows the three goals and eight competencies. The circular presentation is significant: This is a model intended for action; progress occurs when one continuously cycles through the goals.



Excerpted from *Self-Science: Getting Started with Social Emotional Learning* by McCown, K.; Jensen, A.; Freedman, J.; Rideout, M.; 2010

ATTACHMENT 5: SAMPLE CURRICULUM

Math Content Scope and Sequence K-8

The math curricula will be guided by the Standards for Mathematical Practice as defined in the Common Core:

These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council’s report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy). (Common Core State Standards Initiative, 2012)

Each of the concepts will be presented using the following mathematical practices:

Make sense of problems and persevere in solving them.

Reason abstractly and quantitatively.

Construct viable arguments and critique the reasoning of others.

Model with mathematics.

Use appropriate tools strategically.

Attend to precision.

Look for and make use of structure.

Look for and express regularity in repeated reasoning.

Following is the scope and sequence for mathematical content as defined by the new Core Math Standards. To demonstrate the strategy for teaching, three examples of mathematical applications of real-world problems will be illustrated for Kindergarten, second, and fifth grades.

Grade K

Counting and Cardinality

Know number names and the count sequence.

- Count to tell the number of objects.

- Compare numbers.

Operations and Algebraic Thinking

- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
- Number and Operations in Base Ten
- Work with numbers 11-19 to gain foundations for place value.

Measurement and Data

- Describe and compare measurable attributes.
- Classify objects and count the number of objects in each category

Geometry

- Identify and describe shapes.
- Analyze, compare, create, and compose shapes.

Real-World Application/Simulation:

Helical Model Stage: Play

What is a pattern? Students will identify patterns and continue patterns.

The teacher leads students by clapping hands and stomping feet. Then students copy the teacher's pattern. Students take turns making a pattern with claps and stomps and the rest of the class copies their pattern.

Helical Model Stage: Explore

The teacher reads the book, "Pattern Fish" by Trudy Harris. The rhyming prose and brightly colored cartoon fish inhabit a world of patterns, beginning with the simplest AB pattern and growing increasingly complex. Upon closer inspection, the patterns can be seen echoing throughout, as pictures both express and reinforce the pattern of the words.

Helical Model Stage: Connect

Students will create a pattern then take out one or two of the blocks as a puzzle for a classmate to replace with the correct color. Then students will create mathematical equations based on the patterns they created. The class discusses how grouping similar patterns makes it easier to solve for the total number in an equation.

Helical Model Stage: Imagine

Students will design the wall of the classroom with pattern using paper tiles of different shapes. Divided into pairs, they will form the patterns on their tables and then the teacher connects these together and posts the designs on the wall. The teacher explains: "When visitors come to visit our classroom, we will ask them to look for the patterns in your tile designs."

Helical Model Stage: Reflect

The class discusses about patterns and where they can be found in everyday life. S/he encourages students to look for patterns in their homes and draw these and share them with their classmates in the next day.

Grade 1

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Understand and apply properties of operations and the relationship between addition and subtraction.
- Add and subtract within 20.
- Work with addition and subtraction equations.

Number and Operations in Base Ten

- Extend the counting sequence.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

Measurement and Data

- Measure lengths indirectly and by iterating length units.
- Tell and write time.
- Represent and interpret data.

Geometry

- Reason with shapes and their attributes.

Grade 2

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Add and subtract within 20.
- Work with equal groups of objects to gain foundations for multiplication.

Number and Operations in Base Ten

- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

Measurement and Data

- Measure and estimate lengths in standard units.
- Relate addition and subtraction to length.
- Work with time and money.
- Represent and interpret data.

Geometry

- Reason with shapes and their attributes.

Real-World Application/Simulation:

Helical Model Stage: Play

Students play a detective game. They will use clues in solving problems presented by the teacher and provide evidence—to show how they came to their findings. Students will use words, numbers, and pictures in their answers to relate directly to the word problem, and more specifically to the question they are to solve. As students move through this process,

they will find it challenging to explain each other's work and come up with ideas to improve the answers given.

In the PLAY stage, students will search for pictures framed in color sets. They will look for 3 pictures hidden on the playground, from which they will generate mathematical understanding. For example, Picture 1 shows Farmer Brown looking for his cows. Picture 2 shows 98 cows and a clock that says 8:00 A.M. Picture 3 shows 57 cows and a clock that says 5:00 P.M. Picture 4 shows farmer Brown counting the cows and the clock says 5:00 P.M.

The students present their equations and then the teacher asks, "Are all the pictures, numbers, and words working together to make sense and come together for an accurate answer?"

Helical Model Stage: Explore

The teacher demonstrates how different solutions can be used to solve math mysteries. S/he shares a series of problems and the class solves these in pairs. The teacher helps students to examine the words to understand which operation they should use as well as the process for regrouping.

Helical Model Stage: Connect

The teacher presents a more complex problem: shopping for Thanksgiving Day. The class is divided into groups of four. Each of the groups is given \$100 to shop for a Thanksgiving dish. Two groups are assigned one of the following dishes: turkey, mashed potato, apple pie, and sweet yam and vegetables.

Each of the groups will use the recipes to shop for the dish assigned to them. A list of the recipes' product prices is posted on the wall of the classroom. The teacher explains, "I want to know how much money you will have left."

After solving their problems, the groups present to the class. Then the class discusses the methods they used to come up with their answers. The teacher asks how they used word problem clues to solve for the answer. The teacher checks whether students were able to apply what they learned to their strategies and make any needed changes or add information.

The class discusses about clues from word problems using their experiences as examples, to give context to theories that will guide future problem solving.

Helical Model Stage: Imagine

The teacher surprises the class with real ingredients for apple pie. The teacher explains that the class will be preparing 3 different recipes (posted on the wall) for the pies. Students will taste the pies after they are prepared and then determine the differences in taste. Then the teacher asks each of the groups to share why they think the pies, based on the recipes, taste differently.

Helical Model Stage: Reflect

The class discusses how recipes are like word problems. The teacher asks students their favorite recipe and gives them a copy to take home. S/he encourages them to bake a pie for their family for Thanksgiving and then take a picture of the pie they baked and share this to the class after Thanksgiving break.

Grade 3

Operations and Algebraic Thinking

- Represent and solve problems involving multiplication and division.
- Understand properties of multiplication and the relationship between multiplication and division.
- Multiply and divide within 100.
- Solve problems involving the four operations, and identify and explain patterns in arithmetic.

Number and Operations in Base Ten

- Use place value understanding and properties of operations to perform multi-digit arithmetic.

Number and Operations—Fractions

- Develop understanding of fractions as numbers.

Measurement and Data

- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- Represent and interpret data.
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
- Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Geometry

- Reason with shapes and their attributes.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Grade 4

Operations and Algebraic Thinking

- Use the four operations with whole numbers to solve problems.
- Gain familiarity with factors and multiples.
- Generate and analyze patterns.

Number and Operations in Base Ten

- Generalize place value understanding for multi-digit whole numbers.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.

Number and Operations—Fractions

- Extend understanding of fraction equivalence and ordering.
- Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- Understand decimal notation for fractions, and compare decimal fractions.

Measurement and Data

- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- Represent and interpret data.
- Geometric measurement: understand concepts of angle and measure angles.

Geometry

- Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

Grade 5

Operations and Algebraic Thinking

- Write and interpret numerical expressions.
- Analyze patterns and relationships.

Number and Operations in Base Ten

- Understand the place value system.
- Perform operations with multi-digit whole numbers and with decimals to hundredths.

Number and Operations—Fractions

- Use equivalent fractions as a strategy to add and subtract fractions.
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

Measurement and Data

- Convert like measurement units within a given measurement system.
- Represent and interpret data.
- Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

Geometry

- Graph points on the coordinate plane to solve real-world and mathematical problems.
- Classify two-dimensional figures into categories based on their properties.

Real-World Application/Simulation:

Source: Humphreys, Cathy. *Properties of Quadrilaterals, Public Lesson*. Inside Mathematics, 2013.

Helical Model Stage: Connect

The lesson is introduced by explaining the students' roles and responsibilities to carry out the investigation. The teacher models how to gather information for the tinkering stage of the investigative process. She also poses the math problem in the context of a kite making company. The kite making company uses sticks to make kites. The investigation involves how two sticks will be selected and positioned to determine the shape of a kite. She creates a purpose for exploring the key factors (length, intersection point, and angle position) that define the shape of a quadrilateral. She introduces manipulatives (different and like length strips with holes and a brad) and demonstrates how one

quadrilateral might be determined by the arrangement of the diagonals. She demonstrates how the stick might be used to draw a rhombus.

The students are in groups of four. Each group has chosen a group member to perform these roles: a team captain, resource manager, recorder, and facilitator. The groups have access to the problem (one page per group) and two packets of manipulatives for a group of four. They also have other resources that they can retrieve, including a page of definitions of quadrilaterals. The students begin working on the investigation in different manners. In some of the groups, students work individually for a while. In other groups, students will work in pairs, and in still others, the entire group of four is collaborating. For those groups who initially retrieve the definition page, it seemed to influence the order they attacked the problem. The square, rectangle, and rhombus appeared to be the most straightforward for the students. Mathematically, if two of the diagonals form right angles, then at least a pair of sides of the quadrilateral will be equal in length. If the diagonals intersect at the midpoint of both diagonals, then the figure formed will be some parallelogram. In order for two diagonals to form a non-isosceles trapezoid, the following relationships must hold true: If AB is one diagonal and DE is the other diagonal, then trapezoid ADBE is formed only if the diagonals intersect at point P, which is not the midpoint, and $AP/PB = DP/PE$. This relationship was quite difficult for the students to investigate and conclude. The students did not choose to measure the diagonals with rulers, and therefore did not pick up on the proportional aspects of the diagonals in a non-isosceles trapezoid.

The second part of the investigation is getting students to justify and prove their findings about the diagonals of the kites. The students use definitions, postulates, and theorems to develop a proof about the diagonals of a quadrilateral and how they constrain the type of figure that is formed. The teacher moves between groups, checking in on the progress students are making in developing their justifications. At the close of the first period, the teacher employs the resource manager to make sure all the manipulatives and materials are collected and stored.

The teacher shares students' work sheets to illustrate how the students were thinking while investigating the quadrilateral. After sharing work, she has students write to a prompt about how well they keep track of their thinking. The students then share with the class their individual reflections. The class is still learning how to prove a conjecture. The teacher had just given a test and many of the students were less than successful with proving theorems. The teacher wants to have all students successful with proving conjectures. Each group begins to settle on the quadrilateral they will formally prove. The students use their prior knowledge of parallel lines and congruent triangles to approach the proofs of the quadrilaterals.

In creating a proof, the students first need to create a conjecture from their investigations and findings. Some of the groups struggle with taking a conjecture and determining what is given and what needs to be proved.

The students work through their understandings of congruent triangles, the triangle postulates, parallel lines, transversals, and other geometric properties to apply those to create proofs for the quadrilaterals. Making sure the proofs are rigorous (including all steps necessary) is a challenge of any geometry class. Students struggle with how thorough and precise a proof needs to be. The students move between group work and whole class interaction throughout the lesson. In small groups, the students discuss and debate proof arguments. At selected times, the teacher pulls the class together to share findings, ideas, or sample justifications.

After sharing ideas or arguments with the entire class, students then return to working in their small groups. The teacher illustrates how to use selected notation in a proof as students work through the logic and reasoning. Instead of a more traditional approach to teaching mathematics, where the teacher presents mathematical notation and format up front, in this class the sharing of how to communicate, using mathematical symbols, occurs when learning situation arises. Once the group has worked through the reasoning of the proof, the teacher checks in with the group and instructs them to begin designing a poster that will display the proof they had created. Groups are instructed to design a poster that contains a drawing of the figure, the conjecture of what is to be proved, a list of the given from the conjecture, and what needs to be proved. The students can use a two column or a flow chart format of the proof.

Helical Model Stage: Imagine

The groups are instructed to display a proof of one of the quadrilaterals on a poster. The plan is to follow up the lesson with presentations by the groups. The groups will use the posters to help communicate their findings with a formal justification.

Grade 6

Ratios and Proportional Relationships

- Understand ratio concepts and use ratio reasoning to solve problems.

The Number System

- Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
- Multiply and divide multi-digit numbers and find common factors and multiples.
- Apply and extend previous understandings of numbers to the system of rational numbers.

Expressions and Equations

- Apply and extend previous understandings of arithmetic to algebraic expressions.
- Reason about and solve one-variable equations and inequalities.
- Represent and analyze quantitative relationships between dependent and independent variables.

Geometry

- Solve real-world and mathematical problems involving area, surface area, and volume.

Statistics and Probability

- Develop understanding of statistical variability.
- Summarize and describe distributions.

Grade 7

Ratios and Proportional Relationships

- Analyze proportional relationships and use them to solve real-world and mathematical problems.

The Number System

- Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

Expressions and Equations

- Use properties of operations to generate equivalent expressions.

- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

Geometry

Draw, construct and describe geometrical figures and describe the relationships between them.

- Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

Statistics and Probability

- Use random sampling to draw inferences about a population.
- Draw informal comparative inferences about two populations.
- Investigate chance processes and develop, use, and evaluate probability models.

Grade 8

The Number System

- Know that there are numbers that are not rational, and approximate them by rational numbers.

Expressions and Equations

- Work with radicals and integer exponents.
- Understand the connections between proportional relationships, lines, and linear equations.
- Analyze and solve linear equations and pairs of simultaneous linear equations.

Functions

- Define, evaluate, and compare functions.
- Use functions to model relationships between quantities.

Geometry

- Understand congruence and similarity using physical models, transparencies, or geometry software.
- Understand and apply the Pythagorean Theorem.
- Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.

Statistics and Probability

- Investigate patterns of association in bi-variate data.

With the introduction of the common core, new textbooks are being introduced to the education market. Spark's choice of textbooks for math will focus on fewer topics, taught in-depth for mastery, carefully building mathematical understanding in a systematic way. Math learning at Spark will emphasize conceptual understanding: the "why" not just the "how." As it is not enough for students to just get a correct answer, multiple solution methods are encouraged and evaluated as to their advantages and disadvantages. Students need to be able to explain their thinking and understand and explain the thinking of their peers.

As these new textbooks are released this school year 2013-14, Spark Charter will be reviewing publications that align to the common core. Based on its initial review of available textbooks in the market, to-date, for its math curriculum, Spark will be using curricula that teach all of the standards for mathematical content and practice, within the structure of a program powerful in concept development and grounded on big ideas of mathematics and related essential understandings.

A possible textbook written specifically to address the Common Core State Standards, is **enVisionMATH Common Core**, which is based on critical foundational research and proven

classroom results, published by Pearson Education. The series provides students with the following: Uses bar diagram models to help students make sense of the problem and become better problem solvers; develops conceptual understanding through daily Problem-Based Interactive Learning and step-by-step Visual Learning; offers teachers the right amount of support and challenge and differentiate for every student; and built from the ground up to teach the Common Core State Standards for Mathematics and organized around the Common Core.

Math skills textbooks used will be the Singapore Mathematics Series (<http://www.singaporemath.com>). The main goal of Singapore math is to foster problem-solving abilities in students, which helps in all subject areas. In this series, lessons for example, begin by engaging students in hands-on learning experiences followed by pictorial representations, which help them form a mental image of mathematical concepts. This is followed by an abstract stage, where they solve problems using numbers and symbols. This approach makes the learning of mathematics fun and meaningful, and helps students develop positive attitudes about math.

The list of Singapore Math books Spark plans to use:

- Primary Math Text Book: 1A-6A, US Edition
- Primary Math Workbook: 1A-6A, US Edition
- Primary Math Teachers Guide: 1A-6A, US Edition
- Primary Math Text Book: 1B-6B, US Edition
- Primary Math Workbook: 1B-6B, US Edition
- Primary Math Teachers Guide: 1B-6B, US Edition

List of enVisionMATH Common Core books include:

K-6 Series including:
Product Names:
Student Lesson Packets with 1-year Digital Courseware
Teacher's Edition and Resource Package
Common Core Reteaching and Practice Workbook
Common Core Guided Problem Solving Math Library
Interactive Math Stories Big Book Grade K
Math Diagnosis and Intervention System Part 1
enVision Math Common Core Grade K 1-Year Student License
Student Manipulatives Kit
Teacher Magnetic Manipulatives Kit (K-2)

enVisionMATH Common Core ©2012

First Grade Series including:

Product Names:

Student Lesson Packets with 1-year Digital Courseware

Teacher's Edition and Resource Package

Common Core Reteaching and Practice Workbook

Common Core Guided Problem Solving Math Library

Interactive Math Stories Big Book Grade 1

Math Diagnosis and Intervention System Part 1

enVision Math Common Core Grade 1 1-Year Student License

Student Manipulatives Kit

Teacher Magnetic Manipulatives Kit (K-2)

enVisionMATH Common Core ©2012

Second Grade Series including:

Product Names:

Student Lesson Packets with 1-year Digital Courseware

Teacher's Edition and Resource Package

Common Core Reteaching and Practice Workbook

Common Core Guided Problem Solving Math Library

Interactive Math Stories Big Book Grade 2

Math Diagnosis and Intervention System Part 1

enVision Math Common Core Grade 2 1-Year Student License

Student Manipulatives Kit

Teacher Magnetic Manipulatives Kit (K-2)

enVisionMATH Common Core ©2012

Third Grade Series including:

Product Names:

Student Lesson Packets with 1-year Digital Courseware

Teacher's Edition and Resource Package

Common Core Reteaching and Practice Workbook

Common Core Guided Problem Solving Math Library

Interactive Math Stories Big Book Grade 3

Math Diagnosis and Intervention System Part 1

enVision Math Common Core Grade K 1-Year Student License

Student Manipulatives Kit

Center Manipulatives Kit

Overhead Manipulatives Kit

enVisionMATH Common Core ©2012

Fourth Grade Series including:

Product Names:

Student Lesson Packets with 1-year Digital Courseware

Teacher's Edition and Resource Package

Common Core Standards Practice Workbook Grade 4

Common Core Standards Practice Workbook Grade 4
Teacher's Guide

Common Core Guided Problem Solving Math Library

Interactive Math Stories Big Book Grade 4

Math Diagnosis and Intervention System Part 1

enVision Math Common Core Grade 4 1-Year Student
License

Student Manipulatives Kit

Overhead Manipulatives Kit

enVisionMATH Common Core ©2012

Fourth Grade Series including:

Product Names:

Student Lesson Packets with 1-year Digital Courseware

Teacher's Edition and Resource Package

Common Core Standards Practice Workbook Grade 6

Common Core Standards Practice Workbook Grade 4
Teacher's Guide

Common Core Guided Problem Solving Math Library

Interactive Math Stories Big Book Grade 6

Math Diagnosis and Intervention System Part 1

enVision Math Common Core Grade 6 1-Year Student
License

Student Manipulatives Kit

Overhead Manipulatives Kit

ATTACHMENT 6: UNIT PLANNING TEMPLATE AND SAMPLE

Unit Planning Template

Stage 1: Desired Outcome	
Understandings/Attitudes: *What are the big ideas? *What specific understandings about them are desired? *What social-emotional understandings are included?	Essential Questions: *What provocative questions will foster inquiry, understanding, and transfer learning?
Established Goals: *What relevant goals (e.g. content standards) will this design address?	
Students will know...	Students will be able to...
Stage 2: Assessment Evidence	
Performance Tasks *Through what authentic performance tasks will students demonstrate the desired understandings? *By what criteria will performances of understanding be judged?	Other Evidence *Through what other evidence (e.g. quizzes, observations, journals) will students demonstrate achievement of the desired results? *How will students reflect upon or self-assess their learning?
Stage 3: Learning Plan	
Learning Activities: *What learning experiences and instruction will enable students to achieve the desired results?	Differentiation Techniques: *How will the needs of diverse learners be addressed (EL, high-, low-achieving)?

Adapted From: Wiggins, Grant and J. Mc Tighe. (1998). Understanding by Design, Association for Supervision and Curriculum Development ISBN # 0-87120-313-8 (ppk)

Unit Samples

Natural Resources 2nd Grade

Stage 1: Desired Outcome	
<p>Understandings/Attitudes:</p> <p><i>*What are the big ideas?</i> <i>*What specific understandings about them are desired?</i> <i>*What social-emotional understandings are included?</i></p> <ul style="list-style-type: none"> ➤ Humans use natural resources. ➤ Information can be presented using different text features and in graphs. ➤ The physical environment & natural resources affect social relationships. 	<p>Essential Questions:</p> <p><i>*What provocative questions will foster inquiry, understanding, and transfer learning?</i></p> <ul style="list-style-type: none"> ➤ What are some of the natural resources that students use in their everyday lives? ➤ What happens if you don't have enough of a natural resource?
<p>Established Goals:</p> <p><i>*What relevant goals (e.g. content standards) will this design address?</i></p> <p>CA S3 Earth is made of materials that have distinct properties and provide resources for human activities. As a basis for understanding this concept: e. Students know rock, water, plants, and soil provide many resources, including food, fuel, and building materials, that humans use.</p> <p>CC M MD 10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.</p> <p>CC ELA IT 5 Know and use various text features to locate key facts or information in a text efficiently.</p> <p>CC ELA W 7 Participate in shared research and writing projects.</p>	
<p>Students will know...</p> <ul style="list-style-type: none"> ➤ Key facts about natural resources that people use. ➤ Relevant vocabulary terms ➤ Text features and structures (headings, table of contents, etc.) 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ➤ Identify text structures & features in grade-level appropriate informational text ➤ Use informational texts to answer key questions ➤ Explain orally what natural resources are
Stage 2: Assessment Evidence	
<p>Performance Tasks</p> <p><i>*Through what authentic performance tasks will students demonstrate the desired understandings?</i> <i>*By what criteria will performances of understanding be judged?</i></p> <ul style="list-style-type: none"> ➤ Create a poster showing how a natural resource is used in the school or in the home. ➤ Participate in shared writing activity, resulting in an informational magazine about interactions with the environment. 	<p>Other Evidence</p> <p><i>*Through what other evidence (e.g. quizzes, observations, journals) will students demonstrate achievement of the desired results?</i> <i>*How will students reflect upon or self-assess their learning?</i></p> <ul style="list-style-type: none"> ➤ Respond orally and/or in writing to one of the essential questions. ➤ Answer questions using informational bar graphs and other forms of data representation. ➤ Create grade level appropriate graphs for information presented in class. ➤ Assess themselves on Project Rubric

Stage 3: Learning Plan

Learning Activities:

**What learning experiences and instruction will enable students to achieve the desired results?*

- Play “Scarcity/Surplus” game (role-play).
- Include interactive read-alouds linked to the identified content standards/understanding
- Add non-fiction sources to accommodate various reading levels
- Bring in examples of natural resources for students to experience
- Create a variety of whole-class graphs

Differentiation Techniques:

**How will the needs of diverse learners be addressed (EL, high-, low-achieving)?*

- Pre-teach essential vocabulary with EL students.
- Class-created charts of text structures, graphs.
- Use books to accommodate various reading levels.

Adapted From: Wiggins, Grant and J. Mc Tighe. (1998). Understanding by Design, Association for Supervision and Curriculum Development ISBN # 0-87120-313-8 (ppk)

ATTACHMENT 7: HELICAL MODEL LESSON PLANNING


Helical Model Lesson Planning Template

Understanding by Design Unit: Subject:		Conceptual Goals & Standards Addressed: <i>What do you want the students to know& understand?</i>
Play	<i>What activity will you use to engage students and activate prior knowledge?</i>	
	Activities	Student Output
Explore	<i>How will you add to students' prior knowledge and experiences?</i>	
	Activities	Student Output
Connect	<i>What authentic problems will students be solving?</i>	
	Activities	Student Output
Imagine	<i>How will students apply their learning to new, open-ended situations?</i>	
	Activities	Student Output
Reflect	<i>How will you connect students' learning to the conceptual goals of the lesson?</i>	
	Activities	Student Output
Key Vocabulary/Terms:		Resources: <i>Books, materials, multimedia...</i>
Differentiation Techniques: <i>Possible groupings, adaptations</i>		Multiple Modalities: <i>How will you include multiple modalities?</i>

Helical Model Lesson Planning Sample: 1st Grade Language Arts

<p>Thematic Unit: Characters Subject: Language Arts</p>	<p>Conceptual Goals & Standards Addressed: What do you want the students to know & understand?</p> <ul style="list-style-type: none"> • Students identify who is telling a story at various points in a text. • Students compare and contrast the adventures and experiences of characters in stories. <p>CCSS 1.L.6, 1.L.9; 1.FS.4.a; 1.W.3</p>	
Play	What activity will you use to engage students and activate prior knowledge?	
	<p>Activities Identify the speaker: Teacher reads a simple story involving characters based on children in the class. She then reads short lines from the story. Children hold up cards with names of characters to identify which one is speaking. Together with the class, they order the cards on their desks and re-tell the story in a shared writing experience.</p>	<p>Student Output</p> <ul style="list-style-type: none"> • Student-ordered speaker cards • Shared re-telling
Explore	How will you add to students' prior knowledge and experiences?	
	<p>Activities In pairs, students read selected short texts that feature different characters telling the story. The teacher chooses texts that vary in readability and complexity for different reading levels. Emergent readers are paired with more fluent readers. Students use a highlighter to identify characters. As a whole class, they create a chart called, "Readers Know Who is Telling the Story."</p>	<p>Student Output</p> <ul style="list-style-type: none"> • Highlighted texts • Class chart, "Readers Know Who is telling the Story."
Connect	What authentic problems will students be solving?	
	<p>Activities The teacher reads The Pain and the Great One in an interactive read aloud. Throughout the reading, the teacher stops to discuss which character is telling the story. She has different students act out parts of the story. The students then work independently on creating a T-chart comparing the points of view of the two characters. In their T-chart, they include writing and drawings.</p>	<p>Student Output</p> <ul style="list-style-type: none"> • T-charts comparing two characters
Imagine	How will students apply their learning to new, open-ended situations?	
	<p>Activities The teacher introduces the writing assignment. They will be writing their own narratives featuring two characters with different points of view. She leads them through a pre-writing exercise with a T-chart and a pictorial storyboard. They share their pre-writing in small groups. During later skills lessons, they will complete their writing.</p>	<p>Student Output</p> <ul style="list-style-type: none"> • Pre-writing T-chart and storyboard

ATTACHMENT 8: CALIFORNIA STATE BOARD OF EDUCATION POLICY 89-01 (1994): PARENT INVOLVEMENT IN THE EDUCATION OF THEIR CHILDREN

	California State Board of Education Policy	<small>POLICY #</small> 89-01
	<small>SUBJECT</small> Parent Involvement* in the Education of Their Children	<small>DATE</small> September 1994
<small>REFERENCES</small>		
<small>HISTORICAL NOTES</small> Originally adopted January 1989. Revised September 1994		

A critical dimension of effective schooling is parent involvement. Research has shown conclusively that parent involvement at home in their children’s education improves student achievement. Furthermore, when parents are involved at school, their children go farther in school, and they go to better schools.

From research studies to date, we have learned the following important facts:

1. Families provide the primary educational environment.
2. Parent involvement in their children’s education improves student achievement.
3. Parent involvement is most effective when it is comprehensive, supportive, long-lasting, and well-planned.
4. The benefits of parent involvement are not limited to early childhood or the elementary level; there are continuing positive effects through high school.
5. Involving parents in supporting their children’s education at home is not enough. To ensure the quality of schools as institutions serving the community, parents must be involved at all levels in the schools.
6. Children from low-income and culturally and racially diverse families have the most to gain when schools involve parents. The extent of parent involvement in a child’s education is more important to student success than family income or education.
7. We cannot look at the school and the home in isolation from one another; families and schools need to collaborate to help children adjust to the world of school. This is particularly critical for children from families with different cultural and language backgrounds.

Schools that undertake and support strong comprehensive parent involvement efforts are more likely to produce students who perform better than identical schools that do not involve parents. Schools that have strong linkages with and respond to the needs of the communities they serve have students who perform better than schools that don’t. Children who have parents who help

* “Parent involvement” refers to the efforts of any caregiver who assumes responsibility for nurturing and caring for children, including parents, grandparents, aunts, uncles, foster parents, stepparents, etc. Many schools are now using the alternative term “family involvement.”

California State Board of Education
 1430 N Street, Room 5111
 Sacramento, California 95814
 (916) 319-0827
 (916) 319-0175 (fax)



them at home and stay in touch with the school do better academically than children of similar aptitude and family background whose parents are not involved. The inescapable fact is that consistent high levels of student success are more likely to occur with long-term comprehensive parent involvement in schools.¹

The California State Board of Education recognizes that a child's education is a responsibility shared by school and family during the entire period the child spends in school. Although parents come to the schools with diverse cultural backgrounds, primary languages, and needs, they overwhelmingly want their children to be successful in school. School districts and schools, in collaboration with parents, teachers, students, and administrators, must establish and develop efforts that enhance parent involvement and reflect the needs of students and families in the communities which they serve.

To support the mission of California schools to educate all students effectively, schools and parents must work together as knowledgeable partners. All of the grade level reforms, Here They Come: Ready or Not!, It's Elementary, Caught in the Middle, Second To None, and other major initiatives such as Healthy Start (SB 620) and School Restructuring (SB 1274), emphasize parent and community involvement in school restructuring. The reform efforts support school based shared decisionmaking at the school site that includes all stakeholders, including teachers, administrators, students, parents, and other community members.

The State Board of Education will continue to support, through the California Department of Education, assistance to school districts and schools in developing strong comprehensive parent involvement. Comprehensive means that parents are involved at all grade levels in a variety of roles. The efforts should be designed to:

1. Help parents develop parenting skills to meet the basic obligations of family life and foster conditions at home which emphasize the importance of education and learning.
2. Promote two way (school-to-home and home-to-school) communication about school programs and students' progress.
3. Involve parents, with appropriate training, in instructional and support roles at the school and in other locations that help the school and students reach stated goals, objectives, and standards.
4. Provide parents with strategies and techniques for assisting their children with learning activities at home that support and extend the school's instructional program.
5. Prepare parents to actively participate in school decisionmaking and develop their leadership skills in governance and advocacy.
6. Provide parents with skills to access community and support services that strengthen school programs, family practices, and student learning and development.

¹ Henderson, Anne T. and Nancy Berla, A New Generation of Evidence: The Family is Critical to Student Achievement. National Committee for Citizens in Education, 1994.



SUBJECT

Parent Involvement in the Education of Their Children

POLICY # 89-01

DATE September 1994

These six types of parent involvement roles require a coordinated schoolwide effort that has the support of parents, teachers, students, and administrators at each school site. Furthermore, research indicates that home-school collaboration is most likely to happen if schools take the initiative to encourage, guide, and genuinely welcome parents into the partnership. Professional development for teachers and administrators on how to build such a partnership is essential.

The issue of parent involvement in the education of their children is much larger than improving student achievement. It is central to our democracy that parents and citizens participate in the governing of public institutions. Parent involvement is fundamental to a healthy system of public education.

ATTACHMENT 9: CALIFORNIA DEPARTMENT OF EDUCATION - CHARTER SCHOOL DIVISION - LEGAL OPINION ON PARENT PARTICIPATION

State of California Department of Education
M e m o r a n d u m
To : Marta Reyes Date : February 9, 2006
Charter Schools Division
From : Michael Hersher
Deputy General Counsel

Subject : Parent participation as charter school admission requirement

You have requested a legal opinion whether a charter school may require a parent to sign an agreement to perform certain hours of work for the benefit of the charter school, as a condition of admitting a student to the school. In my opinion, such a requirement is within the discretion of a charter school and does not prevent an authorizing entity from approving the charter.

With regard to who may enroll in a charter school, the Charter School Act has several provisions that refer to “admission requirements” and others that refer to “admission preferences.” The distinction appears to be that a “requirement” applies to an individual student’s eligibility to apply at all, while a “preference” allows certain categories of students to compete with each other when there are more applicants than spaces in the school. After applying the allowable preferences, if there are still more applicants than spaces, charter schools are authorized to conduct lotteries to select students for enrollment.

Education Code section 47605(b)(5)(H) states a charter petition must include a reasonably comprehensive description of the “admission requirements, if any.” This provision implies that a charter school may set reasonable limitations on which students may apply for admission. Section 47605(d)(2)(A), however, says “a charter school shall admit all pupils who wish to attend the school.” That provision seems to conflict with the previously quoted section in suggesting that all pupils are eligible to be admitted without limitation. It also conflicts with, or is limited by, the various preferences that charter schools may allow that limit the duty to “admit all pupils who wish to attend.” In order to harmonize these provisions of the overall statutory scheme, it seems reasonable to interpret Section 47605(d)(2)(A) as requiring that charter schools admit all students, regardless of residence, who meet the lawful criteria for admission and/or preference stated in the petition.

In terms of the criteria that are not lawful, Section 47605(d)(1) states a charter school’s admission policies must be nonsectarian, may not require tuition, may not discriminate on the basis of ethnicity, national origin, gender, or disability, and may not be based on the residence of the parents or guardians. However, specific preferences are allowed for pupils currently attending a converted charter school, pupils who reside within the attendance area of the former attendance area of that converted school, and pupils who reside in the school district of the converted school. In addition, a charter school that is not a conversion school may also give preference to pupils from the school attendance area in which the charter school is located, if the public school in that area has more than 50 percent pupils eligible for free and reduced price lunches based on family income. (Educ. Code sec. 47605.3.)

In conclusion, the Charter School Act does not expressly address the issue of parent participation requirements for admission to a charter school. Parent participation is not one of the expressly

prohibited criteria for admission or preference and is a factor that is relevant, if not integral, to the educational goals and philosophy of a charter school. Given the flexibility that was intended by the Charter School Act and the number of statutory limitations on admission that are already permitted, it is my opinion that a charter petition may lawfully include reasonable admission criteria, including a requirement that parents agree to do work for the charter school.

ATTACHMENT 10: CITED CURRICULUM REFERENCES

Bingham, Anne A. *Exploring the MultiAge Classroom*. Stenhouse Publishers, Sept. 1, 1995.

Jensen, Eric. *Teaching with the Brain in Mind*. Alexandria, VA: Association for Supervision and Curriculum Development, April 1, 1998.

McBrien, J.L. and Brandt, R.S. *The Language of Learning: A Guide to Education Terms*. Alexandria, VA: Association for Supervision and Curriculum Development, 1977.

Ostrow, Jill. *A Room with a Different View*. Stenhouse Publishers, Sept. 1, 1999.

Tomlinson, C. *The Differentiated Classroom: Responding to the Needs of All Learners*. Alexandria, VA: Association for Supervision and Curriculum Development, April 1, 1999.

ATTACHMENT 11: PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

Gifted Categories

The SPARK Gifted Program addresses categories that include:

1. **General intellectual ability:** Students possessing superior intellectual ability who need and can profit from specially planned educational services beyond those normally provided by the standard school program.
2. **Specific academic aptitude:** Students who have superior ability in a specific academic area to the extent that they need and can profit from specially planned educational services beyond those normally provided by the standard school program.
3. **Leadership ability:** Students possessing leadership ability who not only assume leadership roles, but also are accepted by others as a leader, to the extent that they need and can profit from specially planned educational services beyond those normally provided by the standard school program.

Identification process

The identification process for the SPARK Gifted Program relies on multiple criteria, including cognitive abilities, academic achievement, learning characteristics, and behaviors. Additionally, it looks for inputs from multiple sources, which may include the present and past classroom teachers, special subject teachers, counselors, parents, peers, or the students themselves.

The following describes the identification process for the SPARK Gifted Program:

Automatic Pathways

- a. To ensure equitable access to the SPARK Gifted Program, formal assessment will be given to all students who are recommended by their teacher or parents in the 1st grade.
- b. Students in 3rd grade who have CST scores greater than 450 in math or language arts and are not yet in the SPARK Gifted Program will be given the formal assessment.
- c. The formal assessment will also be given to students who join SPARK Charter School in subsequent grade levels provided they have CST scores greater than 450 in math, language arts, or science.

Individualized GATE Plan (IGP)

A GATE Study Team meeting will be held with appropriate staff and parent(s) or guardian(s) in attendance, and the identified GATE student. The team will assess the student's needs, recommend gifted service options, and develop the IGP.

The IGP is a written plan that contains specific and detailed program modifications that will be needed to continue the gifted student's *academic progress and talent development, while meeting their social and emotional needs*. The goals of the IGP are to achieve the following:

- To promote academic progress

- To remediate academic weaknesses
- To enhance psychological adjustment
- To provide socialization opportunities

To achieve the above goals, the following information will be included in the IGP:

1. Identification of strong subject areas, and subject areas chosen to provide advanced study.
2. Identification of the student's learning strengths, learning preferences, personality characteristics, and inschool and outside interests.
3. Activities detailing instructional management and delivery, curriculum differentiation (see "Guidelines on Differentiation"), and acceleration (see "Guidelines on Acceleration"), including the persons responsible for implementing and monitoring the progress.
4. Actions needed to remediate any weaknesses or issues that the student may have, including academic, social, emotional, or motivational.
5. Provisions for psychological and social adjustment for meeting social and emotional needs of the gifted students. This may include enrichment, pull-out programs during school time, and/or after-school enrichment activities that allow group interaction with other gifted students.

The student's progress will be reviewed annually to determine if the service is still an appropriate match, or if other modifications need to be provided.

Spark Gifted Program Services

The following Gifted Program Services will be available in conjunction with other differentiation strategies such as flexible grouping, tiered lessons/activities and a high level of questioning strategies that are currently practiced at SPARK Charter School.

1. Acceleration

Acceleration is a curricular option that allows a student to progress through school at a faster than usual rate/or younger than typical age. It allows curriculum matching to the student's ability.

Several forms of acceleration may be considered for an individual student, including:

Content-based Acceleration

- *Subject acceleration*, where a student is promoted to a higher level or grade for one or more subjects in which they excel.
- *Curriculum compacting*, a differentiation strategy that allows students who have already mastered parts of the curriculum to move on, work on alternate activities, and learn new things.
- *Dual enrollment*, where a student is allowed to enroll in higher level coursework when proficiency at grade level has been mastered. Dual enrollment may be available through a local public high school or approved online courses.

Grade-based Acceleration

- *Whole-grade acceleration/grade skipping*, where a student is promoted to a higher level for all subjects.

- *Grade Telescoping*, where a student is accelerated through more than one year's curriculum within one year in all academic areas.
- *Radical acceleration*, where highly or profoundly gifted students skip several grades, or experience several forms of acceleration during their school years.

2. Clustering in Heterogeneous Classrooms

Cluster grouping of gifted students places a group of five or more gifted learners at a grade level with a SPARK classroom teacher who has been trained to work with the gifted, while the remainder of the teacher's load includes a normal distribution of abilities. This model of grouping is one of the most effective ways to meet both the academic and social-emotional needs of the gifted on a daily basis.

Clustering allows the teacher to spend a proportionate amount of instructional effort and curriculum development time on the gifted cluster, which may not be possible when the classroom contains only one or two gifted students, and allows gifted students to learn from and be enriched by each other.

3. Content and Curriculum Modification

Identified GATE students will be provided appropriate curriculum in subjects of strength throughout the school day. Such curriculum includes advanced curriculum and multidisciplinary learning.

4. Enrichment Pull-out Program

An appropriate enrichment pull-out program will be developed by the Curriculum Specialist in collaboration with classroom teachers as a supplementary program and extension of the differentiated curriculum in the regular classroom. In Middle School, the enrichment pull-out group will be available as special Selective classes.

5. Other Programs: Independent Study/Project, Mentoring, National Creativity Programs, and Talent

Exhibition/Competition

The student may initiate an independent study or project in subject(s) of strength. The classroom teacher, with the help of the Curriculum Specialist, may set up mentorship if needed.

6. Advisory

The Curriculum Specialist and SPARK Gifted Parent Support group will provide information and advise students on talent searches, scholarship, and academic competition, as well as advanced courses that are available through academic summer programs for the gifted.

Training and Staff Development

The first step to meeting the needs of gifted students is to build awareness and understanding among teachers, staff, and parents. The SPARK Gifted Program will seek opportunities for staff development, which may include workshops, seminars, webinars, and gifted conferences. SPARK teachers will be encouraged to obtain certification in teaching the gifted.

Social-Emotional Curriculum

As a Positive Discipline school, SPARK Charter School since its inception has always been dedicated to educating and nurturing the whole child. However, due to the unique characteristics of the gifted students and the potential social and emotional issues that may arise from their giftedness, the SPARK Gifted Program will integrate the social-emotional learning that applies specifically to the gifted students into the daily curriculum. Additionally, there may be a separate Social Emotional Learning (SEL) instruction for the gifted students.

The goals of Social-Emotional Curriculum are as follows:

1. To help the gifted students learn and accept their over excitabilities and to help them develop strategies in modulating the expressions of their over excitabilities.
2. To promote positive achievement attitude and to promote growth mindset.
3. To build resiliency in gifted students.

The school forms the core of students' daily social and academic experiences. These every day experiences, in turn, play a critical role in the students' social and emotional adjustment. At SPARK under the direction of the teachers, parents interact with all the students, including the gifted, on a daily basis as aides in the classroom. In order to ensure a positive environment, the SPARK Gifted Program with the help of the Gifted Parent Support group, will provide workshops to help parents understand the social and emotional aspects of the gifted children.

ATTACHMENT 12: SAMPLE WRITING RUBRIC

<p>Ideas: The main message of the piece, the theme, with supporting details that enrich and develop that theme.</p>	<p>Organization: The internal structure, thread of central meaning, logical and sometimes intriguing pattern or sequence of the ideas.</p>	<p>Voice: The unique perspective of the writer evident in the piece through the use of compelling ideas, engaging language, and revealing details.</p>
<p><i>This paper is clear and focused. It holds the reader's attention. Relevant anecdotes and details enrich the central theme.</i> A. The topic is narrow and manageable B. Relevant, telling, quality details go beyond the obvious C. Ideas are crystal clear and supported with details D. Writing from knowledge or experience; ideas are fresh and original E. Reader's questions are anticipated and answered. F. Insightful topic</p>	<p><i>The organizational structure of this paper enhances and showcases the central idea or theme of the paper; includes a catchy introduction and a satisfying conclusion.</i> A. An inviting introduction draws the reader in; a satisfying conclusion leaves the reader with a sense of closure and resolution. B. Thoughtful transitions connect ideas. C. Sequencing is logical and effective. D. Pacing is well controlled. E. The title, if desired, is original. F. Organizational structure is appropriate for purpose and audience; paragraphing is effective.</p>	<p><i>The writer of this paper speaks directly to the reader in a manner that is individual, compelling, engaging, and shows respect for the audience.</i> A. Uses topic, details, and language to strongly connect with the audience. B. Purpose is reflected by content and arrangement of ideas. C. The writer takes a risk with revealing details. D. Expository or persuasive reflects understanding and commitment to topic. E. Narrative writing is honest, personal, and engaging.</p>
<p><i>The writer is beginning to define the topic, even though development is still basic or general.</i> A. The topic is broad B. Support is attempted C. Ideas are reasonably clear D. Writer has difficulty going from general observations about topic to specifics E. The reader is left with questions F. The writer generally stays on topic</p>	<p><i>The organizational structure is strong enough to move the reader through the text without too much confusion.</i> A. The paper has a recognizable introduction and conclusion. B. Transitions sometimes work. C. Sequencing shows some logic, yet structure takes attention away from the content. D. Pacing is fairly well controlled. E. A title, if desired, is present. F. Organizational structure sometimes supports the main point or story line, with an attempt at paragraphing.</p>	<p><i>The writer seems sincere, but not fully engaged or involved. The result is pleasant or even personable, but not compelling.</i> A. Attempt to connect with audience is earnest but impersonal. B. Attempts to include content and arrangement of ideas to reflect purpose. C. Occasionally reveals personal details, but avoids risk. D. Expository or persuasive writing lacks consistent engagement with the topic. E. Narrative writing reflects limited individual perspective.</p>
<p><i>The paper has no clear sense of purpose or central theme. The reader must make inferences based on sketchy or missing details.</i> A. The writer is still in search of a topic B. Information is limited or unclear or the length is not adequate for development C. The idea is a simple restatement or a simple answer to the question D. The writer has not begun to define the topic E. Everything seems as important as everything else F. The topic may be repetitious, disconnected, and contains too many random thoughts</p>	<p><i>The writing lacks a clear sense of direction.</i> A. No real lead or conclusion present. B. Connections between ideas, if present, are confusing. C. Sequencing needs work. D. Pacing feels awkward. E. No title is present (if requested). F. Problems with organizational structure make it hard for the reader to get a grip on the main point or story line. Little or no evidence of paragraphing present.</p>	<p><i>The writer seems uninvolved with the topic and the audience.</i> A. Fails to connect with the audience. B. Purpose is unclear. C. Writing is risk free, with no sense of the writer. D. Expository or persuasive writing is mechanical, showing no engagement with the topic. E. Narrative writing lacks development of a point of view.</p>
<p>Key Question: <i>Did the writer stay focused and share original and fresh information or perspective about the topic?</i></p>	<p>Key Question: <i>Does the organizational structure enhance the ideas and make it easier to understand?</i></p>	<p>Key Question: <i>Would you keep reading this piece if it were longer?</i></p>

ATTACHMENT 13: UNIT ASSESSMENT

Thematic Unit Assessment Template

What evidence will show that students understand? <i>Performance Tasks:</i>
What other evidence needs to be collected? <i>(e.g., tests, quizzes, prompts, work samples, observations)</i>
Student Self-Assessment and Reflection:

Performance Task Blueprint

What understandings or goals will be assessed through this task?
What criteria are implied in the standards and understandings? What qualities must student work demonstrate to signify that standards were met?
Through what authentic performance task will students demonstrate understanding?
What student products and performances will provide evidence of desired understandings?
By what criteria will student products and performances be evaluated?

Adapted from: Wiggins, G. and McTighe, J. (2005) *Understanding by Design*, Association for Supervision and Curriculum Development.

Assessment Sample 2nd Grade

<p>What evidence will show that students understand?</p> <p><i>Performance Tasks:</i></p> <ul style="list-style-type: none">• Natural Resource Poster: Students create a poster to teach each other about how one natural resource is used in their daily life.• Natural Resource Magazine: Students participate in a shared writing project to create an informational magazine about natural resources and conservation.
<p>What other evidence needs to be collected?</p> <p><i>(e.g., tests, quizzes, prompts, work samples, observations)</i></p> <ul style="list-style-type: none">• Prompt: Describe two ways in which humans use water in their daily life.• Skill Check: Interpret a bar graph by answering three questions.• Quiz: Answer questions about an informational text using text features and structures.
<p>Student Self-Assessment and Reflection:</p> <ul style="list-style-type: none">• Self-assess poster.• Self-assess article from magazine.• Reflect on how you could conserve natural resources in daily life.
<p>What understandings or goals will be assessed through this task?</p> <ul style="list-style-type: none">• Earth is made of materials that have distinct properties and provide resources for human activities.• Draw a picture graph and a bar graph to represent a data set with up to four categories.• Participate in shared research and writing projects.
<p>What criteria are implied in the standards and understandings? What qualities must student work demonstrate to signify that standards were met?</p> <ul style="list-style-type: none">• Demonstrate how humans use natural materials.• Answer questions about and create bar graphs.• Identify and use text features.
<p>Through what authentic performance task will students demonstrate understanding?</p> <ul style="list-style-type: none">• You have been asked to create a poster to explain how you use one natural resource in your daily life at school and/or at home. You will need to research your resource and collect information on how it is used. Your poster should include drawings, writing, and at least one graph that explains how often or who uses that resource. Together as a class we will create a magazine show what we have learned. You will be assigned parts of the magazine that we will all put together.
<p>What student products and performances will provide evidence of desired understandings?</p> <ul style="list-style-type: none">• Informational poster• Assigned magazine articles/features
<p>By what criteria will student products and performances be evaluated?</p> <ul style="list-style-type: none">• Poster is accurate.• Magazine articles/features are accurate and reflect individual assignments.• Picture and bar graphs have correct form.• Text features in magazine are accurate.• Appropriate use of spelling and conventions in writing.

ATTACHMENT 14: SELF-SCIENCE SCOPE AND SEQUENCE

Competency	Year1	Year2	Year3
Enhance Emotional Literacy	Develop basic feeling vocabulary Identify causes of basic feelings	Expand feeling vocabulary Learn “logic” of feelings; causes & effects	Develop depth of meaning of feelings and blends Understand sources of conflicting feelings
Recognize Patterns	observant of thoughts, feeling, actions Begin to consider patterns	Sharpen observation skills to become more accurate and realistic Learn to identify patterns immediately following reaction	Increase clarity of recognizing patterns in the moment and over longer time periods Learn about group patterns
Apply Consequential Thinking	Learn about costs and benefits Begin to assess immediate consequences	Increase skill in assessing results of choices Become aware of effects of emotions	Increase ability to evaluate choices and results Predict consequences of feelings
Navigate Emotions	Become more aware of sensing emotions Recognize that it is possible to change feelings	Increase ability to shift or change feelings Develop multiple strategies for changing feelings	Learn to generate emotions to motivate effective action Increase awareness of 2-way influence of feelings and thoughts
Exercise Optimism	Increase awareness of multiple choices/options Learn to realistically appraise risk	Learn PPP-TIE framework for optimistic response Increase capacity to reframe pessimistic explanations	Become more able to generate positive emotion Learn that adversity is an opportunity for growth
Increase Empathy	Become more curious about others Recognize shared concerns and experiences	Become more accurate in identifying emotional cues Increase respect for others	Practice and internalize empathic response See effect of empathy in relationships
Pursue Noble Goals	Recognize that people live in communities Increase perception of self-efficacy	Expand sphere of concern Become aware of interdependence	Develop principles and ethical thinking Increase commitment to take action based on principles

ATTACHMENT 15: PROPOSED BYLAWS

**BYLAWS
OF
SPARK CHARTER SCHOOL**
(A California Nonprofit Public Benefit Corporation)

**ARTICLE I
NAME**

Section 1. **NAME.** The name of this corporation is SPARK Charter School.

**ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. **PRINCIPAL OFFICE OF THE CORPORATION.** The principal office for the transaction of the activities and affairs of this corporation is Sunnyvale, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. **OTHER OFFICES OF THE CORPORATION.** The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

**ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. **GENERAL AND SPECIFIC PURPOSES.** The purpose of this corporation is to manage, operate, guide, direct and promote SPARK Charter School (“Charter School”), a California public charter school. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This corporation’s assets are irrevocably dedicated to public benefit purposes as set forth in the Charter School’s Charter. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation’s Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (“Board”).

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

- b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.
- c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than five (5) and no more than nine (9), unless changed by amendments to these bylaws. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). If the charter authorizer appoints a representative to serve on the Board of Directors, the Corporation may appoint an additional director to ensure an odd number of Board members. All directors, except for the Authorizer Representative, shall be designated by the existing Board of Directors.

In selecting Board members, Directors shall look for parent and community representatives with expertise in areas such as school administration or operations, teaching, business, accounting, law, nonprofit organizations, and fundraising.

The initial Board of Directors shall be as follows:

NAME
 Jane Lii
 Laura Stuchinsky
 Christine Hernandez
 Gigi Carunungan
 Alexandra Zdravkovic

Section 4. DIRECTORS' TERM. Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor director has been designated and qualified. Directors' terms of service shall be staggered to ensure continuity in governance. The staggering of Directors' terms shall be set by Board action. Terms for the initial Board of Directors shall be staggered as determined by the Board of Directors with five (3) seats serving a three (3) year term, two (2) seats serving a four (4) year term.

Section 5. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable

compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 6. NOMINATIONS BY COMMITTEE. The President of the Board of Directors will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) the increase of the authorized number of directors.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 11. REMOVAL OF DIRECTORS. Any director, except for the Authorizer Representative, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). The Authorizer Representative may be removed by the Board of Directors with the written consent of the designator of that representative. Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than

a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may also designate that a meeting be held at any place within the granting agency's boundaries designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 16. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the President of the Board of Directors, or the Vice President in the absence of the President. In the absence of the President and Vice President, any other presiding officer of the Board may call a special meeting. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the manner: Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or

wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

Section 20. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;³
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.⁴

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the

³ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

⁴ The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 23. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Fix compensation of the directors for serving on the Board of Directors or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- h. Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest.

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25. NON-LIABILITY OF DIRECTORS. No director shall be personally

liable for the debts, liabilities, or other obligations of this corporation.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a Vice-President, a Treasurer, and a Secretary. The corporation, at the Board's direction, may also have a Chairman of the Board, one or more Vice-Presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these bylaws.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint and authorize the Chairman of the Board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. PRESIDENT. The President shall preside at all Board of Directors' meetings. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 9. VICE-PRESIDENTS. If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the Board, or, if not ranked, a Vice-President designated by the Board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 10. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the directors present at Board of Directors and committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 12. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Treasurer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Treasurer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Treasurer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Treasurer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX CONTRACTS WITH DIRECTORS

Section 1. **CONTRACTS WITH DIRECTORS.** The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest unless all of the following apply:

- a. The director with a material financial interest in the proposed contract or transaction fully discloses his/her financial interest in such contract or transaction in good faith and said disclosure is noted in the Board of Directors meeting minutes.
- b. The director with a material financial interest in the proposed contract or transaction recuses himself/herself from any participation whatsoever in the proposed contract or transaction (i.e., the interested director who recuses himself/herself shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken).
- c. Such contract or transaction is authorized in good faith by a majority of the Board of Directors by a vote sufficient for that purpose.
- d. Before authorizing or approving the transaction, the Board of Directors considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances.
- e. The corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more directors or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the SPARK Charter School Conflict of Interest Policy have been fulfilled.

**ARTICLE XI
LOANS TO DIRECTORS AND OFFICERS**

Section 1. LOANS TO DIRECTORS AND OFFICERS. This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

**ARTICLE XII
INDEMNIFICATION**

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

**ARTICLE XIII
INSURANCE**

Section 1. INSURANCE. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

**ARTICLE XIV
MAINTENANCE OF CORPORATE RECORDS**

- Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:
- a. Adequate and correct books and records of account;
 - b. Written minutes of the proceedings of the Board and committees of the Board; and
 - c. Such reports and records as required by law.

**ARTICLE XV
INSPECTION RIGHTS**

Section 1. **DIRECTORS' RIGHT TO INSPECT.** Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

ARTICLE XVI REQUIRED REPORTS

Section 1. **ANNUAL REPORTS.** The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. **ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS.** As part of the annual report to all directors, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal

year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

- a. Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an “interested person” had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an “interested person” is either:
 - (1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
 - (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

ARTICLE XVII BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter that created SPARK Charter School or make any provisions of these Bylaws inconsistent with that Charter, the corporation’s Articles of Incorporation, or any laws.

ARTICLE XVIII FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of SPARK Charter School, Inc, a California nonprofit public benefit corporation; that these bylaws, consisting of 15 pages, are the bylaws of this corporation as adopted by the Board of Directors on August 9, 2013; and that these bylaws have not been amended or modified since that date.

Executed on August 9, 2013 at Sunnyvale, California.

(Signature is on original.)

Laura Stuchinsky, Secretary

ATTACHMENT 16: ARTICLES OF INCORPORATION

3582 | 33

ARTICLES OF INCORPORATION
OF
SPARK Charter School

FILED 4 JA
Secretary of State
State of California
JUN 19 2013
j c c

I.

The name of the Corporation shall be SPARK Charter School

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more public charter schools.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The name and address in the State of California of this Corporation's initial agent for service of process is:

Paul C. Minney
Young, Minney & Cox, LLP
701 University Avenue, Suite 150
Sacramento, CA 95825

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

VII.

The initial street address and initial mailing address of the Corporation is:

807 Lakmeaven Dr
Sunnyvale, CA 94089

Date: 06/16/2013 _____



Alexandra Zdravkovic, Incorporator



This copy of the following
transcript of _____ report
is a full, true and correct copy of the
original record in the custody of the
California Secretary of State's Office

JUN 28 2013

Date: _____

Debra Bowen
DEBRA BOWEN, Secretary of State

ATTACHMENT 17: CONFLICT OF INTEREST CODE

SPARK CHARTER SCHOOL CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., SPARK Charter School hereby adopts this Conflict of Interest Code (“Code”), which shall apply to all governing board members, candidates for member of the governing board, and all other designated employees of SPARK Charter School (“Charter School”), as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members and candidates for election and/or appointment to the governing board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be “designated employees.” The designated positions are listed in “Exhibit A” attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members and candidates for election and/or appointment to the governing board, shall file a Statement of Economic Interest (“Statement”) at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee’s position is assigned in “Exhibit A.”

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in “Exhibit B.”

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School’s filing officer shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School Principal, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Charter School bylaws.

EXHIBIT A

DESIGNATED POSITIONS

- I. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in “Exhibit B” (i.e., categories 1, 2, and 3).
 - A. Members of the Governing Board and their alternates (if applicable)
 - B. Candidates for Member of the Governing Board
 - C. Corporate Officers (e.g., President, Treasurer, Secretary, etc.)
 - D. Executive Director
 - E. Business Manager
 - F. Consultants⁵

- II. Persons occupying the following positions are designated employees and must disclose financial interests defined in Categories 2 and 3 of “Exhibit B.”
 - A. Contractor

⁵ The Charter School Director may determine, in writing, that a particular consultant, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s duties and, based upon that description, a statement of the extent of disclosure requirements. The Charter School Director’s determination is a public record and shall be retained for public inspection in the same manner and location of interest code.

EXHIBIT B

DISCLOSURE CATEGORIES

Category 1 Reporting:

- A. Interest in real property which is located in whole or in part either (1) within the boundaries of the District, or (2) within two miles of the boundaries of the District, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property.

(Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a 10% interest or greater.)

- B. Investments in or income from persons or business entities which are contractors or subcontractors which are or have been within the previous two-year period engaged in the performance of building construction or design within the District.

- C. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the jurisdiction.

(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

Category 2 Reporting:

Investments in or income from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is Manager or Executive Director. Investments include interests described in Category 1.

Category 3 Reporting:

Investments in or income from business entities which are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is Manager or Executive Director. Investments include the interests described in Category 1.

ATTACHMENT 18: BOARD MEMBER DEVELOPMENT PLAN

Recruiting Board members who can and will govern the school is vital. The initial selection of individuals to the Board of Directors will begin with a strong set of qualifications. Members need to have understanding, skills, experience, and a willingness to contribute.

Five general qualifications that are necessary are:

- Commitment to and ownership of the school's mission
- Propensity to think in terms of systems and context
- Ability and eagerness to deal with values, vision, and the long term
- Ability to participate assertively and positively in deliberation
- Willingness to delegate and to allow others to make decisions

Quality governance and experience is vital. Board members will need to bring experience in a variety of applications such as, but not limited to, strategic planning, financial oversight, fundraising, endowment building, business management, education, human resources, audits, and administration.

Initial and ongoing training will be available. Initial training will include activity and program participation such as, but not limited to:

- Review and discussion of governance, policies, and Board bylaws.
- Prospective members will need to understand the board's governance model, bylaws, policies, current conditions, and spending issues.
- Training through a nonprofit services company such as Compass Point (A Bay Area company specializing in leadership services and executive transition and training.)

Supplementing and building skills will include activity and program participation such as, but not limited to:

- Yearly participation in a class or executive training for nonprofit Board members
- Attending training held by the California Charter School Association
- Continuous reading and review on subjects of Board governance, public charter schools, and other relevant subjects
- Look for networking opportunities in the nonprofit and charter school areas

ATTACHMENT 19: SPARK CHARTER SCHOOL PARENT AGREEMENT- SAMPLE

NOTE: Family participation is a cornerstone of Spark’s educational model. Those volunteer hours are designed to meet a number of objectives. They enable teachers to more effectively offer small group instruction. It helps build a sense of community and a culture where all members are valued and every child receives the support and encouragement they need to thrive. And, research consistently shows that children do better in school, stay in school longer, and like school more if their parents are involved in their education. But we recognize that some families may be unable to volunteer during school hours, or to dedicate the number of hours sought. In such cases, we urge you to speak to our Executive Director. There are jobs you can do outside of school hours—preparing materials at home, providing language support for other families, supervising field trips, and helping with school-wide events. Your volunteer hours can also been done in part or whole by members of your extended family. If you want to be involved in Spark, we will find a way for you to do so.

As the parent(s)/guardian(s) of _____ (“Student”), I/we desire to have Student enrolled in the Spark Charter School (“Spark”). We recognize and agree that family participation is important for the education of our children. We further recognize and agree that such participation is an integral component of Spark’s educational philosophy and program and is necessary for the successful functioning of Spark’s educational program.

In signing this Agreement, we agree to support the Spark educational philosophy and program in the following ways:

1. To ensure that the developmentally-based small group learning environment of the Spark program can be effectively implemented, we agree that we will participate in a regularly scheduled shift of up to two (2) hours per week per child (with a maximum of 6 hours per family). In the event of family needs such as pregnancy, family emergency, or illness, an accommodation may be negotiated with the Executive Director.
2. To help take care of the many tasks that need to be done at our school and to allow the Spark teachers more time to focus on teaching our children, we will serve in at least one classroom or school-wide support position in addition to the regularly scheduled work shift.
3. To ensure that we will be effective partners as classroom aides and on yard duty we will attend the Positive Discipline class held at Spark at the beginning of the school year. This is a one-time only training for all new families.
4. To help ensure that the environment of our child’s school is conducive to learning, we will participate in at least one Work Day per year. This Work Day may be one of the regularly scheduled workdays, or a special projects identified by staff.
5. To ensure that we will be effective partners in our child’s education at Spark, we will attend two Spark community meetings per year; classroom meetings with our child’s teacher; and

participate in three (3) Parent Education Meetings during each school year. (The one-time Positive Discipline class counts toward this total.) (Spark also encourages its families to participate in Back to School Night and all parent conferences.)

6. To help maintain a safe and healthy school environment, we will submit TB verification prior to participating.
7. To ensure a safe school environment for the children attending Spark, we agree that prior to participation, each volunteer will submit to be fingerprinted and have a background check made by an agency authorized by the Spark Board. Results of such background checks will, at the discretion of the Director, be a basis for determining the scope and terms of participation. (If cost is an issue, speak to the Executive Director. A limited number of scholarships will be made available).
8. To provide a consistent learning environment, in the event that we are unable to work on our scheduled shift, we will arrange for a person on the approved Spark volunteer list (with TB verification, fingerprints, and background check on file) to substitute for us. We will notify the teacher of any substitution.
9. To support our children in learning by taking part in field trips, we will participate in a minimum of three (3) field trips per year per child as a driver or chaperone. We agree that if we normally work in the classroom on a day and time when a field trip is scheduled, we will be expected to drive or chaperone.
10. In order to respect the privacy of the students, parents, and staff, we agree to abide by the confidentiality policies of Spark.

The Executive Director of Spark has the authority and responsibility for the administration of this Agreement, including how and when we participate in the classroom or in other forms of participation. In the event of inappropriate conduct by any of us on campus or during a school-sponsored activity, the Executive Director has discretion to make an alternative plan for any volunteer's participation.

I/We understand that the Parent Agreement is signed on behalf of all individuals volunteering on behalf of this student and I/we will communicate its content and expectations to all such volunteers.

I/We also understand that the Parent Agreement will be renewed annually to reflect ongoing commitment to our participation.

I/We, the parent(s)/guardian(s) of _____, have read and understood the Spark Charter School Parent Agreement. We agree to comply with the terms of the Parent Agreement as set forth herein.

Signature of Parent/Guardian Date

Signature of Parent/Guardian Date

ATTACHMENT 20: LEADERSHIP TEAM

As part of Spark's governance structure, teachers will be expected to take a leadership role in ongoing school development. Some key elements of teacher leadership include:

- Designing and leading selected staff workshops,
- Developing academic program and curriculum to meet evolving understanding of target student needs,
- Analyzing and reviewing of pertinent student achievement data,
- Directing parent-led activities and collaborating with parents when appropriate,
- Engaging in community outreach, including family communication and school events and academic exhibitions,
- Participating on key school committees,

The role of the Leadership Team is to:

- Represent Staff interests
- Serve as an advisory body
- Give input to the school budget
- Help with employee relations – salary, benefits

To be eligible for the Leadership Team you must:

- Be nominated, or add your name to the ballot
- Be a representative from your grade level or the classified staff
- Be in good standing

Terms of Service for the Leadership Team shall be:

- Position begins in June and will remain until June of the following calendar year
- Expected to work over the summer
- Attend monthly meetings
- Help create the agenda
- Facilitator will rotate
- Represent staff at board meetings on a rotating basis
- Represent staff at PSC on a rotating basis
- Must check in with grade level monthly

Accountability as a Team Member requires:

- Attendance at Leadership Team meetings
- Facilitator of Leadership Team meetings
- Board meeting representation
- Advocacy for grade level and school

ATTACHMENT 21: EMPLOYEE DEVELOPMENT PLAN

Plan for the Development of Faculty and Staff

We believe that schools are only as strong and effective as their teaching faculty. One of our core goals at Spark Charter School is to establish a culture of continuous learning not only for our students and parents, but for our staff as well. Teachers will collaborate to create curriculum and assessments and will be guided by professional development plans created jointly with Curriculum Consultant and Executive Director. In order to achieve this goal, teachers must be granted autonomy, while being supported and coached by administrators whose primary focus is student achievement. A leadership team, which includes grade level representatives, will meet monthly with the Executive Director to plan grade level and staff meetings and address issues involving many aspects of school planning.

Shared decision-making and consensus building are valued and inherent parts of our culture. Spark Charter School will implement a ten-day Spark August Institute before each school year begins. During the Spark August Institute teachers will work together to refine curriculum, create assessments, and define focus areas for the school year based upon the past year's student achievement data and parent survey results.

In addition, teachers will have opportunities to attend workshops and conferences that are aligned with the school's goals and their professional development growth goals.

The school schedule and budget will support teacher learning by providing:

- A budget for each teacher to use on their own professional development during the school year;
- Weekly grade level and cross grade level meetings where staff will collaborate on curriculum, assessments, and teaching methods;
- Monthly staff meetings designed to discuss the latest research-based educational strategies and maintain a professional learning community among all Spark staff; and
- A professional resource library and membership in a variety of professional organizations.

How Does Professional Development Enhance our Mission?

Meeting the Needs of the Whole Child

Each teacher will be provided the time and resources to adapt and develop their instruction to meet the needs of their diverse student population.

Teachers as Learners

We expect our teachers to continue to be learners. Each teacher will:

- Attend professional grade level meetings to discuss curriculum and assessment;
- Attend monthly staff meetings to collaborate on teaching practice, student behavior expectations, and other site-related issues; and
- Attend professional development days and Spark August Institute.

Program Highlights

Professional Development Plan

The Executive Director and each teacher or staff member will meet each fall to develop mutually agreed upon goals which will be reviewed during the course of the year and used as part of their year-end evaluation. All staff will be responsible for attending professional growth opportunities throughout the year and ensuring that they continue to develop their skills and range of knowledge about teaching and child development.

Teacher Observations

The Executive Director, using both formal and informal observations, will observe all faculty on an ongoing basis. Informal observations can occur during any instructional time and will include a post-observation conference.

Formal observations will include a pre-observation conference as well as a post-observation conference. The pre-observation conference may be conducted in person or through written communication. Post-observation conferences will be in person and will occur within three (3) school days after the observation. During the school year, each teacher will have at least two (2) formal observations. Probationary teachers will receive four (4) formal observations per year. Results of formal and informal observations, consisting of the teacher's and the Director's observations and recommendations, will be put in writing and included in the teacher's personnel file.

ATTACHMENT 22: TEACHER EVALUATION

Spark Charter School Sample Teacher Evaluation

Name: Year: Assignment:

ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

Teachers build on students' prior knowledge, life experience, and interests to achieve learning goals for all students. Teachers use a variety of instructional strategies and resources that respond to students' diverse needs. Teachers facilitate challenging learning experiences for all students in environments that promote autonomy, interaction and choice. Teachers actively engage all students in problem solving and critical thinking within and across subject matter areas. Concepts and skills are taught in ways that encourage students to apply them in real-life contexts that make subject matter meaningful. Teachers assist all students to become self-directed learners who are able to demonstrate, articulate, and evaluate what they learn.

Meets the Standard: Needs Improvement:

CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENTS

Teachers create physical environments that engage all students in purposeful learning activities and encourage constructive interactions among students. Teachers maintain safe learning environments in which all students are treated fairly and respectfully as they assume responsibility for themselves and one another. Teachers encourage all students to participate in making decisions and in working independently and collaboratively. Expectations for student behavior are established early, clearly understood, and consistently maintained. Teachers make effective use of instructional time as they implement class procedures and routines.

Meets the Standard: Needs Improvement:

UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

Teachers exhibit strong working knowledge of subject matter and student development. Teachers organize curriculum to facilitate students' understanding of the central themes, concepts, and skills in the subject area. Teachers interrelate ideas and information within and across curricular areas to extend students' understanding. Teachers use their knowledge of student development, subject matter, instructional resources and teaching strategies to make subject matter accessible to all students.

Meets the Standard: Needs Improvement

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

Teachers plan instruction that draws on and values students' backgrounds, prior knowledge, and interests. Teachers establish challenging learning goals for all students based on student experience, language, development, and home and school expectations. Teachers sequence

curriculum and design long-term and short-range plans that incorporate subject matter knowledge, reflect grade-level curriculum expectations, and include a repertoire of instructional strategies. Teachers use instructional activities that promote learning goals and connect with student experiences and interests. Teachers modify and adjust instructional plans according to student engagement and achievement.

Meets the Standard: Needs Improvement:

ASSESSING STUDENT LEARNING

Teachers establish and clearly communicate learning goals for all students. Teachers collect information about student performance from a variety of sources. Teachers involve all students in assessing their own learning. Teachers use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote academic achievement and personal growth for all students. Teachers exchange information about student learning with students, families, and support personnel in ways that improve understanding and encourage further academic progress.

Meets the Standard: Needs Improvement:

DEVELOPING AS A PROFESSIONAL EDUCATOR

Teachers reflect on their teaching practice and actively engage in planning their professional development. Teachers establish professional learning goals, pursue opportunities to develop professional knowledge and skill, and participate in the extended professional community. Teachers learn about and work with local communities to improve their professional practice. Teachers communicate effectively with families and involve them in student learning and the school community. Teachers contribute to school activities, promote school goals and improve professional practice by working collegially with all school staff. Teachers balance professional responsibilities and maintain motivation and commitment to all students.

Meets the Standard: Needs Improvement:

OVERALL EVALUTATION

Meets the standard: Needs Improvement:

Comments:

Goals for Next Year:

Signatures: _____ Date:
 _____ Date:

ATTACHMENT 23: SPARK CHARTER SCHOOL MARKETING AND COMMUNITY OUTREACH PLAN

“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)

Objective

Spark Charter School is committed to maintaining a racially and economically diverse student population reflective of the Sunnyvale School District and Santa Clara County. Such diversity will afford our students a richer educational experience while promoting our core values of respect and community. A broad spectrum of backgrounds, cultures, and perspectives is essential to creating a school where creative thinking is valued and nurtured. It is our intention to establish a racial and ethnic balance amongst our students which is reflective of the student populations within Santa Clara County. Data obtained from the California Department of Education indicates the following student enrollment demographics for Santa Clara County:

African American not Hispanic	7,190 (2.7%)
American Indian or Alaska Native	1,060 (0.4%)
Asian	71,170 (26.7 %)
Filipino	12,330 (4.6)
Hispanic or Latino	101,625 (38.2%)
Pacific Islander	1,758 (0.7%)
White not Hispanic	61,603 (23.1%)
Two or More Races	5,331 (2.0%)
Total Enrollment	266,256

Spark will institute a recruitment program designed to educate and inform potential students and their families about its instructional program and to ensure that all Sunnyvale residents are given an equal opportunity to enroll their children at the school.

Upon authorization, Spark Charter School will implement an aggressive recruitment campaign to ensure we are fully enrolled prior to our proposed opening. We have budgeted for on-going outreach once the school is operational in order to maintain enrollment.

Marketing Plan

Goals

The Marketing Plan shall be designed to meet the following goals:

- Increase awareness throughout the surrounding school areas that Spark is a strong educational choice for families
- Market to diverse ethnic groups in surrounding areas
- Recognize why parents choose a school and market to those characteristics
- Be strategically proactive
- Continually look for marketing opportunities with media and strategic partners, as well as other organizations to increase exposure
- Advertise to build awareness and recruit those who may be interested in the program
- Seek, build, and maintain strategic partnerships
- Build a positive image
- Be consistent with branding, image, and messaging

Values

The Marketing Plan should adhere to the following values:

- Recognize and truly believe that our students and their parents are our *customers*; Customer service is at the core of how we run our school, and how the community perceives Spark Charter
- Welcome all families
- Motivate employees to be dedicated champions for our students; employees must live the concepts of excellence of service
- Take our school message “on the road” – reach out to everyone in the community
- Parents and “word of mouth” communication is important
- Professional and polite office staff
- Take stock of changes in Education Markets

Objectives

The main objective for Spark Charter marketing is to build and maintain a positive image for the school and its program. This will facilitate a general interest for families to seek information about Spark Charter, and in turn offer an education choice from which a family may choose.

- Increase number of inquiries concerning program
- Increase number of people attending Tours and Information Nights
- Fill all class levels and openings available
- Build waitlists
- Grow school and opportunities for the students and families

Strategies

- Maintain a professional marketing website
- Optimize search engine, directories, educational websites, etc. to enhance Spark’s exposure
- Create marketing materials such as flyers, postcards, newsletters, etc as needed to identified target markets
- Sponsor, produce, attend, or participate in community functions, fairs, and events
- Maintain contact with press, radio, and television for opportunities to optimize and/or leverage marketing opportunities
- Arrange open houses, tours, and exposure into school community
- Public Relations – press releases, promote press/article opportunities with local media
- Build business, government, and educational partnerships
- Promote “word of mouth” community recommendations

Community Outreach

Spark Charter School is committed to taking measures in order to attain a racial and ethnic balance of its students that is reflective of the general population residing within the Sunnyvale School District and Santa Clara County. Spark Charter seeks to serve all families in Sunnyvale who wish to attend. The local public school demographics include a strong Latino population, as well as a significant socio-economically disadvantaged population. Spark Charter hopes and anticipates that our student population will reflect similar racial and socioeconomic statistics.

Recruitment

The recruitment program will include, but will not necessarily be limited to:

- The development of promotional materials, such as brochures, flyers, advertisements and media press kits in English as well as Spanish
- Visits to preschools, community centers, religious organizations, Chambers of Commerce and community organizations throughout Sunnyvale to publicize the school
- Information booths and information distribution at community events, community centers, local businesses, libraries, social service agencies, faith-based organizations, farmer’s markets, grocery stores, and shopping centers to promote the school and to meet prospective students and their families
- Distribution of promotional material to local businesses, libraries, and Sunnyvale Family
- Resource Centers
- Cultivation of a media presence by inviting local television and print media to visit the school and learn about the instructional program
- Open house and school tour visits (once appropriate) on a regular, on-going basis to offer opportunities for prospective students and their families to learn more about the curriculum.

Targeted Communities

Our plan includes ongoing community outreach in English and Spanish that will provide an educational alternative for any interested families in Sunnyvale. We are committed to serving any child who wishes to attend Spark, and our recruitment efforts will include Latino, English Learner, and socio-economically disadvantaged populations.

Outreach Languages

In addition to providing promotional materials in both English and Spanish, Spark Charter will facilitate presentations and individual interactions with families in other languages as appropriate.

Documentation

Spark Charter School will keep on file documentation of the efforts made to achieve racial and ethnic balance and the results achieved, as well as an accurate accounting of the ethnic and racial balance of students enrolled in the school. School leadership will evaluate this data annually and revise the outreach plan as necessary.

ATTACHMENT 24: ENROLLMENT AND ADMISSION PROCEDURES

The Application for Enrollment document will be available from the Spark main office and downloadable from the website. Paper copies are available at each office site, and in selected foreign languages.

Each Application for Enrollment document will list Spark Charter School site. The Application for Enrollment and accompanying documentation are to be mailed or delivered to the Spark main office.

The main office will review and distribute qualified applications to the individual school site's administration to organize and hold individual school site lotteries.

A qualified application is one in which the Application for Enrollment, accompanying documentation, and qualifying meeting and tour, if required, have been completed.

The Application for Enrollment packets that are received during Spark's Open Enrollment Period will qualify for the public random drawing.

Public random drawings will be held at the Spark School site, and each drawing will be run according to the Public Random Drawing Policy set by the Spark Charter School Board.

ATTACHMENT 25: PUBLIC RANDOM DRAWING POLICY

Applicability

This policy applies to all qualified applicants, as defined in the application packet, to Spark Charter School (Spark) during the Open Enrollment Period.

Policy Statements

1. If the number of students applying for any grade exceeds the expected capacity for that grade, an admissions drawing shall be conducted for the Open Enrollment Period applicants for the oversubscribed grades by an independent outside party to determine school placement. The date and location of the public random drawing will be posted on the Spark website and in the school office.
2. The expected number of classes and class size for each grade will be specified by the Board and announced in advance.
3. Each family will be assigned a family number and each child in the family will be assigned a student number to create a child ID number. For example, the ID's for the children of Family 001 would be 001.1, 001.2, 001.3, and so on.
4. An "Applicant List" shall be prepared. Each applicant on the list will be assigned a Drawing ID in the following format:
Preference Group – Grade – Family# . Student# – Last name. First name
For example: A –K – 001.1 – Sanchez, Maria
B – 2 – 003.1 – Smith, David
C – 4 – 007.1 –Singh, Sanjay
D– 6 – 007.2 – Chu, David

Detailed explanation of each Drawing ID element:

Preference Group

Enrollment preferences shall be given in the following order:

Year 1:

- A. Founding Families
- B. Children of paid Spark staff
- C. Residents of District
- D. All other California residents

Year 2 and subsequent years:

- A. Founding Families
- B. Siblings of currently enrolled students
- C. Children of paid Spark staff

- D. Residents of District
- E. All other California residents

Grade

The grade this student is applying for. Options are: K, 1, 2, 3, 4, 5, in year one; K through 6 beginning in year two; K through 7 beginning in year three, K through 8 beginning in year four.

Family Number & Student Number

Family Number is a sequential number of the enrollment application, e.g. 001, 002, 003, etc. Student Number is a sequential number of the student on that enrollment application, e.g. 1, 2, 3, etc. For a family with three students applying the construct would therefore be:

001.1, 001.2, and 001.3

Family is defined as children and parent(s)/guardian(s) living at the same address.

Last Name & First Name

Student's last and first name, e.g. Smith.John.

5. The "Applicant List" will be certified by signatures of two Spark Charter School Board Members. The original will be kept in the office and 5 copies will be separately mailed via US Mail to Spark Charter School prior to the date of the public random drawing. The envelopes will remain sealed until such time as a dispute arises between a family included in the public random drawing and Spark Charter School, or the school year ends.
6. A single drawing ticket will be created for each family. The ticket will include the Abbreviated Drawing ID for all students from that family in the following format:
Preference Group – Grade – Family# . Student#
Definitions of the Abbreviated Drawing ID elements are equivalent to the definitions of the Drawing ID elements and are listed in bullet 4.
7. Families will be informed of their Drawing ID(s) prior to the admissions drawing by email via the email address provided on the enrollment application. Families that do not have email access will be notified by US Mail.
8. Prior to commencement of the admission drawing, two Spark Charter School Board Members shall verify that the Abbreviated Drawing ID(s) on the drawing tickets match the information on the certified "Applicant List", and that there is a 1 to 1 correlation.
9. The tickets shall be sorted by admissions preference category.

10. The Board shall choose an independent outside party to draw the tickets.
11. The admissions drawing will be structured by preference category in the order specified in bullet 4 under the Preference Group heading.
12. For each admissions preference category, tickets shall be drawn randomly to determine placement on the relevant grade list. A number showing the order in which the ticket was drawn shall be written on the ticket.
13. As each ticket is drawn, the Abbreviated Drawing ID(s) of all children on the ticket shall be announced and sequentially added to the relevant grade list.
14. After the admissions drawing is complete, Spark shall post the public random drawing results on the Spark website and in the Spark school office.
15. The public random drawing result list will be used to fill available grade level spaces. The remaining applicants on the public random drawing list will form the wait lists for each grade.
16. Families who receive offers of acceptance for available spaces in a given grade level will receive registration forms via U.S. Mail. If the completed registration forms are not returned to Spark by the date required in the offer letter, the admission slot will be forfeited and offered to the top wait-listed student in that grade.
17. It is the parent/guardian's responsibility to update their contact information with Spark. Spark shall not be responsible for failure to contact the parent/guardian of either accepted or wait-listed applicants due to expired contact information.
18. A student placed on a wait list will remain on the wait list until either:
 - The student is accepted into Spark Charter School, or
 - The parent/guardian requests in writing that the student be removed from the waitlist, or,
 - The school year ends at which time wait-listed students are transferred into an appropriate preference category pursuant to the charter.
19. In the event a situation arises that is not covered by this policy, no more than three Spark Charter School Board Members present at the public random drawing will determine the fairest method for resolution of the issue.

ATTACHMENT 26: PUPIL SUSPENSION AND EXPULSION PROCEDURES

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

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

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School’s policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

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.

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

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

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act (“IDEA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504, the IDEA, and all applicable federal and state laws including but not limited to the California Education Code, when

imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. The Charter School shall notify the District of the suspension of any student identified under the IDEA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504 and work with the District to ensure that all applicable laws related to discipline for students will be provided with the procedural protections as outlined below in this policy.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the School or at any other school or a School sponsored event at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force of violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage, or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
 - l) Knowingly received stolen school property or private property.
 - m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened, or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including but not limited to, bullying committed by means of an electronic act (defined as the transmission of a communication, including but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager) directed specifically toward a pupil or school personnel. "Bullying" means any severe or pervasive physical or verbal act or conduct, including

communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student (defined as a student, including but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 3. Causing a reasonable student to experience substantial interference with his or her academic performance.
 4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
3. Discretionary Expellable Offenses: Students may be expelled for any of the following acts when it is determined the pupil:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force of violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage, or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.

- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to

- create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threaten to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - u) Intentionally harassed, threatened, or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - v) Engaged in an act of bullying, including but not limited to, bullying committed by means of an electronic act (defined as the transmission of a communication, including but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager) directed specifically toward a pupil or school personnel. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 3. Causing a reasonable student to experience substantial interference with his or her academic performance.
 4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
 - x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
4. Non-Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had

obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

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

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

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to:

(i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

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

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, the Director or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended,

the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for 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 Executive Director or designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Executive Director or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

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

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

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

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the School's disciplinary rules 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.

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay 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 expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

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

I. Written Notice to Expel

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

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

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the District.

This notice shall include the following:

- a) The student's name
- b) The specific expellable offense committed by the student

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, the Charter School shall notify the Executive Director 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.

J. Disciplinary Records

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

K. No Right to Appeal

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

L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

M. Rehabilitation Plans

Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Superintendent/Executive Director and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether

the pupil poses a threat to others or will be disruptive to the school environment. The Superintendent/Executive Director shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission.

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

1. Notification of District

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District for the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability who is suspended for more than ten (10) school days during a school year.

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP 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:

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

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

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

- a) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

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

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter school, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

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

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

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

6. Interim Alternative Educational Setting

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

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

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

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

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent has requested an evaluation of the child.
- c) The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

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

The Charter School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ATTACHMENT 27: SPARK CHARTER SCHOOL BUDGET NARRATIVE AND MULTI-YEAR FINANCIAL PROJECTIONS

Budget Narrative

SPARK Charter School (SPARK) plans to use facilities provided by the Sunnyvale School District as provided under Prop 39. SPARK will open its doors in Year 2014/15 to 252 students for the grades K-5, slowly ramping up to full capacity of 492 students in Year 2017/18. In addition to the normal operating expenses, such as employee compensation, facility costs, insurance, school supplies, etc., SPARK has included one-time startup costs for books, IT equipment, and furniture.

The attached budget and cash flow projection are based on conservative estimates of the actual costs to implement SPARK Charter School as described in the SPARK charter. Ed Tech, an advisory company for charter startups with many years of experience, assisted SPARK in developing the assumptions and estimates based on the Sunnyvale School District's and State of California's accounting information, statistics, and educational requirements.

In addition to conservative estimates, assumptions, and cash flow timing found in this petition's budget, the financing of SPARK does not include the PCSGP Grant monies ranging up to \$575,000. SPARK is in the process of applying for this grant. It also only formally includes approximately \$45,000 per year in parent donations. Experience has shown, other charters have raised some factors of this amount annually. As the Sunnyvale School District once considered in 2012, SPARK could raise, if needed, the student class size to finance some shortfalls. SPARK considers this budget to be the "Base Case" scenario to implement its goals and objectives.

Demographics

SPARK is projected to open with 252 K-5 students. Each year thereafter, the school will add 48 Kindergarteners and in year 2, backfill grades 4-8 to 60 students each grade. The budget anticipates filling any attrition between years with students from the waitlist.

The attendance rate is assumed to start out at 95%, which is low average for a charter elementary school.

Revenues

Per state statute and the advice of state finance officials, the school will adopt the year 2 "Base Rate" of Sunnyvale School District which was estimated by growing the 13-14 base rate provided by the district by 3%. Thereafter, the LCFF is projected to grow in line with currently projected LCFF growth rates to its "Target Rate"(\$8,289) over eight years consistent with the demographics of the school and any cap imposed by Sunnyvale's demographics.

SPARK is currently applying for a Public Charter School Grant Program (PCSGP) grant. SPARK is not including that revenue in the petition budget, but anticipates using those funds to accelerate the purchase of supplemental curricular materials, technology, and professional development.

SPARK intends to be a “school of the district” for Special Education purposes, at least initially, so is assuming no Special Education revenues.

SPARK is conservatively estimating revenues connected with the food service program, including NSLP reimbursements for eligible students and direct sales to non-NSLP eligible students. Should the school find that fewer students request a lunch, the revenues and expenses will be adjusted accordingly.

Given its projected free or reduced lunch population, the school is planning to apply for Title I funding after completing its LEA Plan in late summer 2014. The school assumes the sequester is still in place and has adjusted its estimates downward for the funding rates accordingly.

The school has included a conservative estimate for grants and donations which represents about 1% of total revenues in each of the five planning years.

Expenses

Expenses have been conservatively estimated by the founding team and EdTec based on current market conditions in Sunnyvale, EdTec experience working with a number of charter schools in Santa Clara County, and the founding team’s discussions with school leaders in the South Bay. Expense assumptions have been increased 3% per year for inflation, in addition to being increased for enrollment and staffing growth. Below is a summary of the major expense categories and the underlying assumptions.

Staffing and benefits: SPARK staffing reflected in the table below:

Position	Avg. Salary per FTE (2014-15)	FTE Yr 1	FTE Yr 2	FTE Yr 3
Lead Teacher	\$55,000	10	14	16
ELD & Foreign Lang	\$55,000	0	.7	1
Art/Music	\$55,000	0	.8	1
PE	\$55,000	.35	.7	1
Executive Director	\$95,000	1	1	1
Curriculum Director	\$80,000	0	0	.5
Business manager	\$45,000	1	1	1
Attendance Clerk/Secretary	\$22,400	1	1	2
Custodian	\$26,400	1	1	1

The school has benchmarked its teacher salaries against salary schedules in Sunnyvale, as well as extensive research into the compensation of charter schools in the South Bay. Our average lead teacher salary would equate to a 3-5 years of experience in Sunnyvale (depending on number of post college credits).

Other salaries are competitive with Bay Area charter schools based on research by the developers.

SPARK assumes a 5% absence rate among its faculty, and has budgeted substitutes accordingly.

SPARK intends to outsource its business services, so it will not expand its business office staff in the first few years.

SPARK will offer a cafeteria health plan with a fixed contribution amount per employee per year (\$6500), which will grow by 10% per year, in line with health cost increases. Certificated staff will participate in STRS; non-certificated staff will be part of the social security system.

Books and Supplies: Although SPARK does not have a textbook heavy curriculum, the school has budgeted to purchase a full complement of appropriate textbooks for the students and assumes \$300 per new student. The school is budgeting \$165 per student for consumable instructional materials, as well as \$55 per student for art supplies and manipulatives.

Classroom furniture has been budgeted at \$75 per new student, to augment the furniture that would come with a Prop 39 facility. Computer equipment, which is used with some assessment packages, will be purchased for all staff. Each classroom will have a computer for presentations and research, and a computer cart will be purchased in year 2 and 3 to provide more access to technology for the students.

The school will outsource its food service program. The school has budgeted to contract with Revolution Foods or a similar provider to deliver lunch daily to the campus.

Services and Operating: To the extent possible, all Services and Operating expenses were estimated based on actual quotes for SPARK or for similarly situated schools. Accounting services, insurance, student information systems, assessment systems, and business services estimates come directly from actual quotes for services.

Other expenses were estimated based on the experience of the developers, including copier service plan (copiers were donated), legal, fingerprinting, marketing, postage, and recruiting. The school is budgeting to pay its share of the Special Education costs paid for out of the district's general fund (\$1107 per ADA), which was estimated by growing the 12-13 encroachment by 3% over two years.

In the start up year beginning in March and ending in June, the school will have a consulting contract with the chosen school and instructional leaders to support their work in starting the school before the July payroll begins. The consultant will perform all the professional development for teachers in the first year. In the out years, the school has budgeted \$1500 per teacher for professional development.

The school intends to apply for a Prop 39 facility from the district and has budgeted at the high end of the "pro-rata share" for schools in California (\$4 per square foot per year). This pro-rata share is higher than the amount charged in San Francisco, Oakland, and East San Jose. The school assumes 80 sq ft per student.

The school has included the required 1% oversight payment to its charter authorizer.

SPARK is planning to use a Student Information System and a Student Assessment System and has budgeted based on a quotes for similarly sized schools.

Capital Outlay: The school does not intend to do any renovations.

Cash Flow: The cash forecast assumes that the currently proposed deferrals for February - June are still in place in 2014-15. This is a *very conservative* assumption given that the Governor in his May revise has already signaled an interest in rolling back some of the multiple deferrals.

The Special Advance apportionment for growing schools with advancing grade levels has been included following historical disbursement patterns.

Once the charter is approved, the school will apply for a \$250K CDE Revolving Loan to help fund the initial purchase of equipment and manage the cash flow. EdTec, the school's support organization, has had a long and successful track record in helping schools receive this loan. This loan is included in the beginning cash on the cash flow statement (along with the \$12K surplus from the start up budget). The school will seek a revolving line of credit from its bank as well to manage cash flow. For the petition budget planning, the school is budgeting to sell receivables (similar to TRANS but much more expensive) in order to manage cash flow, which is the most expensive financing option, but also readily available. The annualized discount/origination fees are projected at 22%.

Contingencies and Reserves: Given its size, the school is maintaining a 4% budget reserve in addition to a \$15,000 contingency in the event of closure (beginning in year 2).

Budget and Cashflow Projection

SPARK Charter School

Petition Financials: P+L

<i>Overview of Rev / Expenses</i>	<i>2013/14 Startup Budget</i>	<i>2014/15 Current Forecast</i>	<i>2014/15 Notes</i>	<i>2015/16 Preliminary Budget</i>	<i>2016/17 Preliminary Budget</i>	<i>2017/18 Preliminary Budget</i>	<i>2018/19 Preliminary Budget</i>
Revenue							
General Block Grant	-	1,693,842		2,631,873	3,125,423	3,638,156	3,716,723
Federal Revenue	-	109,853		145,114	183,132	212,166	224,786
Other State Revenues	-	47,300		69,029	80,573	92,232	92,699
Local Revenues	-	-		-	-	-	-
Fundraising and Grants	30,000	15,000		45,000	45,000	45,000	45,000
Total Revenue	30,000	1,865,996		2,891,016	3,434,129	3,987,553	4,079,208
Expenses							
Compensation and Benefits	-	970,639		1,410,817	1,767,077	1,988,837	2,064,628
Books and Supplies	1,500	261,480		286,398	301,816	340,904	320,267
Services and Other Operating Expenditures	16,500	587,992		950,513	1,001,518	1,150,109	1,170,241
Capital Outlay	-	-		-	-	-	-
Total Expenses	18,000	1,820,111		2,647,729	3,070,411	3,479,850	3,555,137
Operating Income (excluding Depreciation)	12,000	45,885		243,287	363,717	507,703	524,071
Operating Income (including Depreciation)	12,000	45,885		243,287	363,717	507,703	524,071
Fund Balance							
Beginning Balance (Unaudited)		12,000		57,885	301,172	664,889	1,172,592
Audit Adjustment		-		-	-	-	-
Beginning Balance (Audited)		12,000		57,885	301,172	664,889	1,172,592
Operating Income (including Depreciation)	12,000	45,885		243,287	363,717	507,703	524,071
Ending Fund Balance (including Depreciation)	12,000	57,885		301,172	664,889	1,172,592	1,696,663
Ending Fund Balance as a % of Expenses	67%	3%		11%	22%	34%	48%
Reserve for Economic Uncertainties							
		54,603		120,909	137,816	154,194	157,205
Fund Balance after Reserves		3,281		180,263	527,073	1,018,398	1,539,458

Source: Peter Laub, Ed Tech

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9/6/2013

Petition Financials: P+L

<i>Enrollment</i>	<i>2013/14 Startup Budget</i>	<i>2014/15 Current Forecast</i>	<i>2014/15 Notes</i>	<i>2015/16 Preliminary Budget</i>	<i>2016/17 Preliminary Budget</i>	<i>2017/18 Preliminary Budget</i>	<i>2018/19 Preliminary Budget</i>
Enrollment Breakdown							
K		48		48	48	48	48
1		48		48	48	48	48
2		48		48	48	48	48
3		48		48	48	48	48
4		30		60	60	60	60
5	-	30		60	60	60	60
6	-	-		60	60	60	60
7	-	-			60	60	60
8	-	-			-	60	60
Enrollment Summary							
K-3	-	192		192	192	192	192
4-6	-	60		180	180	180	180
7-8	-	-			60	120	120
Total Enrolled	-	252		372	432	492	492
ADA %							
K-3	0%	95%		95%	95%	95%	95%
4-6	0%	95%		95%	95%	95%	95%
7-8	0%	95%		95%	95%	95%	95%
Average	0%	95%		95%	95%	95%	95%
ADA							
K-3	0.0	182.4		182.4	182.4	182.4	182.4
4-6	0.0	57.0		171.0	171.0	171.0	171.0
7-8	0.0	0.0		0.0	57.0	114.0	114.0
Total ADA	0.0	239.4		353.4	410.4	467.4	467.4
Demographic Information							
Prior Year							
ADA (P-2)	-	-		239	353	410	467
Enrollment (CBEDS)	-	252		252	372	432	492
# ED Students (P-1)	-	51		51	75	87	99
# Free Lunch (Con App)	-	85		85	125	145	165
# Reduced Lunch (Con App)	-	36		36	53	62	71
# ELL (CALPADS)	-	91		91	134	156	178
Current Year							
Enrollment (CBEDS)	-	252		372	432	492	492
# ED Students (P-1)	-	51		75	87	99	99
# Free Lunch (Con App)	-	85		125	145	165	165
# Reduced Lunch (Con App)	-	36		53	62	71	71
# ELL (CALPADS)	-	91		134	156	178	178
New Students	-	252		120	60	60	-

Petition Financials: P+L

<i>Revenue</i>	<i>2013/14 Startup Budget</i>	<i>2014/15 Current Forecast</i>	<i>2014/15 Notes</i>	<i>2015/16 Preliminary Budget</i>	<i>2016/17 Preliminary Budget</i>	<i>2017/18 Preliminary Budget</i>	<i>2018/19 Preliminary Budget</i>
General Purpose Block Grant (K - 3)	-	1,285,984	\$7050 per ADA per Estimate of LCFF Base rate, using the Sunnyvale base rate as a starting point (per Nella Kovner)	1,358,386	1,389,077	1,419,768	1,450,429
General Purpose Block Grant (4 - 6)	-	407,858	\$7155 per ADA per Estimate of LCFF Base rate, using the Sunnyvale base rate as a starting point (per Nella Kovner)	1,273,487	1,302,260	1,331,033	1,359,777
General Purpose Block Grant (7 - 8)	-	-	\$7092 per ADA per Estimate of LCFF Base rate, using the Sunnyvale base rate as a starting point (per Nella Kovner).	-	434,087	887,355	906,518
SUBTOTAL - General Purpose Block Grant	-	1,693,842	Rates provided by Estimate of LCFF Base rate, using the Sunnyvale base rate as a starting point (per Nella Kovner).	2,631,873	3,125,423	3,638,156	3,716,723
General Purpose Entitlement							
8012 Education Protection Account	-	284,423	Greater of: \$200 per ADA or 17.92% of Block Grant	471,632	560,076	651,958	666,037
8015 Charter Schools General Purpose Entitlement -	-	-	Backfills General Purpose Block Grant	79,669	149,199	234,474	298,962
8019 State Aid - Prior Years	-	-		-	-	-	-
8096 Charter Schools in Lieu of Prop. Taxes	-	1,409,420	In accordance with Local Property Tax of \$5887.3 per ADA	2,080,572	2,416,148	2,751,724	2,751,724
SUBTOTAL - General Purpose Entitlement	-	1,693,842	-	2,631,873	3,125,423	3,638,156	3,716,723
8100 Federal Revenue							
8181 Special Education - Entitlement	-	-	\$0 per PY ADA, after Admin and Set-aside fees	-	-	-	-
8220 Child Nutrition Programs	-	71,442	Estimated reimbursement at 90% of total Food Service Cost.	105,462	122,472	139,482	139,482
8290 No Child Left Behind	-	-		-	-	-	-
8291 Title I	-	27,588	\$228 per Title I eligible student	28,435	43,432	51,957	60,888
8292 Title II	-	2,178	\$18 per Title I eligible student	2,299	3,560	4,347	5,192
8293 Title III	-	8,645	\$95 per Title III eligible student	8,918	13,668	16,380	19,224
SUBTOTAL - Federal Income	-	109,853	-	145,114	183,132	212,166	224,786
8300 Other State Revenues							
8381 Special Education - Entitlement (State)	-	-	\$0 per ADA, after accounting for Admin and Set-aside fees	-	-	-	-
8520 Child Nutrition - State	-	3,969	Estimated reimbursement at 5% of total Food Service Cost.	5,859	6,804	7,749	7,749
8550 Mandated Cost Reimbursements	-	5,746	\$24 per ADA	8,835	10,670	12,620	13,087
8560 State Lottery Revenue	-	37,586	\$157 per ADA per CDE School Fiscal Division, 7/5/13	54,335	63,099	71,863	71,863
8590 All Other State Revenue	-	-		-	-	-	-
SUBTOTAL - Other State Income	-	47,300	-	69,029	80,573	92,232	92,699

Source: Peter Laub, Ed Tech

3

9/6/2013

Petition Financials: P+L

<i>Revenue</i>	<i>2013/14 Startup Budget</i>	<i>2014/15 Current Forecast</i>	<i>2014/15 Notes</i>	<i>2015/16 Preliminary Budget</i>	<i>2016/17 Preliminary Budget</i>	<i>2017/18 Preliminary Budget</i>	<i>2018/19 Preliminary Budget</i>
8600 Other Local Revenue	-	-		-	-	-	-
8699 All Other Local Revenue	-	-		-	-	-	-
<i>SUBTOTAL - Local Revenues</i>	-	-		-	-	-	-
8800 Donations/Fundraising	30,000	15,000		45,000	45,000	45,000	45,000
8801 Donations - Parents							
<i>SUBTOTAL - Fundraising and Grants</i>	30,000	15,000		45,000	45,000	45,000	45,000
<i>TOTAL REVENUE</i>	30,000	1,865,996		2,891,016	3,434,129	3,987,553	4,079,208

Petition Financials: P+L

<i>Expenses</i>	<i>2013/14 Startup Budget</i>	<i>2014/15 Current Forecast</i>	<i>2014/15 Notes</i>	<i>2015/16 Preliminary Budget</i>	<i>2016/17 Preliminary Budget</i>	<i>2017/18 Preliminary Budget</i>	<i>2018/19 Preliminary Budget</i>
Compensation & Benefits							
1000 Certificated Salaries							
1100 Teachers Salaries	-	550,000	10 FTE	793,100	933,592	1,081,800	1,114,254
1103 Teacher - Substitute Pay	-	19,600	1 FTE	25,956	29,705	33,656	34,666
1300 Certificated Supervisor & Administrator Salaries	-	95,000	1 FTE; .5FTE Curriculum Director in year 3	97,850	143,222	147,518	151,944
1940 Other Cert-Elective	-	19,425	0.35 FTE	125,763	176,640	181,939	187,397
SUBTOTAL - Certificated Employees	-	684,025	-	1,042,669	1,283,159	1,444,913	1,488,260
2000 Classified Salaries							
2300 Classified Supervisor & Administrator Salaries	-	45,000	1 FTE	46,350	47,741	49,173	50,648
2400 Classified Clerical & Office Salaries	-	22,400	2 FTE	23,072	46,170	47,555	48,982
2930 Other Classified - Maintenance/grounds	-	26,400	1 FTE	27,192	28,008	28,848	29,713
2935 Other Classified - Substitute	-	-		-	-	-	-
SUBTOTAL - Classified Employees	-	93,800	-	96,614	121,919	125,576	129,343
3000 Employee Benefits							
3100 STRS	-	56,432	8.25% of certificated payroll	86,020	105,861	119,205	122,781
3200 PERS	-	-		-	-	-	-
3300 OASDI-Medicare-Alternative	-	17,206		22,671	28,122	30,761	31,678
3400 Health & Welfare Benefits	-	97,500	\$6500 per eligible employee per year. Growing at 10% pe	135,850	196,625	233,591	256,950
3500 Unemployment Insurance	-	8,064	3.60% per first ~\$7K of pay per person	7,056	6,804	7,308	7,308
3600 Workers Comp Insurance	-	13,612	1.75% of payroll, per insurance quote for similarly sized s	19,937	24,589	27,484	28,308
SUBTOTAL - Employee Benefits	-	192,814	-	271,534	362,000	418,348	447,025

Petition Financials: P+L

<i>Expenses</i>	<i>2013/14 Startup Budget</i>	<i>2014/15 Current Forecast</i>	<i>2014/15 Notes</i>	<i>2015/16 Preliminary Budget</i>	<i>2016/17 Preliminary Budget</i>	<i>2017/18 Preliminary Budget</i>	<i>2018/19 Preliminary Budget</i>
4000 Books & Supplies							
4100 Approved Textbooks & Core Curricula Materials	-	75,600	\$300 per New Student	36,720	18,727	19,102	-
4200 Books & Other Reference Materials	-	-		-	-	-	-
4300 Materials & Supplies	-	41,580	\$165 per Student	62,608	74,160	86,149	87,872
4315 Custodial Supplies	-	3,000		3,060	3,121	3,184	3,247
4320 Educational Software	-	-		-	-	-	-
4325 Instructional Materials & Supplies	-	-		-	-	-	-
4326 Art & Music Supplies	-	1,260	\$5 per Student	1,897	2,247	2,611	2,663
4330 Office Supplies	1,500	5,700	\$600 per Monthly Rate	7,344	7,491	7,641	7,794
4335 PE Supplies	-	1,260	\$5 per Student	1,897	2,247	2,611	2,663
4352 Manipulatives & Kits	-	12,600	\$50 per Student	18,972	22,473	26,106	26,628
4410 Classroom Furniture, Equipment & Supplies	-	18,900	\$75 per New Student	9,180	4,682	4,775	-
4420 Computers (individual items less than \$5k)	-	12,000	\$1200 per Teacher	17,136	19,976	22,922	23,381
4430 Non Classroom Related Furniture, Equipment &	-	7,200		7,344	7,491	7,641	7,794
4700 Food	-	-		-	-	-	-
4710 Student Food Services	-	79,380	Assumes that 95% of total Food Service Cost is reimbursed	117,180	136,080	154,980	154,980
4720 Other Food	-	3,000		3,060	3,121	3,184	3,247
SUBTOTAL - Books and Supplies	1,500	261,480		286,398	301,816	340,904	320,267

Petition Financials: P+L

Expenses	2013/14 Startup Budget	2014/15 Current Forecast	2014/15 Notes	2015/16 Preliminary Budget	2016/17 Preliminary Budget	2017/18 Preliminary Budget	2018/19 Preliminary Budget
5000 Services & Other Operating Expenses							
5200 Travel & Conferences	-	7,500	\$750 per Teacher	10,710	12,485	14,326	14,613
5305 Dues & Membership - Professional	-	1,512	\$6 per Student	2,277	2,697	3,133	3,195
5450 Insurance - Other	-	15,120	\$60 per Student based on rate for similar sized school using the CharterSafe JPA	22,766	26,967	31,327	31,953
5515 Janitorial, Gardening Services & Supplies	-	-	Custodian included in salaries	-	-	-	-
5535 Utilities - All Utilities	-	60,480	\$5040 per Monthly Rate, assuming \$.25/sqft per month in line with industry standards	89,280	103,680	118,080	118,080
5605 Equipment Leases	-	4,800	\$400 per Monthly Rate copier lease	4,896	4,994	5,094	5,196
5610 Rent	-	80,640	Prop 39: assumes upper end of Prop 39 fees psf per year (\$4) and 80 sqft per student	119,040	138,240	157,440	157,440
5803 Accounting Fees	-	8,200	Consistent with multiple quotes for single site charter schools in Bay Area from approved accounting firms	8,364	8,531	8,702	8,876
5809 Banking Fees	-	120	\$10 per Monthly Rate	122	125	127	130
5812 Business Services	-	88,779	5.0% of eligible revenues	136,735	114,095	132,836	136,044
5815 Consultants - Instructional	10,000	7,000	Curriculum consultant	17,340	17,687	18,041	18,401
5824 District Oversight Fees	-	16,938	1.0% of General & Categorical Block Grants	26,319	31,254	36,382	37,167
5836 Fingerprinting	-	654	\$40 per FTE	906	1,103	1,210	1,234
5843 Interest - Loans Less than 1 Year	-	-	Fees and discount on receivable sales	52,805	-	-	2,031
5845 Legal Fees	3,000	3,000		6,120	6,242	6,367	6,495
5851 Marketing and Student Recruiting	3,500	1,500		5,100	5,202	5,306	5,412
5863 Professional Development	-	-		21,000	24,480	28,091	28,653
5872 Special Education Encroachment	-	265,058	12-13 Enroachment per Nella Kovner grown by 3% over two years	399,102	472,743	549,170	560,153
5875 Staff Recruiting	-	750		765	780	796	812
5877 Student Activities	-	-		-	-	-	-
5878 Student Assessment	-	1,764	\$7 per Student	2,656	3,146	3,655	3,728
5880 Student Health Services	-	3,780	\$15 per Student for health screenings and staff training	5,692	6,742	7,832	7,988
5881 Student Information System	-	9,536	year implementation	6,830	8,090	9,398	9,586
5900 Communications	-	1,800	\$150 per Monthly Rate	1,836	1,873	1,910	1,948
5905 Communications - Cell Phones	-	-		-	-	-	-
5910 Communications - Internet / Website Fees	-	1,800	\$150 per Monthly Rate	1,836	1,873	1,910	1,948
5915 Postage and Delivery	-	1,260	\$5 per Student	1,897	2,247	2,611	2,663
5920 Communications - Telephone & Fax	-	6,000	\$500 per Monthly Rate	6,120	6,242	6,367	6,495
SUBTOTAL - Services & Other Operating Exp	16,500	587,992	-	950,513	1,001,518	1,150,109	1,170,241
6000 Capital Outlay							
6100 Sites & Improvement of Sites	-	-		-	-	-	-
6200 Buildings & Improvement of Buildings	-	-		-	-	-	-
SUBTOTAL - Capital Outlay	-	-	-	-	-	-	-
TOTAL EXPENSES	18,000	1,820,111	-	2,647,729	3,070,411	3,479,850	3,555,137

Petition Financials: Cash Flow

		2014 / 15												Forecast	AP/AR
		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun		
		Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected		
Beginning Cash		262,000	218,281	143,873	121,777	184,243	176,006	74,484	148,377	138,622	130,565	205,282	193,528		
Revenue															
8012	Education Protection Account	-	-	-	71,106	-	-	71,106	-	-	71,106	-	-	284,423	71,106
8015	Charter Schools General Purpose Entitlement - State A	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8019	State Aid - Prior Years	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096	Charter Schools in Lieu of Prop. Taxes	-	84,565	169,130	112,754	112,754	112,754	112,754	112,754	197,319	98,659	98,659	98,659	1,409,420	98,659
Placeholder	Local Control Funding Formula	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	General Block Grant	-	84,565	169,130	183,859	112,754	112,754	183,859	112,754	197,319	169,765	98,659	98,659	1,693,842	169,765
	Federal Income	-	-	7,144	7,144	7,144	7,144	22,509	7,144	7,144	22,509	7,144	7,144	109,853	7,682
	Other State Income	-	-	971	971	971	971	971	971	971	971	971	971	47,300	37,586
	Local Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Fundraising and Grants	-	-	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	15,000	-
	Total Revenue	-	84,565	178,746	193,475	122,369	122,369	208,839	122,369	206,934	194,745	108,275	108,275	1,865,996	215,033
Expenses															
	Compensation & Benefits	32,600	86,070	88,489	86,070	85,667	85,667	88,892	86,070	86,070	84,390	84,390	76,265	970,639	-
	Books & Supplies	475	56,646	56,646	16,413	16,413	16,413	16,413	16,413	16,413	16,413	16,413	16,413	261,480	-
	Services & Other Operating Expenses	10,645	16,257	45,290	18,111	18,111	111,395	19,225	19,225	112,509	19,225	19,225	112,509	587,992	66,265
	Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total Expenses	43,719	158,973	190,425	120,593	120,190	213,474	124,530	121,708	214,992	120,028	120,028	205,187	1,820,111	66,265
Operating Cash Inflow (Outflow)		(43,719)	(74,408)	(11,679)	72,882	2,180	(91,105)	84,309	662	(8,057)	74,717	(11,753)	(96,912)	45,885	148,768
	Revenues - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Summerholdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Loans Payable (Long Term)	-	-	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	-	-	-	-	-	-
	Capital Leases Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Other Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Capital Expenditure & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Other Balance Sheet Changes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash		218,281	143,873	121,777	184,243	176,006	74,484	148,377	138,622	130,565	205,282	193,528	96,616		

Petition Financials: Cash Flow

		2015 / 16												Forecast	AP/AR
		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun		
		Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projecte d	Projecte d		
Beginning Cash		96,616	141,707	48,556	12,809	24,001	320,034	120,872	137,480	83,175	4,565	116,280	191,201		
Revenue															
8012	Education Protection Account	-	-	-	71,106	-	-	71,106	-	-	164,710	-	-	471,632	164,710
8015	Charter Schools General Purpose Entitlement - State A	-	-	-	-	-	-	-	-	15,934	15,934	11,862	-	79,669	35,940
8019	State Aid - Prior Years	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096	Charter Schools in Lieu of Prop. Taxes	-	84,565	169,130	112,754	112,754	112,754	112,754	112,754	421,036	210,518	210,518	210,518	2,080,572	210,518
Placeholder	Local Control Funding Formula	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	General Block Grant	-	84,565	169,130	183,859	112,754	112,754	183,859	112,754	436,970	391,162	222,380	210,518	2,631,873	411,168
	Federal Income	-	-	10,546	10,546	10,546	10,546	26,407	10,546	10,546	26,407	10,546	10,546	145,114	7,930
	Other State Income	-	-	1,469	1,469	1,469	1,469	1,469	15,053	1,469	1,469	1,469	15,053	1,469	69,029
	Local Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Fundraising and Grants	-	-	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	45,000	-
	Total Revenue	-	84,565	185,646	200,375	129,269	129,269	216,236	142,853	453,486	423,538	252,479	227,034	2,891,016	446,266
Expenses															
	Compensation & Benefits	40,866	125,823	127,940	125,823	125,471	125,471	128,293	125,823	125,823	123,601	123,601	112,281	1,410,817	-
	Books & Supplies	612	45,464	45,464	21,651	21,651	21,651	21,651	21,651	21,651	21,651	21,651	21,651	286,398	-
	Services & Other Operating Expenses	16,932	25,221	169,340	31,292	31,292	178,575	39,267	39,267	179,590	34,803	32,306	172,629	950,513	-
	Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total Expenses	58,410	196,509	342,744	178,766	178,413	325,697	189,211	186,741	327,064	180,055	177,559	306,561	2,647,729	-
Operating Cash Inflow (Outflow)		(58,410)	(111,943)	(157,098)	21,609	(49,144)	(196,427)	27,025	(43,888)	126,422	243,483	74,921	(79,527)	243,287	446,266
	Revenues - Prior Year Accruals	169,765	18,793	-	-	18,793	7,682	-	-	-	-	-	-	-	-
	Expenses - Prior Year Accruals	(66,265)	-	-	-	-	-	-	-	-	-	-	-	-	-
	Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Summerholdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Loans Payable (Current)	-	-	131,768	-	336,800	-	-	-	(205,032)	(131,768)	-	-	-	-
	Loans Payable (Long Term)	-	-	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	-	-	-	-	-	-
	Capital Leases Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Other Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Capital Expenditure & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Other Balance Sheet Changes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash		141,707	48,556	12,809	24,001	320,034	120,872	137,480	83,175	4,565	116,280	191,201	111,674		

Receivable sale of 3rd qtr EPA

Sale of March Prop tax

Repayment of March Prop tax receivable sale; sale of 1th qtr EPA.

Repayment of 3rd qtr EPA

Petition Financials: Cash Flow

		2016 / 17												Forecast	AP/AR
		Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected		
Beginning Cash		111,674	294,991	235,745	102,553	191,174	175,812	83,882	97,057	82,573	148,089	366,316	408,538		
Revenue															
8012	Education Protection Account	-	-	-	117,908	-	-	117,908	-	-	162,130	-	-	560,076	162,130
8015	Charter Schools General Purpose Entitlement - State A	-	3,983	3,983	7,170	7,170	7,170	7,170	7,170	21,076	21,076	15,690	-	149,199	47,539
8019	State Aid - Prior Years	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096	Charter Schools in Lieu of Prop. Taxes	-	124,834	249,669	166,446	166,446	166,446	166,446	166,446	403,139	201,569	201,569	201,569	2,416,148	201,569
Placeholder	Local Control Funding Formula	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	General Block Grant	-	128,818	253,652	291,524	173,616	173,616	291,524	173,616	424,215	384,776	217,259	201,569	3,125,423	411,238
	Federal Income	-	-	12,247	12,247	12,247	12,247	36,511	12,247	12,247	36,511	12,247	12,247	183,132	12,132
	Other State Income	-	-	1,747	1,747	1,747	1,747	1,747	17,522	1,747	1,747	17,522	1,747	80,573	31,550
	Local Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Fundraising and Grants	-	-	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	45,000	-
	Total Revenue	-	128,818	272,147	310,018	192,111	192,111	334,282	207,885	442,710	427,534	251,529	220,064	3,434,129	454,920
Expenses															
	Compensation & Benefits	58,317	157,213	159,254	157,213	156,873	156,873	159,594	157,213	157,213	154,567	154,567	138,182	1,767,077	-
	Books & Supplies	624	40,791	40,791	24,401	24,401	24,401	24,401	24,401	24,401	24,401	24,401	24,401	301,816	-
	Services & Other Operating Expenses	15,578	25,208	194,877	29,366	29,366	194,607	32,369	30,339	195,580	30,339	30,339	195,580	1,001,518	(2,031)
	Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total Expenses	74,519	223,212	394,922	210,980	210,640	375,881	216,365	211,953	377,194	209,307	209,307	358,163	3,070,411	(2,031)
Operating Cash Inflow (Outflow)		(74,519)	(94,394)	(122,775)	99,038	(18,529)	(183,770)	117,918	(4,067)	65,516	218,227	42,222	(138,099)	363,717	456,950
	Revenues - Prior Year Accruals	389,604	35,148	-	-	13,584	7,930	-	-	-	-	-	-	-	-
	Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SummerholdbackforTeachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Loans Payable (Current)	(131,768)	-	-	-	-	94,326	(94,326)	(10,417)	-	-	-	-	-	-
	Loans Payable (Long Term)	-	-	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	-	-	-	-	-
	Capital Leases Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Other Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Capital Expenditure & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Other Balance Sheet Changes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash		294,991	235,745	102,553	191,174	175,812	83,881	97,057	82,573	148,089	366,316	408,538	270,439		

Receivable sale of 2nd EPA payment

Repayment of 2nd EPA payment

ATTACHMENT 28: LETTERS OF SUPPORT

Jim Davis
Council Member
City of Sunnyvale
424 Southwood Ave.
Sunnyvale, Ca. 94086

September 1, 2013

To Whom It May Concern:

I write to express my support for the Spark Charter School. I believe the school will provide a much needed public school alternative for Sunnyvale families with elementary- and middle school-aged children.

Too many children in the Sunnyvale School District are not thriving academically. As a former truancy officer, I saw, first-hand, the heartbreaking outcome when children do not do well in school. I've seen too many children, with potential that did not get the help they needed and, as they grew older and fell further behind, eventually gave up on themselves and school. Some turned to crime and violence and wound up in jail. When that happens, those young people certainly lose. But, so does our entire society.

I applaud Spark Charter's effort to provide an alternative public school option for these and other children in our district. The charter's approach to education, which includes hands-on projects, social-emotional learning, and small-group instruction, may re-ignite a love of learning among children who have begun to give up on themselves. That in itself would be a good reason to grant this charter.

I am pleased to offer my support to the parents and community members working to bring Spark Charter to the Sunnyvale community and urge you to approve the charter petition.

Sincerely,

Jim Davis

Jim Davis
Council Member
City of Sunnyvale

September 7, 2013

To Whom It May Concern,

I write to express my support for the SPARK Charter School. It is my belief the school will provide a valuable public school alternative for Sunnyvale families with elementary and middle school-aged children.

As a former Sunnyvale City Councilmember and Mayor, I care deeply about the educational quality and opportunities for the children in our community.

SPARK Charter's educational approach seeks to engage the curiosity of its students, encourage critical thinking, foster deeper learning, and facilitate collaboration. I feel the school's emphasis on project and inquiry-based learning as well as its use of social-emotional learning would greatly benefit the students. There is a large and growing body of research which indicates schools that employ these approaches significantly improve student learning and retention, including for low-performing students.

I commend SPARK Charter's effort to provide an alternative public school option to the children in our community. I am pleased to offer my support to the parents and community members working to bring SPARK Charter to the Sunnyvale community, and I respectfully urge you to approve the SPARK Charter petition.

Sincerely,

Jack Walker

Former Mayor, City of Sunnyvale

September 9, 2013

To Whom It May Concern:

I am writing this letter in support of the Spark Charter School.

Our City today faces a critical need for school services as evidenced by performance of all north Sunnyvale public school facilities.

In the Sunnyvale Elementary School District (SESD) 60% of students score at or above proficient in English Language Arts at 3rd grade, and 8th grade. Only 45% African-American students score at that level, where county-wide the fraction is 57%. For Hispanic students the fraction is 31% at 3rd grade, and only 38% by 8th grade.

In SEDS, 33% of students score at or above proficient in algebra at 8th grade, compared to 48% county-wide. Only 10% of Hispanic students score at this level, compared to 23% county-wide. Interestingly, at 3rd grade, 77% of students score at or above proficient in math, and 57% of Hispanic students, figures only slightly below the county-wide averages.

Results are so persuasive that in a city where half of all voters are college graduates, and one quarter have graduate degrees, the majority of public school enrollees are on free or reduced-price lunch, in contrast to the demographic of Silicon Valley. Families who can afford to, have abandoned the public school system in large numbers.

In Santa Clara County 75% of Hispanic students score at or above proficient in math on the California High School Exit Examination (CAHSEE). At Fremont High School (FHS) that percentage is 48%. For African-American students at FHS that percentage is 61%, versus 80% county-wide. A-G completion at FHS is only 28% for Hispanic students and 32% for African-American students, and while the latter statistics are sadly commensurate with county-wide averages, they pale compared to the achievements of charter schools in the Bay Area. Suffering most from this are children of minority and low-income families whose parents have no other choice but to send them to a school system that has no persuasive vision of how change will come, and that has no adequate operating and capital plan to support a serious plan for change.

We need leadership that appreciates that parental engagement is the first priority, and attempts by all means to support engagement, and most especially grass roots efforts on behalf of the kids. Our school system must provide adequate facilities and if that means asking the community for support for capital projects, then the "ask" should be ambitious, far-sighted, and bold. The schools must convey to the voters the magnitude of the need and the scope of their ambitions and inspire the community to step up to support the corresponding financial plan. A leadership that says "we can't do that" is ready for retirement.

In this context, I am very glad to hear that parents in the community are taking it on themselves to step up and to lead change, to be the change we need. It is my understanding that Spark Charter School will draw applicants from every demographic, without admission testing, and that the school will encourage every family that attends to participate in some manner, and will make accommodations so they can. This is what the community needs. It has my full support. This effort

has the potential not only to help the students served directly, but to transform the community conversation on schooling in the Heart of Silicon Valley. I urge support of this effort.

Sincerely yours,

David H. Whittum

Member, Sunnyvale City Council

September 8, 2013

To Whom It May Concern,

I write to express my support for the SPARK Charter School. It is my belief the school will provide a valuable public school alternative for Sunnyvale families with elementary and middle school-aged children.

As a parent of a school-aged child within the Sunnyvale Elementary School District, and as a former Sunnyvale City Councilmember and Mayor, I care deeply about the educational quality and opportunities for the children in our community.

SPARK Charter's educational approach seeks to engage the curiosity of its students, encourage critical thinking, foster deeper learning, and facilitate collaboration. I feel the school's emphasis on project and inquiry-based learning as well as its use of social-emotional learning would greatly benefit the students. There is a large and growing body of research which indicates schools that employ these approaches significantly improve student learning and retention, including for low-performing students.

I commend SPARK Charter's effort to provide an alternative public school option for the children in our community. I am pleased to offer my support to the parents and community members working to bring SPARK Charter to the Sunnyvale community, and I respectfully urge you to approve the SPARK Charter petition.

Sincerely,

Jim Roberts

Former Mayor, City of Sunnyvale



Sunnyvale Parent Preschool

1515 Partridge Ave.

Sunnyvale, CA 94087

(408)736-8043

To Whom It May Concern:

I am the director of Sunnyvale Parent Preschool, a play-based, parent-participation nursery school that has served Sunnyvale area families for more than 60 years. We support young children and their parents in their social and emotional growth and development, and believe that this approach enables the children from our program to be exceptionally well prepared for the future challenges they may face throughout their lives.

I offer my support for Spark Charter School, which I believe will offer Sunnyvale families a supportive, nurturing community that will help their children succeed in their education and careers.

I'm especially excited about a few elements of Spark Charter School's focus. First, Spark Charter School will integrate social-emotional development into its teaching. As an educator, I routinely hear that the biggest challenges children have as they adjust to elementary school have to do with their decision-making, impulse control, and social interactions. I was pleased to learn that Spark Charter School will continue to focus on these areas through its "self-science" curriculum and other forms of instruction, as these are very important life-long skills, which are applicable to all aspects of our lives, professional, as well as, personal.

Second, I'm deeply committed to play-based learning, especially for young children. The inquiry-based learning at Spark Charter School extends the benefits of play-based, emergent instruction by allowing children to engage deeply and personally in their learning and to explore the practical application of what they are learning into meaningful activities which will not only benefit them directly, but will have a benefit to the surrounding community, through projects which incorporate learning in context with the local environment.

I am pleased to offer my support to parents and community members working to bring this school to the Sunnyvale community. I urge you to approve the charter petition.

Sincerely,

Jane Hayes
Preschool Director/Teacher

September 6, 2013

To Whom It May Concern,

I write to express my support for the SPARK Charter School. It is my belief the school will provide a valuable public school alternative for Sunnyvale families with elementary and middle school-aged children.

As a business owner in Sunnyvale, I care deeply about the educational quality and opportunities for the children in our community, as this impacts my customers' and my employees' families.

SPARK Charter's educational approach seeks to engage the curiosity of its students, encourage critical thinking, foster deeper learning, and facilitate collaboration. I feel the school's emphasis on project and inquiry-based learning as well as its use of social-emotional learning would greatly benefit the students. There is a large and growing body of research which indicates schools that employ these approaches significantly improve student learning and retention, including for low-performing students.

I commend SPARK Charter's effort to provide an alternative public school option for the children in our community. I am pleased to offer my support to the parents and community members working to bring SPARK Charter to the Sunnyvale community, and I respectfully urge you to approve the SPARK Charter petition.

Sincerely,

Joe Antuzzi
Owner, Il Postale

Sunnyvale School District
Board of Education

Review and Action Agenda Request

TO: Members, Board of Education
FROM: Benjamin H. Picard, Ed.D., Superintendent
CONTACT: Benjamin H. Picard, Ed.D., Superintendent
DATE: November 21, 2013
RE: Resolution #14-05 Conditional Approval of Spark Charter School Petition

I. Support Information

The Governing Board (“Board”) of the Sunnyvale School District (“District”) received the Spark Charter School (“Petitioners” or “Spark”) Charter Petition (“Petition”) at its regular meeting held on October 1, 2013. The Petition was submitted by Petitioners on behalf of Spark Charter School, a California nonprofit public benefit corporation bearing the same name as the school itself.

Petitioners seek to establish a K-8 charter school offering an educational program described as founded upon inquiry-based, project-based, and social-emotional learning, with an emphasis on parent participation. Lead Petitioners are two parents, Alexandra Zdravkovic and Laura Stuchinsky, whose experience in education comes from their involvement in the District’s Fairwood Explorer Program at Fairwood Elementary School. Established in 2010, Fairwood Explorer is a K-5 magnet program that offers an educational program focused on project-based, hands-on learning, incorporating voluntary parent participation. By submitting the Petition, Petitioners seek to replicate the K-5 Fairwood Explorer model in a K-8 charter school program. (Charter at p.18.)

Within 30 days of receiving a petition, the Board must “hold a public hearing on the provisions of the charter, at which time the governing board of the school district shall consider the level of support for the petition by teachers employed by the district, other employees of the district, and parents.” (Ed. Code, § 47605(b).) A public hearing was held on October 17, 2013. The Board must “either grant or deny the charter within 60 days of receipt of the petition.” (Ed. Code, § 47605, subd. (b).) Accordingly, the Board will act on the Petition during its November 21, 2013 meeting.

The Charter Schools Act of 1992 (“Act”) permits school districts to grant charter petitions, authorizing the operation of charter schools within their geographic boundaries. (Ed. Code, § 47600, et seq.) In enacting the Act, the California Legislature intended for teachers, parents, and community members to establish charter schools in order to, among other things, increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving, encourage the use of different and

innovative teaching methods and programs, and provide new professional opportunities for teachers as well as expanded choice in the types of educational opportunities for parents and students. (Ed. Code, § 47601.)

Charter schools are established through submission of a petition by proponents of the charter school to the governing board of a public educational agency, usually a school district, and approval of the petition by the school district. The governing board must grant a charter “if it is satisfied that granting the charter is consistent with sound educational practice.” (Ed. Code, § 47605, subd. (b).) Nevertheless, a governing board may deny a petition for the establishment of a charter school if it finds that the particular petition fails to meet enumerated statutory criteria and it adopts written findings in support of its decision to deny the charter. (*Ibid.*) Once authorized, charter schools “are part of the public school system,” but “operate independently from the existing school district structure.” (Ed. Code, §§ 47615(a)(1) and 47601.)

If the Board grants the Petition, Spark will become a separate legal entity. Under Education Code section 47605, subdivision (j)(1), if the Board denies the Petition, then Petitioners may appeal that denial to the Santa Clara County Board of Education (“SCBOE”). If SCBOE grants the charter, it becomes the supervisory agency over the charter school. If the County denies the petition, then Petitioners may appeal to the State Board of Education (“SBE”). (Ed. Code, §47605(j)(1).)

REVIEW OF THE PETITION

Education Code section 47605, subdivision (b), sets forth the following guidelines for governing boards to consider in reviewing charter petitions:

- The chartering authority shall be guided by the intent of the Legislature that charter schools are, and should become an integral part of the California educational system and that establishment of charter schools should be encouraged.
- A school district governing board shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice.
- The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:
 - (1) *The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.*
 - (2) *The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.*
 - (3) *The petition does not contain the number of signatures required by statute.*
 - (4) *The petition does not contain an affirmation of each of the conditions required by statute.*

- (5) *The petition does not contain reasonably comprehensive descriptions of the required elements of a charter petition.*

District staff, with the assistance of legal counsel, conducted a thorough review of the Petition guided by the legislative intent set forth in Education Code section 47601, the statutory requirements of section 47605, and by the regulations promulgated for SBE's evaluation of its own charter petition submissions (Cal. Code Regs., tit. 5, section 11967.5.1; "Regulations"). Although these Regulations are not binding on a school district's review of charter petitions, they are helpful guidance. Where relevant, the content of the Education Code and Regulations is stated or paraphrased with respect to each area in which staff has identified deficiencies.

BOARD OPTIONS

The options before the Board are as follows:

- **Approve the Petition:** The Board may grant the Petition as submitted. If granted, Petitioners will establish and operate Spark pursuant to the terms of the approved charter, related documents, and applicable law.
- **Deny the Petition:** The Board may deny the Petition. If the Board takes action to deny the Petition, the Board must make written factual findings setting forth specific facts to support its denial. The Board may adopt this Staff Report as the written factual findings to support a decision to deny the Petition.
- **Approve the Petition Subject to Conditions:** If the Board acts to grant the Petition subject to conditions, the Board should adopt a Resolution for Conditional Approval ("Resolution"), which will identify the deficiencies contained in the Petition, establish terms and conditions aimed at rectifying those deficiencies, and require Spark to meet those conditions by a specified date(s). The Resolution will require Spark to meet the conditions stated therein to the District's satisfaction, otherwise, the Board's conditional approval of the Petition shall be rescinded and the Petition shall be deemed denied as of the date of the passage of the Resolution. A copy of the proposed Resolution has been prepared and attached to this Staff Report.

STAFF RECOMMENDATION

Based upon its comprehensive review and analysis of the Petition, staff recommends that the Board **approve the Petition subject to conditions**, including the condition that Spark executes the District's Memorandum of Understanding ("MOU"). This Staff Report contains staff's analysis of the Petition, and the written findings supporting staff's recommendation.

The following reasons justify denial of the Petition prior to the commencement of the school's operations:

- **The Petitioners are demonstrably unlikely to successfully implement the program presented in the Petition; and**
- **The Petition fails to provide a reasonably comprehensive description of all required elements of a charter petition.**

More specific findings with regard to each basis for denial are described in numbered paragraphs below. However, staff believes that Petitioners are capable of correcting the deficiencies cited herein and on that basis make the recommendation to approve the Petition subject to conditions as set forth in the proposed Resolution.

FINDINGS IN SUPPORT OF DENIAL

Staff's review and analysis of the Petition resulted in the following findings:

A. The Petition Reflects That Petitioners Are Demonstrably Unlikely To Successfully Implement The Program Pursuant To Education Code Section 47605(b)(2)

The Education Code requires Petitioners to show they are demonstrably likely to successfully implement the program set forth in the Petition. (Ed. Code, § 47605, subd. (b)(2).) In determining whether Petitioners are demonstrably unlikely to succeed, the Regulations require consideration of, among other things, petitioners past history of involvement in charter schools or other education agencies (public or private) and whether or not that venture was successful.

The Regulations also require consideration of whether a petition has presented a realistic financial and operational plan, including the areas of administrative services, financial administration, insurance and facilities. (Regulations, § 11967.5.1, subds. (c)(1) and (c)(3).) In the area of administrative services, the charter or supporting documents must adequately describe: the structure for providing administrative services, accounting and payroll that reflects an understanding of school business practices and expertise to carry out the necessary administrative services, or a reasonable plan and time line to develop and assemble such practices and expertise. (Regulations, § 11967.5.1, subds. (c)(3)(A)(1).) For any contract services, the Regulations require a description of the criteria for the selection of a contractor or contractors that demonstrate necessary expertise and the procedure for selection of the contractor or contractors. (Regulations, § 11967.5.1, subds. (c)(3)(A)(2).)

Under section 11967.5.1(c)(3)(B), an unrealistic financial and operational plan for the proposed charter exists when the charter or supporting documents do not adequately include: a) At a minimum, the first year operational budget, start-up costs, and cash flow, and financial projections for the first three years; b) include in the operational budget reasonable estimates of all anticipated revenues and expenditures necessary to operate the school including, but not limited to, special education, based, when possible, on historical data from schools or school districts of similar type, size, and location; c) include budget notes that clearly describe assumptions on revenue estimates, including, but not limited to, the basis for average daily attendance estimates and staffing levels; and d) present a budget that in its totality appears viable and over a period of no less than two years of operations provides for the amassing of a reserve equivalent to that required by law for a school district of similar size to the proposed charter school. Education Code section 47605, subdivision (g), and Regulations, section 11967.5.1(c)(3)(B) also require Petitioners "to provide financial statements that include a proposed first year operational budget, including start-up costs, and cash flow, and financial projections for the first three years of operation."

Under section 11967.5.1, subdivision (c)(3)(C), the Regulations require, in the area of insurance, for the charter and supporting documents to adequately provide for the acquisition of and budgeting for general liability, workers compensation, and other necessary insurance of the type and in the amounts required for an enterprise of similar purpose and circumstance.

Finally, under section 11967.5.1, subdivision (c)(3)(D), the Regulations require, in the area of facilities, for the charter and supporting documents to adequately: describe the types and potential location of facilities needed to operate the size and scope of educational program proposed in the charter; in the event a specific facility has not been secured, provide evidence of the type and projected cost of the facilities that may be available in the location of the proposed charter school; and reflect reasonable costs for the acquisition or leasing of facilities to house the charter school, taking into account the facilities the charter school may be allocated under the provisions of Education Code section 47614.

Based on the following enumerated findings, staff concludes Petitioners are demonstrably unlikely to successfully implement the program set forth in the Petition.

1. Impermissible Parent Volunteer Requirement

The Petition imposes significant parent volunteering and participation requirements (p.97-98; Exh.19), which constitutes an impermissible form of tuition, contravenes the requirement that public education be provided free of charge, and violates state law. Specifically, the Petition requires parents to sign a Parent Agreement which requires the parent to perform the following: participate in a regularly scheduled shift of up to two (2) hours per week per child; serve in at least one classroom or school-wide support position in addition to the regularly scheduled work shift; attend the Positive Discipline class at the beginning of the school year; participate in at least one (1) Work Day per year; attend two (2) Spark community meeting per year; participate in three (3) Parent Education Meetings during each school year; submit to and pay for fingerprint/background checks prior to participation; and participate in a minimum of three (3) field trips per year per child as a driver or chaperone. In addition, parent participation in orientation events is a condition of enrollment in the school.

Although the Petition includes a memorandum, dated February 9, 2006, from the California Department of Education, Charter Schools Division,¹ opining that charter schools may require a parent to sign an agreement to perform certain hours of work as a condition for student admission, the California Legislature has since enacted Education Code section 49011, which prohibits all public schools, including charter schools, from providing privileges relating to educational activities in exchange for services from a pupil's parents or guardians, removing privileges relating to educational activities, or otherwise discriminating against a pupil if the pupil's parents or guardians do not provide services to the school. (Ed. Code, § 49011, subd. (b); CDE Fiscal Management Advisory 12-02, April 24, 2013.) On this basis, required parent participation for enrollment or to participate in the educational program offered by Petitioners is prohibited.

The Petition's proposed educational program relies heavily upon services provided by parents. For example, the Petition requires parents to assist in the classroom by providing small group instructional support in order to allow the teachers to provide differentiated instruction. Thus, the Petition must account for training for the parents to act in this role and describe any credentialing or certification requirements. The Petition must account for the fact that parent participation cannot be required or for the possibility that not all parents/families have the time and resources to volunteer their services, which renders the educational plan unrealistic.

¹ The Opinion cited is not posted or made publicly available by California Department of Education and is inconsistent with the information posted on the CDE website. (See, eg., <http://www.cde.ca.gov/sp/cs/re/qandasec4mar04.asp#q9>.)

Many parents of lower socio-economic status are unable to provide the level of participation desired by the Petitioners and, although the Petition indicates that Spark will “find a way” for each parent to participate, the parent volunteer requirement effectively acts as a barrier to entry for those students whose parents cannot afford to volunteer their time. Because Spark’s educational program relies heavily upon parental involvement and Petitioners have not demonstrated how they will attract and retain an adequate number of parents without requiring them to sign an impermissible parent agreement, the parent participation requirement calls into question Spark’s ability to successfully implement key elements of its educational program and may have a discriminatory impact by serving as a barrier to meeting the racial and ethnic balance Spark is required to achieve. (Ed. Code, § 47605, subd. (b)(5)(G).)

2. Unsupported ADA Figures

The Petition expects to enroll 252 students for grades K-5 during its first year of operation, adding one grade level each year until it reaches its target enrollment of 492 students for grades K-8 during its fourth year in operation (p.15-16). Accordingly, Petitioners must demonstrate whether their educational program will be able to attract the number of students that they desire, particularly in light of the existing District Fairwood Explorer Program that Petitioners seek to replicate.

Having established and operated Fairwood Explorer, the District is knowledgeable about the resources and community interest required to successfully implement the type of program offered by the Petition. Fairwood Explorer Program’s past and current enrollment figures call into question the Petition’s overly optimistic ADA projections and estimates of student interest and attendance, especially since the proposed educational program seeks to replicate in most respects the one already operating at Fairwood Elementary School. In light of the fact that after four (4) years of operation, Fairwood Explorer has a total enrollment of approximately 220 students, the District is concerned. The District’s experience with the same program indicates that the demand for this kind of program is limited. Without further documentation to support ADA estimates, Petitioners may not attract enough students to adequately support their program. Petitioners must be prepared to revise their projections and budget while maintaining the program promised in the Charter.

Notably, Petitioners submitted an application for allocation of District facilities for the 2014-2015 school year pursuant to Education Code section 47614. Petitioners’ budget is founded on a projected enrollment of 252 (including both in-district and out-of-district students) but the application for facilities is supported by approximately 156 Intent to Enroll forms. Should enrollment not reach 252, the budget will be significantly impacted. Because of the school’s small size, loss of only a few ADA will significantly impact the school’s budget.

3. Unsupported Educational Program

The Petition promises an educational program that may not be supported by its own staffing estimates and the proposed budget. For example, the Petition proposes that the Charter School will offer Spanish, Mandarin, and Hindi classes. However, the proposed budget accounts for 0 language FTE positions during the first year of operation, only 0.7 FTE during the second year, and 1 FTE during the third year. Similarly, despite the school’s promise to support English Learner (“EL”) instruction, the proposed budget accounts for 0 English Learner Development (“ELD”) FTE positions during the first year of operation, only 0.7 FTE during the second year, and 1 FTE during the third year. Although the Petition contemplates its curriculum to be

developed with a Curriculum Consultant, the proposed budget does not appear to provide for a Curriculum Consultant during the Charter School's first two (2) years of operation. Similarly, the Petition states that the Charter School plans to employ a Special Education Manager by its third year of operation, but pending budgetary availability only. Accordingly, the Petition and budget demonstrate numerous deficiencies reflecting the unlikelihood that the Petitioners will implement their program successfully as set forth in their Petition.

As described more fully in section B, the curriculum for the educational program requires further description. The Petition indicates that the Charter School's curriculum will be developed over the first several years of operation utilizing the services of the Curriculum Consultant. The District is concerned with the lack of curriculum and, without a Curriculum Consultant budgeted in year one or two, the ability of the Charter School to offer a fully developed curriculum. The oversight agency must be able to determine compliance with the Charter and must be able to measure academic growth.

4. Questionable Financial and Operational Plan: Revenue

a. **General Purpose Entitlement Funding:** State apportionment revenue based on student attendance represents a material portion of total revenues. Petitioners have identified within their budget model, by grade level, the General Purpose Entitlement rates, upon which revenue is calculated. The budget indicates that the "base rate" used to calculate the General Purpose Entitlement was provided by District staff. However, the information provided to the Charter School was not the base rate under the new Local Control Funding Formula ("LCFF") funding model, but rather was informational material regarding the base rate for another charter school that operates nearby, not within the District's boundaries. The budget does not appear to indicate that the Petitioners consulted the County Office of Education or the State regarding the applicable base rate within Sunnyvale School District. Based on the District's understanding of the current base rates within similar Santa Clara County communities, the rates projected in the budget are very high. These artificially high base rates carry over to other revenue sources, including the projected revenues for the Education Protection Account, resulting in inflated operating budget revenues. Moreover, Petitioners must also provide a basis to determine the budgeted 3% increase in the year two base rate is the appropriate measure for projecting the base rate in 2014-2015. In addition, the per-pupil revenue is based upon a projection of 252 students in year one, 372 in year two and 432 in year three. Thus, the Petition or the budget notes do not provide information as to how Spark will nearly double its projected enrollment within two years of opening a new charter school. The District's experience with the same program indicates that the demand for this kind of program is limited. As noted, the District's Fairwood Explorer Program has a total enrollment of approximately 220 students after four (4) years of operation.

b. **Local Control Funding Formula:** School districts and charter schools must now evaluate operational budgets under the new LCFF guidelines. Therefore, the Petition, the budget and the accompanying narrative must address how Petitioners intend to comply with the LCFF mandates. For example, Spark will be required to prepare and adopt a Local Control Accountability Plan ("LCAP"). The purpose of the LCAP is in part to evaluate and hold school districts and charter schools accountable for their expenditures, particularly where those schools/districts are allocated additional monies to serve specific student populations (i.e., free and reduced lunch students and/or English language learners). Given that these student populations comprise a significant percentage of the District's demographic and the Petitioners' projected enrollment, it will be critical for Spark to prepare a comprehensive LCAP. This is a requirement to be acknowledged and addressed in the Petition.

c. Other Revenue Sources: There are a number of questions raised and/or deficiencies in the revenue section of the budget, including the following:

- *Donations:* Petitioners indicate that they will only budget \$45,000 per year in donations. However, as a new charter school, there is no record of fundraising success by the school. As such, it is not feasible to rely on these funds, particularly in the first year of operation, and without back-up documentation and/or information verifying the donations that are built into the budget.
- *Child Nutrition:* In the Federal Revenue section, the Petitioners indicate that they will receive approximately 90% reimbursement for total Food Services Costs. Therefore, the notes and assumptions must address the Petitioners' entitlement to such reimbursement. Given the significant additional income attributed to this projected reimbursement (\$71,000 in year one and up to \$140,000 in year four), the Charter School must provide back-up documentation and/or information illustrating entitlement to this revenue source. The Petition must also address the plan for provision of meals in compliance with the laws governing free and reduced lunch programs.
- *State Lottery Income:* The budget includes State Lottery Income as a revenue source. Accordingly, the budget must identify when these funds will actually be realized and be available for use by Petitioners.
- *Start-up Grant:* Petitioners indicate that the Charter School will seek a start-up grant, but notes that this grant was not included in the budget. According to Petitioners, the grant will be used for supplemental curricular materials, technology and professional development. Given that Petitioners only budgeted a modest sum for books and materials, it seems that they will need to rely on some portion of a start-up grant to acquire necessary materials, supplies, and technology to implement their program. This is particularly true given the requirements for computer-based learning and testing to meet the Common Core State Standards.
- *Revolving Loan/Lines of Credit:* Petitioners indicate that they intend to apply for and have included in their start-up cash flow a \$250,000 State Revolving Loan. The budget also states that they will apply for a bank line of credit. These revenues are intended to off-set low cash flow. However, Petitioners' budget does not appear to include a line item that reflects debt service on the State Revolving Loan or any line of credit. This omission results in an artificially high cash flow and reserve.
- *Reserves:* In light of the small school size, the impact of deviations in ADA or other assumptions are significant. This requires significant reserve to weather the impacts with 3%-5% being inadequate.

5. Questionable Financial and Operational Plan: Expenditures

a. Salaries and Employee Benefits: The budget indicates an average salary of \$55,000 for certificated teacher salaries. While the Petitioners contend that this is a competitive salary for teachers, this "average salary" is significantly below teacher salaries offered by the District and neighboring school districts. The Petition also calls on teachers to expend additional hours taking on tasks beyond classroom instruction. It is questionable whether the salary offered will attract the teachers with the qualifications identified in the Petition while also requiring additional hours and duties. The budget also acknowledges that teachers will be required to engage in significant training as part of implementing the proposed curriculum, while only a few days are allocated to teacher development.

In addition, the budget allots only 1.00 FTE for substitute teacher salaries. Given the significant teacher development responsibilities proposed in the Petition and an estimated 5% absence rate, this amount appears to be understated.

The salaries for all non-certificated staff appear to be very low in light of the salaries paid to similar District employees. The budget must provide further documentation illustrating Petitioners' research results that indicate these are competitive salaries.

Employee Benefits is a category that should be described in complete detail. All benefits should be clearly identified as to which employees receive what benefits, what the health care plan cost is per employee, what range of health plans and costs employees are to choose from, and what those benefits are as a percentage of salaries, etc. Benefits are a constantly escalating cost area in California. Only general descriptions are in the Petition, assumptions or cash flow. The dollar amount budgeted for benefits is also very low, compounding the issues caused by the insufficient description. Based on the information provided in the Petition, the estimate of health and welfare costs is undeterminable.

Based on Regulations, section 11967.5.1(c)(3)(B), the budget notes and assumptions require further description of the assumptions for the anticipated costs of employee salaries and benefits.

b. Books and Supplies: Expenditures for textbooks and materials are budgeted for \$75,000 in year one, less than \$300 per student, with minimal allocations in years two through five. Thus, the type and number of textbooks and instructional materials to be purchased must be defined. The allocated funds appear inadequate particularly in light of the fact that the student population will purportedly double over a four year period, and that a portion of the student population to be served includes grades 6-8 which require substantially higher textbook expenditures – all of which will be incurred in the latter years. The budget must also identify the types of equipment the charter school intends to purchase, and whether that equipment meets the demands of the proposed educational program. Without detailed supporting documentation identifying the costs associated with books and supplies, this analysis cannot determine if the estimated cost for books and supplies is reasonable. As mentioned, computer based learning and testing is an integral part of Common Core State Standards and the budget must adequately represent the expenditures necessary to provide computer based instruction and/or testing.

c. Services and Other Operating Expenditures: "Business Services" is the one of the largest budget items under Services and Operating Expenditures. Thus, the Petition requires budget notes or assumptions to clarify what is included in this expenditure. The budget assumes that facilities will be allocated under Proposition 39 and that the pro-rata share will be \$4.00 per square foot. The budget also assumes 80 square feet per student will be allocated under Proposition 39. Accordingly, the budget must provide documentary support for these assumptions. The budget must also take into account that a charter school is only entitled to allocation of space if it has 80 or more in-district ADA and that a district is only required to provide space under Proposition 39 for in-district, in classroom ADA. To the extent the Petitioners' projected ADA includes out-of-district students, Petitioners will be required to fund alternative facilities to serve these students.

In addition, the Petition must identify the "start-up" costs that would be incurred in the initial year of operation. The budget assumes, without supporting evidence, that 90% of its food service expenditures will be reimbursed. Moreover, the budget must reflect funds budgeted for the

Charter School to comply with EL or Section 504 obligations. Lastly, the Petition must provide the criteria or process for the selection of contractors for administrative services.

B. The Descriptions Of Numerous Charter Elements Are Not Reasonably Comprehensive As Required By Education Code Section 47605(b)(5)

Education Code section 47605, subdivision (b)(5)(A-P), requires a charter petition to include reasonably comprehensive descriptions of numerous elements of the proposed charter school. The Regulations require the “reasonably comprehensive” descriptions required by Education Code section 47605(b)(5) to include, but not be limited to, information that:

1. Is substantive and is not, for example, a listing of topics with little elaboration.
2. For elements that have multiple aspects, addresses essentially all aspects the elements, not just selected aspects.
3. Is specific to the charter petition being proposed, not to charter schools or charter petitions generally.
4. Describes, as applicable among the different elements, how the charter school will:
 - a. Improve pupil learning.
 - b. Increase learning opportunities for its pupils, particularly pupils who have been identified as academically low achieving.
 - c. Provide parents, guardians, and pupils with expanded educational opportunities.
 - d. Hold itself accountable for measurable, performance-based pupil outcomes.
 - e. Provide vigorous competition with other public school options available to parents, guardians, and students.

(Regulations, § 11967.5.1, subd. (g).) Staff finds that the Petition does not provide reasonably comprehensive descriptions of many of the required elements as described below.

Element A – Educational Program

The Education Code and Regulations provide various factors for considering whether a charter petition provides a reasonably comprehensive description of the educational program of the school, including, but not limited to, a description of the following: the charter school’s target student population, including, at a minimum, grade levels, approximate numbers of pupils, and specific educational interests, backgrounds, or challenges; the charter school’s mission statement with which all elements and programs of the school are in alignment and which conveys the petitioners’ definition of an educated person in the 21st century, belief of how learning best occurs, and goals consistent with enabling pupils to become or remain self-motivated, competent, and lifelong learners; the instructional approach of the charter school; the basic learning environment or environments; the curriculum and teaching methods that will enable the school’s students to meet state standards; how the charter school will identify and respond to the needs of pupils who are not achieving at or above expected levels; how the charter school will meet the needs of student with disabilities, English learners, students achieving substantially above or below grade level expectations; and, the charter school’s special education plan, to include the means by which the charter school will comply with the provisions of Education Code section 47641, the process to be used to identify students who may qualify for special education programs and services, how the school will provide or access special education programs and services, the school’s understanding of its responsibilities under law for special education pupils, and how the school intends to meet those responsibilities. (Ed. Code, § 47605, subd. (b)(5)(A); Regulations, § 11967.5.1, subd. (f)(1).)

Based on the following enumerated findings, staff concludes the Petition requires further description of the Petitioners' proposed educational program.

1. Educational Program: In 2010, in conjunction with a group of parents, including Lead Petitioners, the District established the Explorer Program, a magnet program located at Fairwood Elementary School and operated by the District using District staff, resources, and expertise. Based upon a review of the Petition, it appears that Petitioners seek to replicate the educational concepts from the Fairwood Explorer Program into a charter school that they propose to operate. Many of the Petition's educational features are currently being implemented in most, if not all, District schools. For example, the Helical Model, which structures the learning process around playing, exploring, connecting, imagining, and remembering (p.25), occurs in virtually every District school in inquiry-based lessons. Accordingly, to be adequately described, the Petition must explain how the school will be innovative and provide an educational program substantially different than what is already provided by the District.

The Petition does cite various research references to support the Petition's educational concepts. However, the Petition must also identify the specific curriculum of its educational program or the specific instructional materials used to further its educational philosophy. The Petition states that its educational program will encompass project-based, inquiry-based, and social-emotional learning, and integrate such educational philosophies as constructivism and the Helical Model. (p.21-40.) However, the Petition only describes these elements in broad and general philosophical terms and must describe the actual curriculum to be used across all proposed grades. While the Petition contemplates its curriculum to be developed with a Curriculum Consultant and "parent specialists," the proposed budget does not provide for a Curriculum Consultant during Spark's first two (2) years of operation and the Petition does not define "parent specialist" or demonstrate that parent specialists would be qualified and credentialed to instruct and/or supervise students. (p.40-42.) These issues raise genuine concerns about Petitioners' ability to create and implement appropriate curriculum to support their educational program. In addition, although the Petition recognizes the implementation of the new Common Core State Standards, to be adequately described, the Petition must also apply and integrate the Common Core State Standards to the Petition's specific educational program, and provide measures of academic growth or pupil outcomes per Common Core State Standards.

Other areas of the educational program require further description. Although the Petition proposes that the school will offer Spanish, Mandarin, and Hindi classes, the proposed budget accounts for 0 language Full-Time Equivalent ("FTE") positions during the first year of operation, only 0.7 FTE during the second year, and 1 FTE during the third year. In addition, while the Petition identifies the lack of student participation in algebra by Latino and African-American students (p.17), aside from making the general statement that hands-on, inquiry-based and social-emotional learning "help[s] close the achievement gap, including English Language Learners specifically," the Petition must identify or describe a specific plan to address this problem and create the stated outcome as stated in the Petition.

2. Required Parent Involvement: Petitioners' educational program relies substantially upon parent participation. "Family participation" is one of the four key components of the Petition's educational program. (p.18.) All parents must sign a Parent Agreement, which requires them to provide services to support the classroom, such as participating in a regularly scheduled shift of up to two (2) hours per week per child and serving in at least one classroom or school-wide support position. (Exh. 19.) According to the Petition, "family participation facilitates Spark's educational goals by enabling teachers to more easily, and effectively,

differentiate their instruction.” (p.21.) For example, a parent may “work with one group of students...while the teacher works one-on-one with several students on specific skills or projects.” (p.21.) (See section A re legal implications of parent participation requirements.)

Because the Petitioners’ educational program relies upon substantial parental involvement, the Petition must provide further elaboration regarding the specific role the parents will play in the provision of educational services, if any, and how the parents will further the educational program of the school. To be adequately described, the Petition must explain how the parents will “work” with the students and whether the parents will have any teaching or instructional responsibilities or qualifications. The Petition, as submitted, also raises concerns about the unauthorized provision of instruction by individuals without appropriate credentials. To the degree the parent participation in the classroom is foundational to the program (e.g., necessary to allow the teacher to provide differentiated instruction), the Petition, and related documents including the budget, must calculate and account for such time.

The Petition must also provide a more adequate explanation of how the school will meet the commitments set forth in the Petition without requiring parent participation. As discussed, parent services cannot be required and the Petition appears to suggest that compliance with the Parent Agreement is a condition of enrollment and/or continued enrollment. (See discussion below re Admissions.) The Petition must also provide an adequate description of how the school’s educational program will operate if it simply does not have the number of parent volunteers needed. (See discussion in section A re prohibition under Education Code, § 49011(b), and CDE Fiscal Management Advisory 12-02, April 24, 2013.) To be adequately described, the Petition must account for and ensure enrollment for students regardless of whether their parents do not have the time, inclination, and/or resources to participate in the way that Petitioners require and must also contemplate the possibility that the school will not have adequate numbers of parent volunteers.

3. Special Populations: The Petition does not adequately address how Petitioners will serve low-achieving and EL students, or adequately describe the curriculum, academic support, and intervention for these students. (p.59-67.) The proposed budget accounts for 0 ELD FTE positions during the first year of operation, only 0.7 FTE during the second year, and 1 FTE during the third year, which raises concerns about Petitioners’ ability to adequately serve the needs of English learners. (Exh. 27.) This is especially concerning in light of the Petition’s indication that Spark intends to enroll a significant number of EL students and receive significant funding for this population under both LCFF and Title I.

To be adequately described, the Petition’s plan for supporting EL students must also describe how the school will measure ELD and an EL student’s progress towards fluency after his or her initial identification as an English learner. In light of the fact that teachers must obtain Crosscultural Language and Academic Development (“CLAD”) certification to be considered highly-qualified under federal law, the Petition may not contemplate hiring teachers who have not yet obtained their CLAD certificate.

The Petition states that low-achieving students will be fully integrated into the regular classroom setting, but high-achieving students may participate in Spark’s Gifted Program, be assessed for an Individualized Gifted and Talented Education (“GATE”) Plan (“IGP”), and receive additional support and services. According to the Petition, one of the strategies employed by Spark to assist low-achieving students is through small group instruction and assistance from parents. (p.65.) However, it is unclear from the language of the Petition whether the low-achieving students will be assigned to work with the parent volunteers, while the classroom teachers are

free to work with other students who may be higher-achieving. The Petition appears to reflect differentiated instruction and opportunities for high-achievers, and appears to leave low-achievers to have the same instruction as the general student population to be supervised by parents rather than fully credentialed and qualified teachers. Thus, the Petition must be able to recognize that no matter the quality of instruction and programming, not all students are able to achieve grade level standards and must be prepared to serve all students including those with special needs. In sum, the description of the educational program appears to focus on students who are of average to high achievement⁵ with parents and/or families who have the means or ability to work at the school.

4. Special Education: Although the Petition states that Spark “recognizes its responsibility to enroll and support students with disabilities,” it goes on to qualify that the school supports students with disabilities “who can benefit from its program and who otherwise qualify for enrollment.” (p.67). Under federal law, charter schools have an obligation to enroll students regardless of disability and regardless of whether he or she will “benefit from the program.” Petitioners must be prepared to provide a free and appropriate public education (“FAPE”) to special needs students in conformity with state and federal law. Accordingly, to be adequately described, this language must reflect the school’s obligation to enroll *all* students without regard to disability and without qualification.

Additionally, the Petition states that “all students of disabilities will be fully integrated into the programs of Spark Charter School” (p.68) despite the fact that state and federal law requires each student eligible for special education services to have an Individualized Education Plan (“IEP”), which may or may not call for the student’s integration into the school’s education program. The Petition also states that Petitioner “reserves the right to contract with agencies and vendors outside the [District],” despite the fact that nothing in the budget supports Petitioners’ ability to enter into these contracts and in light of Petitioners’ designation as a “school of the district” for special education purposes, which indicates that the District has the authority to make such decisions in the provision of FAPE. These descriptive issues must be reconciled to reflect an adequate understanding of the relationships involved and obligations of a “school of the district” for special education purposes.

To be adequate, the Petition must also further describe the plan for acquiring the individuals responsible for the provision and/or implementation of special education services. The Petition states that Petitioners plan to employ a Special Education Manager by its third year of operation, but pending budgetary availability only. (p.73.) Additionally, the Petition states that “it is the goal” of the Petitioners to employ at least one FTE teacher who will also possess a Special Education Credential, but the Petition does not mandate it. In light of the fact that the Petition, by its own terms, does not guarantee the hiring of a Special Education Manager or a teacher with special education credentials, the Petition must further explain how special education services will be coordinated or managed, without the employment of such a qualified manager or teacher.

Element B – Measurable Student Outcomes

The Education Code and Regulations provide for a charter petition to identify the specific skills, knowledge and attitudes that reflect the school’s educational objectives and that can be assessed frequently and sufficiently by objective means to determine satisfactory progress and provide for the frequency of the objective means for measuring outcomes to vary by factors such as grade level, subject matter, and previous outcomes. (Ed. Code, § 47605, subd. (b)(5)(B); Regulations, § 11967.5.1, subd. (f)(2).) Pupil outcomes must include outcomes that

address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school. (Ed. Code, § 47605, subd. (b)(5)(B).) To be sufficiently detailed, objective means of measuring pupil outcomes must be capable of being used readily to evaluate the effectiveness of, and to modify, instruction for individual students and for groups of students during the school year. (Regulations, § 11967.5.1, subd. (f)(2)(A).)

Based on the following findings, staff concludes the Petition must identify clearly-defined outcomes that are measurable and tied specifically to the educational program of the Petitioners, as opposed to proposing outcomes based on each grade level's performance on the California Standards Test ("CST"). (p.78-83.) For example, the Petition states that 70% or more of students will demonstrate at least one year of growth on the English language arts, science, social studies, and mathematics section of the CST. In light of California's decision to eliminate Standardized Testing and Reporting ("STAR") testing and the CST, the Petition must identify and describe a valid assessment for measuring pupil outcomes going forward.

Because the Petitioners' educational program is discussed in broad philosophical terms, student goals are not sufficiently specific for meaningful assessment of student progress and the outcomes that the Petition proposes must be objectively measurable. For example, the pupil outcome for science summarily states: "Students will become proficient in science concepts and scientific thinking." The description does not provide an objectively measurable outcome that is capable of being used to evaluate the effectiveness of the instructional program. As another example, the Petition proposes the following vague outcome: "Students will become well-informed citizens and active participants in their communities." (p.82-83.) Additionally, the Petition must identify and describe measurable pupil outcomes centered on student physical fitness, particularly because the school seeks to incorporate daily physical fitness activities "to activate students' brains and to prepare them for learning." (p.51.) Thus, to be adequate, the Petition must set forth pupil outcomes that are specific, objectively measurable, and tied to the school's educational program.

Although the Petition states that for English/language arts, science, history/social studies, and mathematics, anywhere from 70% to 80% or more of all students will earn a "proficient" or "advanced" ratings on year-end report cards and assessments (p.79), to be adequately described, the Petition must provide further information on how differentiated these ratings and assessments will be. The Petition must also provide an adequate description for measuring pupil growth and outcomes in accordance with the Common Core State Standards.

Additionally, the Petition must provide academically challenging and meaningful benchmarks. The Petition currently indicates that Petitioners will strive to increase the number of students performing "proficient" and "advanced" on mandated standardized tests by only 1% each year. (p.81.) Assuming Petitioners enroll 250 students during its first year of operation, according to this benchmark, Petitioners need only strive to increase the number of students achieving "proficient" or "advanced" by 2.5 students, which does not constitute a meaningful outcome or provide adequate rigor. The same is true with regard to measure under the CST which states a goal of only 70% of the students demonstrating a year of growth. This benchmark is inadequate in its rigor.

To be adequately described, the Petition must identify Spark's numerically significant pupil subgroups, including but not limited to ethnic subgroups, socioeconomically disadvantaged pupils, English learners, students with disabilities, and foster youth. In addition to identifying these subgroups, the Petition must also forth and describe the specific outcomes addressing

increases in academic achievement for these subgroups, as required by statute. (Ed. Code, § 47605, subd. (b)(5)(B).)

Element C – Methods of Assessment

The Education Code and Regulations require a charter petition to identify the methods by which pupil progress in meeting pupil outcomes is to be measured. To be sufficiently described, a petition must include a variety of assessment tools appropriate to the skills, knowledge, or attitudes being assessed, include the annual assessment results from the Statewide Testing and Reporting (“STAR”) program, and outline a plan for collecting, analyzing, and reporting data on pupil achievement to school staff and to parents and guardians, and for utilizing the data continuously to monitor and improve the charter school. (Ed. Code, § 47605, subd. (b)(5)(C); Regulations, § 11967.5.1, subd. (f)(3).)

Based on the following findings, staff concludes the Petition must provide an adequate description of the methods for assessing and measuring pupil outcomes, especially in light of California’s decision to eliminate STAR testing and the CST. To be adequately described, the Petition must provide an objective method of assessing pupil outcomes other than the CST, for core subjects, because these no longer constitute a valid assessment in California. In addition, the Petition must provide an adequate description for measuring pupil growth in accordance with the Common Core State Standards. (See discussion under Element B.) Thus, to be adequate, the Petition must identify the assessment tools appropriate to the school’s educational program and the Common Core State Standards, describe a plan for collecting, analyzing and reporting student data on pupil achievement, and explain how it will utilize the data continuously to monitor and improve student performance.

Additionally, the Petition must identify and adequately describe methods of assessment for other components of the program. For example, because one of the key elements of the Petition’s program is social-emotional learning (p.18.), the Petition must identify or describe the means by which to measure progress in the social-emotional well-being of its students. Also, because the school intends to provide daily physical fitness activities to its students (p.51.), the Petition must identify methods of assessing student physical fitness. To be adequately described, the Petition must identify methods for assessing pupil progress with respect to these components of the program, for example, utilization of the Health Kids Survey, Developmental Assets Survey, and/or Fitnessgram.

Element D – Governance

The Education Code and Regulations provide for a charter petition to identify the governance structure including, at a minimum, evidence of the charter school’s incorporation as a non-profit public benefit corporation, if applicable, the organizational and technical designs to reflect a seriousness of purposes to ensure that the school will become and remain a viable enterprise; there will be active and effective representation of interested parties; and, the educational program will be successful. (Ed. Code, § 47605, subd. (b)(5)(D); Regulations, § 11967.5.1, subd. (f)(4).) The Education Code and Regulations also provide for evidence that parental involvement is encouraged in various ways. (*bid.*)

Based on the following enumerated findings, staff concludes the Petition requires further description of the Charter School’s governance structure.

1. **Required Parent Involvement:** As described earlier in this Staff Report, the parent participation requirement contravenes the requirement that public education be provided free of charge and without condition. While Spark is free to encourage parent involvement in the education of their children, it cannot require such participation. On the other hand, the governance structure must adequately provide for parent participation in the school's governance. Active and effective representation of interested parties, including parents, should be encouraged on the governing board.

2. **Meetings:** The Petition seeks to alternate its governing board meetings between afternoons and evenings. (p.94) In order to ensure stakeholder participation, the Petition must reflect meetings that will provide for the participation of those parents and members of the community who work during the day or who are otherwise unable to attend the board meetings during the afternoon because of other obligations.

Element E – Employee Qualifications

The Education Code and Regulations provide for a charter petition to identify general qualifications for various categories of employees the school anticipates, identify those positions that the charter school regards as key in each category and specify the additional qualifications expected of individuals assigned to those positions, and specify that all employment requirements set forth in applicable provisions of law will be met, including but not limited to credentials as necessary. (Ed. Code, § 47605, subd. (b)(5)(E); Regulations, § 11967.5.1, subd. (f)(5).)

Based on the following enumerated findings, staff concludes the Petition requires further description of the employee qualifications.

1. **Teacher Job Description:** The Petition places a substantial amount of responsibility on classroom teachers, including planning and delivering lessons; creating comprehensive, cross-disciplinary units consistent with the school's educational philosophy and instructional methodology; attending IEP meetings; overseeing the implementation of additional educational supports as needed; collaborating with special education teachers; participating in all school-based professional development; meeting with parents on a regular basis and holding parent conferences; supervising parents in the classroom, developing community-based service learning projects; and attending Spark community events. However, the proposed budget allocates teachers a salary of only \$55,000, which is below the average for a classroom teacher's salary in Sunnyvale. (p.106; Exh.27.) As a result, the District is concerned about the Petitioners' ability to attract and retain highly-qualified teachers, which is critical to the academic success of Spark's students, especially since one of the key features of Spark is the "looping" approach where students stay with the same teacher for at least two (2) consecutive years. (p.3)

2. **Staff and Volunteer Qualifications:** The Petition must further describe the job descriptions of other key members of the Spark staff to reflect the Petition's educational program and the staff's ability to deliver the promised program. For example, the Executive Director, who serves as the functional equivalent Spark's principal, is not required to hold an Administrative Credential. (p.101.) Moreover, fiscal services and administration experience in a public school setting is not required for the Business Director. (p.103.) Furthermore, in light of Petitioners' promise to serve EL students and develop curriculum, the Curriculum Consultant, who is responsible for designing the curriculum of the school, is not required to hold English

language authorization. (p.105.) Additionally, the Petition states that classroom teachers need only “work towards certification” for teaching English learners, without providing any description of what this means, whether the school will provide assistance to teachers in obtaining EL authorization, and the consequences of not obtaining appropriate authorization to teach EL students. (p.106.)

The description of the parent role in the educational program also needs more specificity. Because the Petition requires parents to assist the classroom by providing small group support (p.21.), the Petition must provide the descriptions, qualifications, and responsibilities for parent volunteers, and identify any training or certification requirements for the parents to act in this role.

Element G – Racial and Ethnic Balance

The Education Code provides for the charter petition to identify the means by which the charter school will achieve a racial and ethnic balance among its students that is reflective of the authorizing district’s general population. (Ed. Code, § 47605, subd. (b)(5)(G).)

Based on the following enumerated findings, staff concludes the Petition does not adequately describe Petitioners’ means of ensuring racial and ethnic balance consistent with the District’s demographics.

1. Conflicting Demographic Information: The Petition promises that “Spark Charter School is committed to achieving and maintaining a racially and economically diverse student population reflective of the school-age population residing within the Sunnyvale School District” and will “strive” to meet the racial and ethnic balance requirement. (p.114.) However, Petitioners must meet this requirement and “striving” to do so is inadequate. Additionally, the Petition must correctly and consistently identify the District’s racial and ethnic demographics. In the Petition, the Hispanic/Latino population identified under the Education Program section of the Petition is listed as 21.4% (p.16), while the Hispanic/Latino population identified under the Spark Charter School Marketing and Community Outreach Plan is listed as 38.2% (Exh.23). To reflect a proper understanding of the population the Petitioners seek to serve, the Petition must identify accurate and up-to-date demographic figures.

2. Outreach Plan: The recruitment and outreach efforts that the Charter School will use to achieve racial and ethnic balance require more specificity. (p.114; Exh. 23.) The Marketing and Community Outreach Plan must explain what a “Resource Center” is or purports to do (Exh.23.) and elaborate exactly how the school will implement such strategies as “promot[ing] ‘word of mouth’ community recommendations” and “facilitat[ing] presentations and individual interactions with families in other languages as appropriate.” (Exh.23.) The language of the Marketing and Community Outreach Plan must also reflect the school’s obligation to ensure a racial and ethnic balance as required by law, rather than stating that the school “hopes and anticipates” that its student population will reflect similar racial and socioeconomic statistics. (Exh.23.)

3. Parent Participation Requirement: The parent participation requirement discussed above serves as a barrier to socio-economically disadvantaged students, among others, that do not have the capacity to meet these service requirements. This undermines the Petitioners’ ability to achieve a racial and ethnic balance among its students that is reflective of the authorizing district’s general population and to reach the students it identifies as its target student population.

Element H – Admission Requirements

The Education Code and Regulations require the charter petition to identify admission requirements that are in compliance with applicable law. (Ed. Code, § 47605, subd. (b)(5)(H); Regulations, § 11967.5.1, subd. (f)(8).)

Based on the following enumerated finding, staff concludes the Petition requires further description of the Charter School's admission requirements.

1. Required Parent Attendance Participation: In order for a family to successfully complete the application process for their child, the Petition requires parents to attend a school information meeting and a school tour. (p.117.) However, enrollment in any public school may not be conditioned upon participation in meetings or executing a Parent Agreement to provide services to the school. Additionally, requiring parental attendance at such meetings and events as a prerequisite to admission is contrary to the free school guarantee. Though Spark may encourage parents to attend these introductory events, it may not mandate participation as a condition for admission. (See also discussion re participation requirements above.)

2. Founding Families: The Petition allows families who have volunteered 200 hours to the school prior to the approval of the Petition to be considered a “founding family” and, accordingly, to have admission preference in the public random drawing. (p.118.) However, the Petition allows a founding family to include “members of the student’s extended family,” without providing any definition of or limitation on the term “extended family.” To be adequately described, the Petition must define the term “extended family.” Otherwise, the policy may result in the abuse of the admissions and/or lottery process and the unfair exclusion of students in violation of the Petition’s assurance to admit all students who wish to attend. Additionally, depending on the racial make up of the founding families and the staff, the admissions policy may perpetuate a demographic that does not reflect a racial and ethnic balance consistent with the District’s general population.

Element J – Suspension and Expulsion Procedures

The Education Code and Regulations require a charter petition to specify procedures by which students can be suspended or expelled that provides due process for all pupils. These shall include, at a minimum, identification of a preliminary list of offenses for which students must and may be disciplined, the procedures for suspending and expelling pupils who have committed such offenses, and how parents, guardians and students will be informed of the grounds and their due process rights. (Regulations, tit. 5, § 11967.5.1, subd. (f)(10).) A petition must also provide evidence that in preparing the list of offenses and the procedures, the petitioners reviewed the lists of offenses and procedures that apply to students attending non-charter public schools, as well as evidence that petitioners have reviewed their list and believe it provides for adequate safety for students, staff and visitors. (*Ibid.*) The charter petition must also include a description of due process for and understanding of the rights of students with disabilities with regard to suspensions and expulsion and how discipline policies and procedures will be periodically reviewed and modified. Finally, the petition must outline how detailed policies and procedures regarding suspension and expulsion will be developed and periodically reviewed, including, but not limited to, periodic review and (as necessary) modification of the lists of offenses for which students are subject to suspension or expulsion. (Ed. Code, § 47605, subd. (b)(5)(J); Regulations, § 11967.5.1, subd. (f)(10).)

Based on the following enumerated findings, staff concludes the Petition requires further description of the Charter School's student discipline process.

1. **Incorporation of Policies:** The Suspension/Expulsion Procedures element of the Petition requires information regarding student discipline, disciplinary offenses, and the suspension and expulsion process (p.120.). To be adequately described, the suspension and expulsion procedures must be incorporated into the Petition itself, rather than being referred to as an attachment, as they are a required component of the charter petition itself.

2. **Lack of Specificity:** The Petition states that Spark "acknowledges the responsibility of each student, parent, volunteer, etc. to contribute to the well-being of the community by demonstrating responsibility and accountability for individual and group actions." (p.120.) The Petition and the suspension and expulsion policies must make clear that no student discipline will be based upon the conduct of parents, including parent inability or refusal to volunteer. In addition, the Petition states that an expelled pupil's readmission to Spark is contingent upon school capacity at the time the student seeks readmission. (Exh. 26.) To be adequately described, however, the Petition must also explain the process or criteria used by which an expelled student may be readmitted. Also, to avoid a potential violation of student due process rights, the Petition must identify and describe a student's right to appeal his or her suspension or expulsion.

Element N - Dispute Resolution Procedures

The Education Code requires the Petition describe 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, subd. (b)(5)(N).) The Regulations require a description of how the costs of the dispute resolution process, if needed, would be funded, and also a recognition that if the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter, it will be handled in accordance with that provision of law and any regulations pertaining thereto.

Based on the following enumerated findings, staff concludes the Petition requires further description of the Charter School's dispute resolution process.

1. **Intervention:** The Petition provides that the District "shall not intervene in any such internal disputes without the consent of the Board of Spark Charter....The District agrees not to intervene or become involved in an internal dispute unless the dispute has given the District reasonable cause to believe that a violation of this charter or laws or issues of student health or safety have occurred...." (p.124.) To be adequately described, the Petition must acknowledge the District's oversight obligation and need to intervene in any dispute that involves any of the conditions that could subject the charter to revocation.

2. **Disputes Between the School and the District:** The Petition includes a requirement that the District participate in dispute resolution, even where the issue involves the grounds for revocation. To be adequately described, the Petition must reflect that the rights and responsibilities governing revocation are set forth in statute and regulations, and that revocation is not subject to a charter's dispute resolution provision.

CONCLUSION

For the reasons stated above, staff finds that the Petitioners are demonstrably unlikely to successfully implement the program as presented in the Petition and its supporting documents and that the Petition does not provide a reasonably comprehensive description of several essential charter elements. Accordingly, staff recommends that the Board approve the Petition subject to conditions. The conditions set forth in the proposed Resolution for Conditional Approval are designed to allow the Petitioners to correct these deficiencies and to serve students in a compliant program.

II. Recommendation

The Superintendent recommends that the Board of Education approve the Spark Charter School Petition subject to conditions set forth in Resolution No. 14-05.

Recommended Approval _____ Reference:14-13-SUP

SUNNYVALE SCHOOL DISTRICT

November 21, 2013

RESOLUTION NO. 14-05

**RESOLUTION CONDITIONALLY APPROVING
CHARTER PETITION OF SPARK CHARTER SCHOOL**

WHEREAS, by enacting the Charter Schools Act (Ed. Code, §§ 47600, et seq.), the Legislature has declared its intent to provide opportunities to teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure for the purposes specified therein; and

WHEREAS, the Legislature has declared its intent that charter schools are and should become an integral part of the California educational system and the establishment of charter schools should be encouraged, and that charter schools are part of and under the jurisdiction of the public school system and the exclusive control of the officers of the public schools; and

WHEREAS, although charter schools are exempt from many of the laws governing school districts, in return for that flexibility they are accountable for complying with the terms of their charters and applicable law; and

WHEREAS, Education Code section 47605(b) charges school district governing boards with the responsibility of reviewing charter petitions to determine whether they meet the legal requirements for a successful charter petition; and

WHEREAS, a successful charter petition must contain reasonably comprehensive descriptions of the criteria set forth in Education Code section 47605(b)(5)(A)-(P), as well as the affirmations and other requirements set forth in Education Code section 47605; and

WHEREAS, pursuant to Education Code section 47605, the governing board of a school district may deny a charter petition if it determines, through written factual findings and in its sole discretion, that "(1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school; (2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition; (3) The petition does not contain the number of signatures required by subdivision (a); (4) The petition does not contain an affirmation of each of the conditions described in subdivision (d); and (5) The petition does not contain reasonably comprehensive descriptions of all of the [criteria set forth in Education Code section 47605(b)(5)(A)-(P)]"; and

WHEREAS, title 5, section 11967.5 of the California Code of Regulations ("Regulations") contain the State Board of Education's adopted criteria for the required elements for a charter petition as set forth in Education Code section 47605(b) and although these criteria are not binding on school districts they may provide instructive guidelines for school districts' review of charter petitions; and

WHEREAS, the Sunnyvale School District ("District") is a school district existing under the laws of the State of California; and

WHEREAS, Spark Charter School is a California nonprofit public benefit corporation; and

WHEREAS, on or about September 16, 2013, the Lead Petitioners (“Petitioner(s)”) of Spark Charter School submitted a charter petition (“Petition”) to District staff for the establishment of Spark Charter School (“Spark” or “Petitioner”) as a public charter school in Sunnyvale, California, and under the chartering authority oversight of the District subject to the terms and conditions set forth herein; and

WHEREAS, on or about October 1, 2013, the Board of Education (“Board”) of the District received the Petition for consideration pursuant to Education Code section 47605; and

WHEREAS, pursuant to Education Code section 47605(b), at a regular meeting on or about October 17, 2013, a public hearing was held on the Petition, at which time the Board considered the level of support for the Petition by teachers employed by the District, other employees of the District, and parents and guardians, and reviewed documents submitted by the Petitioners; and

WHEREAS, the Board obtained, reviewed, and analyzed the Petition and all information received with respect to the Petition, including all exhibits and supporting documentation, and has considered information related to the operation and potential effects of the charter school in conjunction with the Staff Report analyzing the Petitions; and

WHEREAS, the deficiencies contained in the Petition are set forth in detail in the Staff Report and include but are not limited to:

1. The Petition imposes significant parent participation requirements, which constitute an impermissible form of tuition, contravenes the requirement that public education be provided free of charge, and violates state law. Specifically, the Petition requires parents to sign a Parent Agreement, which requires them to perform the following: participate in a regularly scheduled shift of up to two (2) hours per week per child; serve in at least one classroom or school-wide support position in addition to the regularly scheduled work shift; attend the Positive Discipline class at the beginning of the school year; participate in at least one (1) Work Day per year; attend two (2) Spark community meeting per year; participate in three (3) Parent Education Meetings during each school year; submit to and pay for fingerprint/background checks prior to participation; and participate in a minimum of three (3) field trips per year per child as a driver or chaperone. Enrollment in the school is also conditioned upon parent participation in a school tour and orientation. However, Education Code section 49011 prohibits all public schools, including charter schools, from providing privileges relating to educational activities in exchange for services from a pupil’s parents or guardians, removing privileges relating to educational activities, or otherwise discriminating against a pupil if the pupil’s parents or guardians do not provide services to the school. On this basis, required parent participation is contrary to law.

The Petition’s proposed educational program relies heavily upon services provided by parents. For example, the Petition requires parents to assist the classroom by providing small group instructional support in order to allow the teachers to provide differentiated instruction. The Petition must account for the fact that parent participation cannot be required or for the possibility that not all parents/families have the time and resources to volunteer their services, which renders the educational plan unrealistic.

Many parents, including those of lower socio-economic status, are unable to provide the level of participation desired by the Petitioners and, although the Petition indicates that Spark will “find a way” for each parent to participate, the parent volunteer requirement effectively acts as a barrier to entry for those students whose

parents either will not or cannot afford to volunteer their time. Because Spark's educational program relies heavily upon parental involvement and Petitioners have not demonstrated how they will attract and retain an adequate number of parents without requiring them to sign an impermissible parent agreement, the parent participation requirement calls into question Spark's ability to successfully implement key elements of its educational program, may have a discriminatory impact, and serve as a barrier to meeting the racial and ethnic balance consistent with the District's demographic that Spark is required to achieve.

2. The Petition does not identify an educational program that is innovative and substantially different from the educational programs already offered by the District. In fact, many of the educational features identified in the Petition are currently being implemented in most, if not all, District schools.

Based upon a review of the Petition in light of the District's operation of the Fairwood Explorer Program, it appears that Petitioners seek to replicate the educational concepts from the K-5 Fairwood Explorer Program into a K-8 charter school that they propose to operate. However, the District's experience with Fairwood Explorer indicates that the demand for this kind of program is limited, calling into question the ability of Spark to successfully implement the program.

3. The Petition, although citing to various research references to support Spark's educational concepts and philosophy, does not identify specific curriculum and instructional materials to be used across all proposed grades to support its educational program, and only describes its educational program in broad and general philosophical terms. Although the Petition recognizes the implementation of the new Common Core State Standards, to be adequate, the Petition must apply and integrate the Common Core State Standards to Spark's specific educational program, and provide measures of academic growth or pupil outcomes per Common Core State Standards including measurable pupil outcomes for all subgroups of the school. Additionally, while the Petition contemplates offering Spanish, Mandarin, and Hindi classes, the proposed budget accounts for 0 foreign language Full-Time Equivalent ("FTE") positions during the first year of operation, only 0.7 FTE during the second year, and 1 FTE during the third year. Moreover, the Charter School contemplates its curriculum to be developed with a Curriculum Consultant and "parent specialists." However, the proposed budget does not provide for a Curriculum Consultant during Spark's first two (2) years of operation and the Petition does not to define "parent specialist" or demonstrate that parent specialists would be qualified and credentialed to instruct and/or supervise students. The Petition must also identify or describe the measurable pupil outcomes and methods of assessment for other important non-academic components of the Charter School's program, such as social-emotional learning and student physical fitness. These issues call into question the ability of the Petitioners to create and implement appropriate curriculum and adequate/qualified staff to support its educational program.
4. The Petition does not adequately plan for or describe how Spark will serve low-achieving and English Learner ("EL") students, and must adequately describe the curriculum, academic support, and intervention for these students. The Petition must also require its teaching staff to hold the appropriate credentials for serving EL students. The Petition states that low-achieving and EL students will be fully integrated into the regular classroom setting, but high-achieving students may participate in the Charter School's Gifted Program, be assessed for an Individualized Gifted and Talented Education ("GATE") Plan ("IGP"), and receive additional support and services. The Petition appears to reflect differentiated instruction and opportunities for high-achievers, and leaves low-achievers to have the same

instruction as the general student population to be served by parents rather than fully credentialed and qualified teachers. The educational program appears to focus on students who are of average to high achievement with parents and/or families who have the means or ability to work at the school. The Petition must recognize the responsibility to serve all students and provide all required assistance to achieve grade level standards.

5. The Petition must provide an adequate description of the methods for assessing and measuring pupil outcomes, especially in light of California's decision to eliminate Standardized Testing and Reporting ("STAR") testing. The Petition must provide clearly defined and measurable pupil outcomes that are academically challenging, tailored specifically for Spark's educational program, and methods of assessing pupil outcomes other than the California Standards Test ("CST"). The Petition must also include measurable pupil outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils to be served by the school. Additionally, the Petition must identify assessment tools appropriate to the educational program or to Common Core State Standards, or a plan for collecting, analyzing and reporting student data on pupil achievement or how it will utilize the data continuously to monitor and improve student performance. Assessments and outcomes must include socio-emotional development and physical education.
6. The Petition places a substantial amount of responsibility on classroom teachers, despite the fact that the proposed budget allocates each teacher with a salary of only \$55,000, which is significantly below teacher salaries offered by the District and neighboring school districts. As a result, the low teacher salary calls into question the Petitioner's ability to attract and retain highly-qualified teachers, which is critical to the academic success of Spark's students, especially because one of the key features of Spark is the "looping" approach where students stay with the same teacher for at least two (2) consecutive years.
7. The Petition must correctly identify the District's racial and ethnic demographics and acknowledge the obligation to serve a student population reflective of the District's demographic.
8. The Petition provides admission preferences to families who have volunteered 200 hours to Spark, known as "founding families," and extends those admission preferences to "extended" family members of the founding families, without defining the term "extended." Depending on the racial make up of the founding families and the staff, the admissions policy may perpetuate a demographic that may not reflect a racial and ethnic balance that is reflective of the District's general population. Additionally, in order for a family to successfully complete the application process for their child, the Petition requires parents to attend a school information meeting and a school tour. These requirements may result in the abuse of the admissions and/or lottery process and the unfair exclusion of students in violation of the Petitioners' obligation to admit all students who wish to attend.
9. The Suspension/Expulsion Procedures section of the Petition requires information regarding student discipline, disciplinary offenses, and the suspension and expulsion process, and rather than referring to policies and procedures attached to the Petition. Suspension/Expulsion Procedures are a required component of charter petitions and must be incorporated into the Petition itself. Additionally, the Petition must provide for processes or procedures by which a suspended or expelled student can appeal his or her suspension or expulsion. Also, the Petition must confirm that a student will not be subject to discipline as a consequence of a student's, a parent's, or a family's failure to contribute to the school.

10. The proposed budget contains unsupported and/or unrealistic estimations or projections of revenue and expenditures. The proposed budget overestimates the General Purpose Entitlement. Although identifying a revolving loan and bank line of credit as revenue sources, to be adequate, the budget must reflect line items for debt service. Additionally, the budget undervalues certificated and non-certificated staff salaries, which may create difficulties in attracting high quality staff. The Petition and/or the budget must also adequately describe the Charter School's compliance with the new Local Control Funding Formula ("LCFF"), and the Petition must provide a Local Control Accountability Plan ("LCAP"). Additionally, many items on the budget require documentary support, such as donations, food services reimbursement, and state lottery income. Other areas of the budget require further description, such as employee benefits, costs associated with acquiring books and supplies, criteria for selecting an administrative services contractor, and the Petitioner's start-up costs.

WHEREAS, the aforementioned deficiencies demonstrate that Petitioners are demonstrably unlikely to successfully implement the program set forth in the Petition within the meaning of Education Code sections 47605(b)(2), and the Petition fails to contain reasonably comprehensive descriptions of the criteria set forth in section 47605(b)(5)(A)-(P), and (5); and

WHEREAS, although the District staff has identified numerous deficiencies related to the Petition, the staff acknowledges the Board and District supports educational options, and in order to give Petitioners an opportunity to rectify the deficiencies contained in the Petition, the District staff has recommended that the Board approve the Petition subject to the terms and conditions contained herein; and

WHEREAS, although the Petition contains significant deficiencies, the District has reason to believe that the Petitioners can correct these deficiencies and that Petitioners desire to meet and can achieve the District's high standards for education; and

WHEREAS, the Board, under Education Code section 47605(b), is obligated to take action to grant or deny the Petition within sixty (60) days of its submission.

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of the Sunnyvale School District that the Petition be conditionally APPROVED for a period of four (4) years from July 1, 2014 to June 30, 2018, subject to compliance with and satisfaction of the following terms and conditions:

1. Educational Program

- a. The Petition shall clarify that Spark shall enroll students regardless of their physical and/or mental disability, without regard and reference to any qualifications for educational participation, including but not limited to whether the student will benefit from Spark's educational program or whether student's parents will attend orientation, sign a parent agreement, or otherwise participate in the operations of the school.
- b. The Petition shall reflect that its plan for supporting EL students with adequate specificity as to how Spark will measure English language development and an EL student's progress towards fluency after his or her initial identification as an English learner. The Petition shall reflect a plan for EL students, with adequate specificity, to ensure differentiated instruction and

meaningful support for such students by properly credentialed and competent teachers.

2. Measurable Pupil Outcomes/Methods of Assessment

- a. The Petition shall describe clearly-defined and objectively measurable pupil outcomes that are realistic, meaningful, academically challenging, and tied specifically to Spark's educational program and to the Common Core State Standards. The Petition shall identify and describe clearly-defined and objectively measurable pupil outcomes to measure progress towards the attainment of the goals of the Spark program, including but not limited to outcomes centered on socio-emotional development and student physical fitness.
- b. The Petition shall identify and describe clearly-defined and measurable outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by Spark, including but not limited to ethnic subgroups, socioeconomically disadvantaged pupils, English learners, students with disabilities, and foster youth.

3. Governance

- a. The Petition shall reflect no requirement or expectation for parents to sign or otherwise comply with a Parent Agreement, volunteer their time or services to the charter school, serve in any charter school related position, or attend meetings or trainings. The Petition shall reflect that any volunteer service by parents may not be connected to nor construed as a requirement for admission, continued attendance, or discipline. The Petition shall reflect no requirement that parents speak to or contact the Executive Director or any other representative or employee of Spark should they find themselves unable or unwilling to volunteer. The Petition shall reflect that any volunteer service by parents may not cause or result in preferential admission to the charter school or other privileges. The Petition shall reflect that any provisions concerning parental participation comply with Spark's obligation to provide free public education, ensure the prevention of any disparate impact arising out of such provisions, and achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the District.
- b. The Petition shall reflect Spark's plan to implement a parent survey as a means of encouraging parental involvement. The parent survey shall inquire about and incorporate key elements of the parent-school relationship, such as but not exclusive of parental support, child behaviors, parent engagement, school climate, and parent roles and responsibilities.

4. Employee Qualifications

- a. Spark shall provide documentation demonstrating that all of its teachers possess EL certification. The Petition shall reflect a requirement that Spark's teachers possess appropriate EL certification at the time of hire.

5. Health and Safety

- a. The Petition shall reflect that no student or parent volunteer will be required to pay for testing.

6. Racial and Ethnic Balance

- a. The Petition shall provide accurate and up-to-date demographic information for the District, reflecting the student population residing within District boundaries. The Petition shall reflect the requirement that Spark achieve a racial and ethnic balance to reflect the demographics of the District as required by Education Code section 47605.
- b. The Petition shall provide dates and locations of outreach and recruitment events, including but not limited to dates for community information nights, dates for media and communication submissions and airings, periods for leafleting, and other events and/or programs identified in the Spark's Marketing and Community Outreach Plan.

7. Admission Requirements

- a. The Petition shall delete references to parent and/or family agreements or service, time, participation requirements for parents and/or or families. The Petition shall reflect that parent and/or family inability, unwillingness, and/or failure to volunteer or participate in Spark or its educational program shall not serve as a basis for admission, denial of admission, continued enrollment, or any form of discipline.
- b. The Petition shall reflect that parent attendance at a school information meeting and a school tour is voluntary and shall not serve as a condition to admission, continued attendance, or completion of the application process.
- c. The Petition shall reflect no entitlement for preferential admissions treatment, including but not limited to the public random drawing, for extended family members of founding families.

8. Suspension and Expulsion

- a. The Petition shall include the suspension and expulsion provisions in the charter and reflect that parent and/or family inability, unwillingness, and/or failure to volunteer or participate in Spark or its educational program shall not serve as a basis for student discipline, including but not limited to suspension and expulsion from the charter school.

9. Supplemental Information

- a. The Petition shall reflect that Spark agrees, at its own expense, to hold harmless and indemnify the District from and against any and all claims, demands, actions, debts, judgments, damages, and liabilities, including attorney's fees, arising from or relating to any acts, errors, omissions, debts or obligations of Spark.
- b. The Petition shall identify the specific coverage limits and/or amounts for each insurance policy obtained that shall be adequate as compared to a school of similar size. The Petition shall require the District to be named as an

additional named insured on each insurance policy obtained by Spark. Spark shall provide documentation of compliant insurance coverage.

- c. The Petition shall reflect that Spark shall execute the District's MOU Regarding Oversight and Operations; the MOU shall become part of the conditions, standards, and procedures set forth in the Charter; the failure to meet the conditions set forth in the MOU shall constitute a material violation of the conditions, standards, and procedures set forth in the Charter; and the MOU serves as Spark's admission that the failure to meet the conditions of the MOU constitutes a material violation that has not been remedied within the meaning of Education Code section 47607(c) and therefore serves as sufficient grounds for revocation.
- d. Spark shall execute the District's MOU Regarding Oversight and Operations.
- e. Spark shall provide documentation demonstrating enrollment of not less than 250 students.
- f. Spark shall establish a plan to provide free and reduced-price meals in conformity with state and federal law.
- g. Spark shall submit final copies of all appendices and exhibits referenced in and attached to the Petition by or before April 1, 2014, for District approval.

10. Budget

- a. The Petition shall eliminate any references affording Spark the authority to raise the student class size for any reason, including for the purpose of financing budgetary shortfalls, without prior approval from the District.
- b. Spark shall adjust its base rate projections used to calculate its General Purpose Entitlement to establish an accurate projection reflective of such rates within Sunnyvale and similar Santa Clara County communities.
- c. Spark shall adjust its budget to reflect ADA projections consistent with enrollment as of April 1, 2014, and make related adjustments to revenue and expenditures to ensure a 5 percent reserve.
- d. The Petition shall include requirements for compliance with LCFF including timely development of a compliant LCAP. Spark shall prepare and provide documentation demonstrating compliance with LCFF requirements, including its LCAP.
- e. Spark shall provide documentation to support its revenue sources, including but not limited to donations, Spark's entitlement to reimbursement for Food Services Costs, state lottery income, start-up grant, and revolving loans and/or lines of credit and bring its budget in line with verified revenue sources.
- f. Spark shall adjust its budget to include line items reflecting debt service on revolving loan(s) and any lines of credit and remove undocumented sources of revenue including donations.

- g. The Petition shall include provision(s) requiring Spark to inform the District of plans to incur debt at least thirty (30) days in advance. Spark shall provide documentation regarding any debt incurred by Spark and the debt service associated with such debt.
- h. The budget shall be updated to reflect appropriate staffing levels necessary to implement Spark's educational program, including but not limited to appropriate numbers of foreign language teachers, English Learner teachers, special education instruction and/or services staff, and Curriculum Director.
- i. The Petition and budget shall clearly identify and describe employee benefits, including but not limited to such information as the health care plan cost per employee and the range of health care plans and costs from which employees may choose. The budget notes shall clearly describe the assumptions for the anticipated costs of employee salaries and benefits.
- j. The Petition shall clearly identify and describe the textbooks and/or instructional materials to be used by Spark to educate its students and the budget shall be adjusted to reflect the costs of these textbooks and/or instructional materials. Spark shall provide supporting documentation identifying the costs associated with acquiring the books, supplies, and instructional materials necessary for its educational program.
- k. Spark shall provide documentation supporting the budget's facilities assumptions, including the assumption that the pro-rata share will be \$4.00 per square foot and that 80 square feet per student will be allocated under Proposition 39. Spark shall develop alternative facilities arrangements for students not eligible for facilities under Proposition 39.
- l. Spark shall specifically describe and/or identify the "start-up" costs to be incurred in the initial year of operation.
- m. The budget shall reflect funds budgeted for Spark to comply with English Language Development and Section 504 of the Rehabilitation Act.
- n. The Petition shall provide and describe the criteria and process for the selection of contractors for administrative services. Spark shall provide documentation describing the specific services provided by the contractor selected and shall provide documentary evidence supporting its allocation of \$80,000 in the budget for such services.

BE IT FURTHER RESOLVED that Spark shall meet and comply with all of the above terms and conditions by or before April 1, 2014.

BE IT FURTHER RESOLVED that should Spark fail to meet and comply with any of the above terms and conditions by or before April 1, 2014, as determined in the sole discretion of the District, the Board's conditional approval of the Petition shall be rescinded effective May 1, 2014, and the Petition shall be deemed denied as of the date this Resolution was passed, based on the findings of Petition deficiencies expressed herein, as well as in the Staff Report presented to the Board November 21, 2013, and in accordance with Education Code section 47605(b)(1)-(5).

BE IT FURTHER RESOLVED that to the degree this Resolution is interpreted as an approval of the Petition regardless of the conditions placed thereon, the failure by Spark to meet and comply with any of the above terms and conditions by or before April 1, 2014, as

determined in the sole discretion of the District, shall constitute a material violation of the conditions, standards, or procedures set forth in its charter within the meaning of Education Code section 47607(c).

PASSED AND ADOPTED this 21st day of November, 2013, by the Sunnyvale School District Board of Education by the following votes:

AYES:

NOES:

ABSENT:

ABSTAIN:

Jeffrey Arnett, President, Board of Education
Sunnyvale School District
Sunnyvale, California

Benjamin Picard, Ed. D., Superintendent
Sunnyvale School District
Sunnyvale, California

SUNNYVALE SCHOOL DISTRICT
Minutes of the Meeting of the Board of Education

Approved 12-12-13

DATE AND PLACE:

Thursday, November 21, 2013
Bishop Elementary School Auditorium
450 N. Sunnyvale Avenue, Sunnyvale CA 94085

CALL TO ORDER

Board President Jeffrey Arnett called the meeting to order at 6:00 p.m.

MEMBERS PRESENT

Sandy Agbayani, Jeffrey Arnett, Anita Herrmann, Reid Myers (arrived at 6:02 p.m.), Nancy Newkirk

ADMINISTRATORS PRESENT

Benjamin Picard, Michael Gallagher, Claire Castagna

APPROVAL OF AGENDA (M-39)

Moved by Nancy Newkirk and seconded by Sandy Agbayani to approve the agenda. Motion #39 passed unanimously 4-0

PUBLIC COMMENTS ON CLOSED SESSION ITEMS

No comments.

ADJOURN TO CLOSED SESSION

Mr. Arnett adjourned the meeting to closed session at 6:00 p.m.

ANNOUNCEMENT OF CLOSED SESSION

Mr. Arnett reconvened the meeting to open session at 6:30 p.m. and announced that during closed session the board discussed:

- Public Employment
- Public Employee Discipline, Dismissal, Release

The board did not take action on any item discussed during closed session.

APPROVAL OF MINUTES (M-40)

Moved by Anita Herrmann and seconded by Sandy Agbayani to approve the minutes from the regular meeting of November 7, 2013. Motion #40 passed unanimously 5-0.

COMMENTS FROM THE BOARD AND SUPERINTENDENT

Nancy Newkirk:

- Participated in webinar on universal design for learning
- Attended the following events:
 - Meeting of the Santa Clara County School Boards Association and Dannis, Woliver and Kelley about the San Jose teachers' contract
 - Northern California Positive Behavior Intervention and Support (PBIS) conference- Columbia Middle School staff was highlighted
 - Sunnyvale Challenge Team meeting
- Visited:
 - Connect Charter School in Menlo Park (the school was cited in the Spark Charter Petition)
 - Fairwood Explorer program at Fairwood Elementary School

SUNNYVALE SCHOOL DISTRICT
Minutes of the Meeting of the Board of Education

Approved 12-12-13

- Synapse School in Menlo Park

Anita Herrmann shared information about Reading Partners. She commented that volunteer spots are available and if anyone is interested in volunteering they can learn more about the program online at Readingpartners.org.

Sandy Agbayani commented that he spent most of his week doing a lot of reading in preparation for the board meeting.

Reid Myers:

- Meetings:
 - With various community members to get input about Spark Charter School
 - Kayla Weems, Reading Partners Community Outreach Leader. Reading Partners is trying to help 275 students this year. Ms. Myers has arranged to have Ms. Weems present information to the Sunnyvale Challenge Team
 - Santa Clara County School Boards Association (SCCSBA) Announced that the SCCSBA Hoffmann Award applications are due December 6th
- Attended Summit Charter School open house

Jeffrey Arnett commented that he has doing a lot of reading and talking with community members. He attended an Ellis School PTO meeting and commented that his wife will be the new Vice President.

Dr. Benjamin Picard deferred his comments in order to move the meeting along for families with children in attendance.

COMMENTS FROM THE PUBLIC

No comments

COMMENTS FROM THE SUNNYVALE EDUCATION ASSOCIATION

Heather Mummy, President of the SEA thanked the board for their in depth resolution proposal for the Spark Charter School petition. Ms. Mummy commented that SEA feels that their concerns were heard and have been addressed. SEA values the positive working relationship it has with the administration and the Board and looks forward to continuing their work toward the common vision of "Learn Today, Lead Tomorrow".

COMMENTS FROM CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION, CHAPTER #205

No comments

REVIEW AND ACTION: Resolution #14-05 Conditional Approval of Spark Charter School Petition (M-41)

Superintendent Dr. Benjamin Picard commented that he was recommending approval of the Spark Charter School petition subject to the conditions outlined in the resolution. Dr. Picard explained that the decision for conditional approval was based on the District's and Board's long history of collaboration and partnership with the community.

Dr. Picard, Dr. Michael Gallagher, Assistant Superintendent of Human Resources and Claire Castagna, Assistant Superintendent of Curriculum and Instruction gave a presentation

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highlighting the district's main areas of concern in the Spark petition: parent participation requirement, unsupported ADA figures, unsupported education plan and questionable financial and operational plan. Dr. Picard acknowledged the hard work and efforts of the charter petitioners. He stated that the conditions for approval were provided with the intent of helping the Spark program become successful.
(Exhibit A)

Board President Jeffrey Arnett opened the floor for public comments. Ten members of the community addressed the board in favor of the Spark Charter School. No public comments were made against the petition.

President Arnett adjourned the meeting for a 5 minute break at 7:54 p.m.
President Arnett reconvened the meeting at 8:00 p.m.

Nancy Newkirk moved to open the floor for board discussion about the Spark Charter petition. Jeffrey Arnett seconded the motion

Board members shared their views and discussed areas of concern in the Spark Charter petition. Board members suggested revisions to the resolution. District legal counsel Sue Ann Salmon Evans advised the board on what revisions were appropriate for the resolution or if concerns were better addressed in the Memorandum of Understanding.

Moved by Reid Myers and seconded by Anita Herrmann to adopt Resolution #14-05 Conditional Approval of Spark Charter School Petition with the following amendments:

- Page 5, Education Program: Include education code requirements that any high school class work completed by Spark students be transferable and meet college requirements
- Page 7, Suspension and Expulsion: amend the language to provide processes for a suspended or expelled student to appeal, as well as confirm that a student will not be subject to discipline as a consequence of a student's, a parent's, or a family's failure to contribute to the school.

Roll Call vote:

Ayes: Agbayani, Arnett, Herrmann, Myers, Newkirk

Noes: None

Abstain: None

Motion #41 Resolution #14-05 Conditional Approval of the Spark Charter School Petition was adopted unanimously 5-0.

CONSENT AGENDA ITEMS: (M-42)

14-22-ADM	Purchase Orders and Warrants October 2013 (Kovner)
14-23-ADM	Approval of Change Order # 15 – San Miguel Elementary School Infrastructure Project (Williams)
14-24-ADM	Approval of Change Order # 4 – Columbia Middle School Playground Renovation Project (Williams)
14-32-HR	Personnel Assignment Order #13-09 (Gallagher)
14-33-HR	Approval of Consultant Contracts (Rios) (Gallagher)

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14-34-HR	Approval of General Contactors (Advent Group, SSC) (Gallagher)
14-35-HR	Approval of Student Internship Program Agreement – Springfield College (Gallagher)
14-14-SUP	Revised Board Bylaw 9220 Board Elections (Picard)
14-15-SUP	Approval of donations to the district (Picard)

Moved by Anita Herrmann and seconded by Reid Myers to approve the consent agenda items as presented. Motion #42 passed unanimously 5-0.

FUTURE MEETING AND ADJOURNMENT

The next meeting of the Board of Education is a special organizational meeting scheduled for Monday, November 25, 2013. The meeting will be called to order at 7:00 p.m. President Arnett adjourned the meeting at 9:25 p.m.



CHARTER PETITION

Respectfully submitted to the Sunnyvale School District
Sept 16, 2013

Revisions submitted to the Sunnyvale School District
April 1, 2014

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Executive Summary

Spark Charter School (“Spark” or the “Charter School”) aims to complement the efforts of the Sunnyvale School District (“SSD” or “District”) by providing a rich and academically rigorous K-8 public school alternative that integrates inquiry- and project-based learning with social-emotional learning. Spark’s educational approach is consistent with the goals of the new Common Core Standards: to encourage deeper learning, more analytical thinking and problem-solving skills rather than a superficial study of a wide range of subjects. This charter describes the rationale, operational details, and financial strategy for building a successful and sustainable new public school for the city of Sunnyvale. Spark is a developmental, parent participation school open to all students residing in the Sunnyvale School District.

Mission & Vision

To flourish in the 21st century, students must not only learn, but they must learn *how* to learn. They must develop a capacity for creativity, critical thinking, skillful problem-solving, and effective communication. They must be culturally and globally aware, technically literate, and learn to develop a sense of personal and collective responsibility. Spark Charter School seeks to lead students on a collaborative, parent-assisted, hands-on learning adventure that will develop the skills and habits of mind necessary to succeed in a rapidly changing world.

Spark Charter School will:

- Create an educational environment that is collaborative, respectful and inclusive.
- Recognize and affirm the unique interests and abilities of each child.
- Value racial, ethnic, economic and cultural diversity.
- Foster imagination, critical thinking and intellectual curiosity.
- Emphasize project- and inquiry-based learning to foster, among other things, analytical thinking, collaboration, and creativity.
- Create a community of learners focused on the needs of the whole child through a collaboration and partnership among teachers, parents, and students.
- Develop a sense of societal and environmental stewardship to help build a just and sustainable society and promote living in harmony with the natural world.

Who Does Spark Serve?

As a public school, Spark will be open to families residing in California with a preference for those living within the Sunnyvale Elementary School District. We will strive to ensure that our student body represents the school-age population residing within the District’s boundaries. In addition to being ethnically diverse, Spark will serve families from a variety of linguistic and economic backgrounds: approximately 48.6% of the 9,200 students in the Sunnyvale School District are currently designated as English Learners and 64.3% currently qualify for free or reduced-price lunch.

How Is Spark Distinct?

Spark's educational vision is rooted in constructivist learning theory, informed by neuroscience research, and exemplified by the respect and compassion for each child's unique strengths. Spark's program integrates social-emotional learning, inquiry- and project-based learning, the creative arts, languages, and physical movement into a rigorous academic program that deepens the intellectual and social capital of each child.

At Spark, students learn to create meaning from learning with a curriculum that is anchored to real-world applications. Students value learning because of the individual and collective connections they make, and by their engagement in deeper, and broader learning activities, from which they grow their knowledge and skills.

As education leaders, teachers guide parents in achieving a unified and cooperative system that provides students the highest quality of learning, while addressing unique learning levels and needs. Parent participation helps to facilitate the delivery of the program and to create a supportive, nurturing environment that ensures that every child is encouraged and challenged to reach their potential. Research shows that parent involvement helps children do better in school, stay in school longer, and like school more. The California Department of Education states:

Comprehensive means that parents are involved at all grade levels in a variety of roles. Involving parents in supporting their children's education at home is not enough. To ensure the quality of schools as institutions serving the community, parents must be involved at all levels in the school.

See **Attachment 10**: California State Board of Education Policy 89-01 (1994): Parent Involvement in the Education of Their Children, and **Attachment 11**: California Department of Education – Charter School Division – Legal Opinion on Parent Participation. With this in mind, Spark asks families to make a commitment to the community and their child to volunteer in the classroom on a weekly basis.

By the time a student graduates from Spark, s/he would have acquired the academic skills to succeed in high school and college, as well as the analytical, communication, and collaboration skills to thrive in the global workplace. Students will demonstrate the ability to be self-directed, work collaboratively with others, and be self-confident lifelong learners.

Highlights and key features of the Spark Charter School include:

- Curriculum and assessments designed to foster and evaluate deep understanding of content, creativity and analytical skills.
- Core lesson blocks that provide adequate time to delve into subjects in depth and use of materials that pique students' curiosity and engage them in authentic hands-on learning.
- Social-emotional skills interwoven into the academic program.
- A culture and learning environment that supports the academic, social and emotional needs of all of its students.
- Development of long-term relationships with teachers and students using a "looping" approach in which students stay with the same teacher for two consecutive years.
- Creative arts & physical education integrated into the curriculum throughout the day.

- Enrichments and electives such as: gardening, cooking, drama, foreign language, and dance are strategically integrated to support the curriculum.
- Technology is integrated in the curriculum and is used as a tool for teaching and learning, e.g. students regularly utilize technology for research, analysis, communication, skill building, and self-expression;
- A rigorous and multi-faceted assessment program. Formative and summative on-going assessments are used to inform instruction. Students and teachers work to develop and monitor learning goals and share them with their parents during student-led conferences.
- A teacher-led collaborative learning community that allows teachers to differentiate the curriculum to meet the needs of each student.
- A culture of family participation and a strong sense of community. A community of lifelong learners composed of teachers, parents, and students. Respect for one another as learners is a key component of our school. Students are encouraged to share their knowledge and expertise with others. Developing student independence is a priority, and students are valued as decision-makers.

AFFIRMATIONS AND ASSURANCES

As the authorized lead petitioners, we, Alexandra Zdravkovic and Laura Stuchinsky hereby certify that the information submitted in this petition for an independent California public charter school to be named Spark Charter School, and to be located within the boundaries of the Sunnyvale School District is true to the best of our knowledge and belief. We also certify that this school is to be located within the boundaries of the Sunnyvale School District and this petition does not constitute the conversion of a private school to the status of a public charter school. Further, we understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to the following:

- The Charter School will meet all statewide standards and conduct the student assessments required, pursuant to Education Code "60605, and any other statewide standards authorized in statute, or student assessment applicable to students in non-charter public schools. [Ref. Education Code "47605(c)(1)]
- The Charter School will be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act. [Ref. Education Code "47605(b)(5)(O)]
- The Charter School will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code "47605(d)(1)]
- The Charter School will not charge tuition, fees, or other mandatory payments for attendance. [Ref. Education Code "47605(d)(1)]
- The Charter School will admit all students who wish to attend the school, 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 applicant will be given a chance of admission through a public random drawing process.
- Except as required by Education Code Section 47605(d)(2), 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. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code "47605(d)(2)(A-B)]
- The Charter School will not discriminate on the basis of the characteristics listed in Education Code 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 "47605(d)(1)]
- The Charter School will adhere to all provisions of federal law related to students with disabilities including, but not limited to the Individuals with Disabilities in Education Improvement Act of 2004 (IDEIA), Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.

- The Charter School will 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 "11967.5.1(f)(5)(c)]
- The Charter School will ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document as 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. Education Code "47605(1)]
- The Charter School will at all times maintain all necessary and appropriate insurance coverage.
- The Charter School will, 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)
- The Charter School will notify the superintendent of the school district if a pupil is expelled or leaves Spark without graduating or completing the school year for any reason, and provide the pupil's last known address within 30 days, and will, 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)]
- The Charter School will maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- The Charter School will on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
- The Charter School will comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]
- The Charter School will comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]
- The Charter School will comply with all applicable portions of the No Child Left Behind Act.
- The Charter School will comply with the Public Records Act.
- The Charter School will adhere to all applicable provisions of federal law relating to children who are English Learners, including Title VI of the Civil Rights Act of 1964; and the Equal Educational Opportunities Act of 1974.
- The Charter School will comply with the Family Educational Rights and Privacy Act.
- The Charter School will comply with the Ralph M. Brown Act.
- The Charter School will meet or exceed the legally required minimum of school days applicable to charter schools. [Ref. Title 5 California Code of Regulations Section 11960].

Signature of Lead Petitioner, _____ Date _____

Signature of Lead Petitioner, _____ Date _____

INTRODUCTION

For the first time in history, our job, as educators, is to prepare our students for a future that we cannot clearly describe. Things are changing too quickly. We can only predict that it will be a world driven by information, and that the information will be almost exclusively digital.
--W. David, Redefining 21st Century Literacy

Spark Charter School (“Spark” or the “Charter School”) aims to complement the efforts of the Sunnyvale School District (“SSD” or “District”) by providing a rich and academically rigorous K-8 public school alternative that integrates inquiry- and project-based learning with social-emotional learning. A large and growing body of research indicates that inquiry- and project-based learning helps deepen student learning and understanding, is superior to conventional instruction in terms of skill development and long-term retention, and elicits greater satisfaction among students and teachers.

Programs that implement social-emotional learning have also been shown to improve student academic achievement by 11-17 percentage points as measured by standardized test scores in addition to improving students' social/emotional skills, attitudes and behavior. These skills are essential not only to improve the classroom experience, but also to enable students to grow into adults who know how to work well with others, form enduring, positive relationships, make ethical and safe life choices, and contribute to their communities. Moreover, research has shown that students who attend a K-8 school, do better socially and academically than their peers who switch to a middle school in 6th or 7th grade¹.

Spark's educational approach is consistent with the goals of the new Common Core Standards: to encourage deeper learning, analytical thinking and problem-solving skills, rather than a superficial study of a wide range of subjects. The nation's educational experts believe this is the most effective way to prepare our children to compete in an increasingly global economy, and to develop the skills and creativity to successfully address the complex problems of our society².

But learning how to effectively implement this new educational standard will take time. The original intent of charter schools was to serve as laboratories to identify the most effective educational practices that could then be adopted in other public schools. As California and the nation begin to implement the new Common Core Standards, Spark believes it could serve as a laboratory for the District on how to most effectively achieve the state's educational goals for all of our children.

This charter describes the rationale, operational details, and financial strategy for building a successful and sustainable new public school for the city of Sunnyvale.

Why Social-Emotional Learning and Inquiry- and Project-Based Learning?

Researchers have found that students learn more and retain more of what they learn when their curiosity is piqued, they are presented with the opportunity to test their ideas, and they are given the

time to reflect and revise their understanding of what they have learned. That deeper learning enables students to extract principles and concepts they can transfer to other situations and subjects³. A large and growing body of research attests to the value of inquiry-based and project-based learning for improving learning with understanding, including for low-performing students:

- A 2009 synthesis of eight analyses comparing project-based learning to conventional classroom instruction found that project-based learning was “superior when it comes to long-term retention, skill development and satisfaction of students and teachers, while traditional approaches were more effective for short-term retention as measured by standardized board exams⁴.”
- A 2011 study of 213 school-based Social-emotional Learning (SEL) programs involving kindergarten through high school students found that students who received SEL instruction demonstrated significantly improved social and emotional skills, attitudes, behavior, and scored 11 percentile points higher, on average, on standard academic achievement tests compared to those who did not receive this instruction⁵.
- A 2000 study of urban African-American middle school science students found that teachers who used an inquiry-based approach, increased the achievement scores of their African-American students, narrowed the achievement gap between male and female students, and found their students were more interested in what they had to teach⁶.
- A 2009 laboratory-based study of 58 students age 14-19 found that “students in the inquiry-based group reached significantly higher levels of achievement than students experiencing commonplace instruction. This effect was consistent across a range of learning goals (knowledge, reasoning, and argumentation) and time frames (immediately following the instruction and 4 weeks later). The commonplace science instruction resulted in a detectable achievement gap by race, whereas the inquiry-based materials instruction did not⁷.”

Other aspects of Spark’s program are also considered conducive to deep learning, college-readiness, and closing the achievement gap.

- K-8 school: Two large empirical studies conducted in 2010 and 2011 by researchers at Columbia and Harvard universities concluded that moving students from elementary to middle school in 6th or 7th grade causes a significant drop in academic achievement relative to those of similar students who remain in K-8 schools. The effects are large, present for both math and English, and persistent. The Harvard study also found that middle school students did not catch up with those who remained in the K-8 environment once all of them entered high school⁸.
- Parent participation: A majority of the research on parent-participation has found a positive association with educational attainment with parents’ involvement in their child’s education. Further, the research shows that the more intensively parents are involved in their children’s learning, the more beneficial are the achievement effects. This holds true for all types of parent involvement in children’s learning and for all types and ages of students. Parent participation in the classroom also enables teachers to more easily offer small group instruction and differentiated learning, which experts believe is key to raising student performance and closing the achievement gap.

- The Value of Diversity: Research suggests that economic, racial and ethnic diversity creates an enriched and engaging academic environment where greater learning and growth can take place. Despite this, some experts say that educational priorities and policies mistakenly inhibit diversity in charter schools. “There is strong evidence to suggest that the current tilt in the policy and philanthropic communities toward charter schools that educate low-income and at-risk children in high-poverty settings results in an overly narrow approach,” said a recent report from the Century Foundation and the Poverty & Race Research Action Council, a Washington-based civil rights policy organization. “Part of the rationale for charter schools has always been to explore different ways to address educational challenges. There is a large body of research suggesting that socioeconomic and racial integration provide educational benefits for all students—especially at-risk students—that are worth pursuing⁹.”
- Readiness for College: A 2008 study¹⁰ found that students’ who developed three skills sets during their elementary and middle school years were more likely to perform well academically in high school and be ready for college and career by the end of high school than those who did not. Those skills are: academic discipline (i.e., the perseverance to work through complex, multi-step problems), orderly conduct (including self-control), and having positive relations with school personnel. All of these skills sets are consistent with those Spark seeks to cultivate through its program and culture.
- Social-Emotional Learning: Research has shown that children with strong social and emotional skills perform better in school, have more positive relationships with peers and adults, and long term are more successful in their careers and relationships. Social-emotional skills create a positive school climate and classroom culture conducive to maximizing every child’s academic, intellectual and social development^{11, 12}.
- Hands-on learning: Project-based, experiential learning addresses the needs of students with differing learning styles: visual, auditory, and kinesthetic.
- Research also shows that the brain is pattern-seeking and looks for connections between pieces of information (McBrien/Brandt, 1997). These connections lead to a stronger and more thorough understanding. Whenever possible, curriculum is designed around science, social studies, or literacy themes (Ostrow, 1995). Topics are studied from many different angles and viewpoints, allowing students to explore subjects deeply, employ higher level thinking skills, and make connections among various disciplines of thought (Jensen, 1998).
- Children develop and grow at different rates in different skill areas. Teachers’ strong understanding of child development and close working relationship with each child’s parent allows them to design learning experiences so that each child’s needs are met (Bingham, 1995). Curriculum is aligned with each child’s developmental level to allow children to feel successful regardless of academic level.
- Children also have different strengths and styles of learning. The teachers develop instructional programs incorporating the theory of multiple intelligences to build on each student’s strengths and address diverse learning styles (Gardner, 1999).
- Learning occurs best in a collaborative environment. Students are more motivated to learn when they have a real stake in their own learning. The teacher shares control of the classroom and students are allowed to explore, experiment, and discover on their own. The focus in these classrooms is on options, rather than uniformity. Learners are treated as co-creators in the learning process, as individuals with ideas and issues that deserve attention and consideration.

- Learning is greater in a climate where there are measurable goals and accountability. As Schmoker (1996) says: “What gets measured gets done”. Spark provides a continuous collection and application of data for students, parents, teachers, and administrators.

Note: Research sources are listed in **Attachment 12: Cited Curriculum References**.

THE FOUNDERS

Over the past several years, the founders of Spark Charter School have researched and visited a variety of schools and education centers in order to learn from model institutions and adopt best practices in curriculum development and program implementation. The goal of the founders is to understand as much as possible about existing successful programs that include constructivist pedagogy and social-emotional learning, as well as to observe local small charter schools in action. The following schools have provided guidance and inspiration to the development of the Spark Charter School curriculum: Discovery Charter in San Jose, San Carlos Charter Learning Center, Connect Community Charter School in Redwood City, Synapse School in Menlo Park, D. School (Institute of Design) at Stanford University, and Hillsdale School in Daly City.

The founders listed below are parents who came together in the development of Spark Charter School. They represent a broad cross-section of parents and professionals with experience in non-profit administration, education, business, finance, human resources and technology. The chart below summarizes the expertise of our founders, which encompass the range of skills necessary to successfully launch and operate a charter school.

	Educational Program	Social-Emotional Learning	Finance	Governance	Fundraising	Human Resources	School Admin. & Operation	Technology & Innovation	Community Outreach	Legal
Founders										
Jane Lii	X	X	X	X			X		X	
Laura Stuchinsky	X			X	X				X	
Christine Hernandez	X				X					
Gigi Carunungan	X	X		X	X	X	X	X	X	
Alexandra Zdravkovic	X		X	X				X		
Kurt Erikson			X							
Mayuri Vasireddi								X		
Kiran Vemuri								X		
Tracy Valerio/ Manny Valerio		X	X	X					X	

Gayatri Chandramohan	x				x			x	x	
Jeeta Gandhi		x			x			x	x	
Einat Clarke/Jeff Clarke	x						x			x
Stacey Peralta		x							x	
Susannah Medley		x			x					
Jag Kooker			x		x					
Gina Han								x		
Gordana Neskovic								x		
Jeannie Lee	x									
Marni McManus/Simon McManus		x	x			x		x	x	
May Chen-Slater			x							
Niti Madan/Shashi Guruprasad								x		
Alyson Abrego/Gustavo Abrego	x	x			x			x	x	
Jugnu Ojha										
Leah Asuncion										
Lisa Ferino	x								x	
Karilyn Loui								x	x	
Deborah Calasin Hidalgo									x	
Leatrice Hidalgo									x	
David O'Brien								x		
Lisa Lloyd					x				x	
Masoud Javaheri/Tooran Dehnoo		x	x						x	
Advisory Board										
Dr. Sandra Jewitt	x				x	x	x	x	x	
Candelario Franco	x				x				x	
Barbara Vella	x		x		x	x	x		x	
David Neighbors	x		x	x						

Here are highlights from our founders' backgrounds. More details on our founders can be found in **Attachment 2**, additional material on our Advisory Board and Strategic Partners is available in **Attachment 3**.

Spark Board Members

- **Gigi Carunungan**, Curriculum director and co-founder of Synapse School, which combines social-emotional learning with project- and inquiry-based learning.
- **Alexandra Zdravkovic**, parent, engineer/manager, MBA coursework, former chair of Fairwood Explorer Governing Council.
- **Christine Hernandez**, parent, scientist/manager for Silicon Valley medical device firm, Fairwood Explorer founder, former member of Fairwood Explorer Governing Council
- **Jane Lii**, former journalist, Fairwood Explorer founder, former member of Fairwood Explorer Governing Council.
- **Laura Stuchinsky**, parent, public policy director/sustainability officer, Fairwood Explorer founder, former member of Fairwood Explorer Governing Council.

Founders

- **Gayatri Chandrani**, parent, Masters in Educational Technology, web development, instructional design, blended learning. Founded English-language elementary school in India for under-privileged non-English speaking children.
- **Jeeta Shah Gandhi**, Sales and marketing, IT consultant.
- **Kurt Erikson**, parent, CPA.
- **Manuel Valerio**, parent, former aide State Senator Alquist, community relations manager for large electronics retailer, former Sunnyvale mayor and city councilmember, former president and board member Sunnyvale Community Services; born and raised in Sunnyvale.
- **Tracy Valerio**, parent, human resources manager, mental health program coordinator and community liaison providing services to low-income families, licensed Marriage and Family Therapist.
- **Kiran Vemuri**, parent, systems hardware architect, volunteer for Association for India's Development on education and sustainable agriculture projects in India.
- **Mayuri Vasireddi**, parent, design engineer, volunteer for Association for India's Development on education and empowerment projects in India.
- **Susannah Medley**, parent, software engineer, veteran of several parent-participation programs. Has received training in Social-Emotional Learning.
- **Einat Clarke**, parent, practicing attorney.
- **Stacey Peralta**, parent, teacher, clinical laboratory scientist, fluent in Spanish
- **Georgana Neskovic**, parent, electrical engineer
- **Gina Han**, parent, MA in business and electrical engineering
- **Jag Kooner**, parent, market manager
- **Jeannie Lee**, parent, early childhood program director
- **Marni McManus**, parent, anthropologist, working on HR management certificate, taking classes in SEL
- **Simon McManus**, parent, chemical engineer and computer scientist. Native Spanish speaker
- **May Chen-Slater**, parent, Degree in Finance. Extensive experience in parent-participation schools.
- **Niti Madan**, parent, senior hardware engineer
- **Shashi Guruprasad**, parent, senior rechnologist at a computer software firm.
- **Alyson Abrego**, parent, Marketing and communications professional, BA in Major in Marketing and Spanish, MBA,,Fluent in Spanish. Actively involved in the fundraising efforts of educational projects and foundations in Sunnyvale and Mountain View
- **Gustavo Abrego**, parent, BA in Electronics Engineering. PhD in Telecommunications with emphasis on Speech and Language technology. Works for high tech company researching the use of computational systems to model natural language mechanisms that enable conversational understanding research Native Spanish speaker
- **Jugnu Ojha**, parent, telecommunications professional, MA and Ph.D in Physics/Engineering Physics
- **Leah Asuncion**, parent, childcare center owner/operator

- **Lisa Ferino**, parent, videographer, college lecturer, communications and events coordinator
- **Karilyn Loui**, parent, Senior Product Manager, MBA and MA in Engineering
- **Deborah Calasin Hidalgo**, parent, more than 15 years working as a medical assistant and translator for Latino families in Bay Area low income clinics; 20 years as child care provider, restaurant manager and administrator, native Spanish speaker
- **Leatrice Hidalgo**, parent, child care and after school teacher, native Spanish speaker
- **David O'Brien**, parent, MS in Computer Engineering, Works on operating systems development for a router company, open source developer.
- **Lisa Lloyd**, parent, M.A. in Counseling Education, a B.A. in Psychology Has worked for the Foothill-De Anza Community College District as Outreach and Retention Specialist and as an instructor teaching Counseling, Cooperative Work Experience and Psychology.
- **Masoud Javanheri**, parent, quality control technician for technology firm, owner and general manager of a café, volunteer interpreter for members of the Persian community.
- **Tooran Dehnoo**, parent, BA Business Management, more than 10 years experience in eligibility and employment related services for Santa Clara County Social Services Agency, high school guidance counselor in Iran.

Advisory Board

- **Barbara M. Vella**, Marketing director, strategic development, event planning, Founder and board member of Discovery Charter School, San Jose.
- **Dr. Sandra Jewitt**, school administrator—principal and assistant superintendent of curriculum, instruction and technology; director of two collaboratives focused on closing the achievement gap.
- **Candelario Franco**, director, Pre-College TRiO Programs, National Hispanic University.
- **David J. Neighbors**, partner in GALLINA LLP's Silicon Valley Tax Practice, an elected member of the Governing Board of the Berryessa Union School District; a member of the Board of Trustees for The National Hispanic University Foundation and the Beta Alpha Psi Scholarship Committee at San José State University.

Spark's founders will continue to recruit additional people with expertise as needed to establish and sustain an excellent school that appeals to and serves the needs of the Sunnyvale student community and ensures the effective and responsible use of public funds.

ELEMENT A: 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 the program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.”- California Education Code Section 47605(b)(5)(A)(i).

“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.” – California Education Code Section 47605(b)(5)(A)(ii).

Mission/Vision

To flourish in the 21st century, students must not only learn, but they must learn *how* to learn. They must develop a capacity for creativity, critical thinking, skillful problem-solving, and effective communication. They must be culturally and globally aware, technically literate, and learn to develop a sense of personal and collective responsibility.

Spark Charter School is committed to:

- **Creating a community** comprising students, families, and staff that is collaborative, respectful, and inclusive. We recognize and affirm the unique interests and abilities of each child. We value racial, ethnic, economic, and cultural diversity because it broadens and enriches learning and facilitates the community-building a democracy requires.
- **Fostering imagination, critical thinking, and intellectual curiosity** to actively engage students in the learning process, and develop not just the mind, but also the child’s emotional, moral and physical well-being. Students will cultivate the ability to recognize and express emotions constructively, to work collaboratively, to persevere, and to effectively navigate both social situations and academic challenges -- to build their emotional intelligence along with their intellectual capability.
- **Emphasizing projects**, “doing” learning rather than merely reading about it. Studies have shown that learning occurs best when ideas are presented in context and through relevant activities. Parent-participation allows for simultaneous small-group activities where students can explore, apply and master subject matter with guidance and assistance from an adult. Families also bring a wealth of expertise and life experience to the classroom, which teachers can draw upon to enrich the curriculum and strengthen the community¹³.
- **Developing a sense of societal and environmental stewardship** to help build a just and sustainable society living in harmony with the natural world.

Guiding Principles

The Spark learning environment will combine constructivist pedagogy with social-emotional learning. Spark will create a rich learning environment based on the latest findings in neuroscience that integrates the new core standards, connects lesson strategies to students' background knowledge and multiple learning styles, and develops socio-emotional skills in a rigorous, focused, relevant, and in-depth experiential learning program facilitated by family participation.

The charter provides extensive descriptions and explanations on the educational model, operational systems, and financials of Spark. The highlights and key features of the charter include:

- Adoption of the new core standards aligned with the California Department of Education guidelines, through a rich experiential learning pedagogy. Specifically, the curriculum brings the standards to life through exciting, inspiring, and active learning experiences using the Helical Model. [Refer to page 22 for a full description.]
- Daily class schedules that reflect focus, depth, and cumulatively designed learning activities. Scaffolded lesson modules will engage students from simple to complex multi-modal learning activities that integrate the arts, play, projects, and skills development using the Helical Model.
- Physical education, music, and arts programs that empower students with a variety of ways to discover and grow their talents and support academic learning.
- A growth-oriented assessment program aligned to the new core standards that fosters progressive literacy skills development. This includes teacher and student preparations for and delivery of weekly formative assessments, bi-annual qualitative assessments, student project portfolios, and all state-mandated tests.
- Hiring, training, and sustaining teachers and staff with educational visions and practices that are aligned with the vision and mission of Spark. The Charter School provides systematic and progressive teacher-leader training programs. Spark teachers will increasingly master the skills and knowledge to translate the new core standards into powerful instruction that will effectively teach to the whole child, tap into students' background knowledge, differentiate instruction, and integrate social-emotional learning in their curriculum and classroom culture. They will use neuroscience to navigate growth and learning. They will accomplish this through in-service trainings and individual and collective reflections of their practices and experiences. as teacher-leaders, specialists, and administrators.
- A culture of family and community engagement and participation through collaboration and partnerships.

Recent findings in neuroscience, specifically on how the brain learns, guide the pedagogy of Spark Charter School. With the discovery of brain plasticity, scientists are increasingly interested in interventions that build on the neural connections of the human brain. Cumulative evidence that activity influences the wiring of the brain began in the 1970s. In the 90s, powerful technology supported neuroscience research to reveal specific structures and processes by which changes are brought about. Neurobiologist Carla Shatz of the University of California, Berkeley explains, "After birth, when the number of connections explodes, each of the brain's billions of neurons will forge links to thousands of others¹⁴".

After birth, experience becomes the chief architect of the brain. With cumulative findings, neuroscientists discovered the pattern of wiring between neurons has yet to stabilize. Up to this point, Shatz further explains, " the brain has layout circuits according to its best guess to account for vision, language, and any other requirements. Then it is up to neural activity — no longer spontaneous, but driven by a flood of sensory experiences — to take this rough blueprint and progressively refine it."

In her book, *Shaping Early Childhood: Learners, Curriculum, and Contexts* (2003), Glenda MacNaughton explains how a child's brain suffers and fails to meet its optimal growth potential when deprived of a stimulating environment. Researchers at Baylor College of Medicine have found that children who don't play much or are rarely touched develop brains 20% to 30% smaller than normal for their age. ***Rich experiences, in other words, really do produce rich brains***¹⁵.

Students to Be Served - Target Student Population

District Statistics and Expected Enrollment

Spark Charter School will grow to serve students in grades kindergarten through eight from the Sunnyvale School District and surrounding areas. At full grade K-8th build out, we estimate that the Charter School will have approximately 576 students. We plan to open with grades K-5th in fall 2014. Expected enrollment for 2014 is 158 students. Spark plans on enrolling 20-24 students per class K-3 and 28-32 students per class 4-5. The classroom configuration for the first year is planned as shown in the table below.

Estimated First Year Enrollment Projections

Grade level	Number of classes	Number of students/class	Total number of students
K	2	24	48
1	1	24	24
2	1	24	24
3/4	1	30	30
4/5	1	32	32
Total:	6		158

We plan on adding classrooms in years 2, 3 and reach full capacity in year 4, as illustrated below.

Estimated 6 year enrollment projection

	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	Year 5 2018-19	Year 6 2019-20
K	48	64	64	64	64	64
1	24	48	64	64	64	64
2	24	24	48	64	64	64
3	22	25	24	48	64	64
4	20	32	32	32	64	64
5	20	32	32	32	32	64
6		64	64	64	64	64
7			64	64	64	64
8				64	64	64
Total	158	288	392	496	544	576

Spark Charter School attracts those who are seeking an alternative to their current educational system, desire an innovative approach, and share the Charter’s vision.

Student Population Ethnicity of the Sunnyvale School District

Spark Charter School will strive to ensure that the student body is representative of the student population residing within the District’s boundaries. In addition to being ethnically diverse, Spark will serve families from a variety of linguistic and economic backgrounds. The following table shows the proportion of students in the district who are designated as English language learners as well as those who currently qualify for free or reduced-price lunch. All students will be considered for admission in accordance with California Education code 47605(d) and without regard to ethnicity, national origin, gender, or disability.

Total number of students in district	6,637
English Language Learners	36.5%
Free or reduced lunch program:	47.6% ¹⁶

The Need

The Sunnyvale School District faces a number of challenges. Although it has made gradual gains over the years, it continues to have a number of schools classified as “program improvement” schools – those with a high percentage or number of low-income children that did not make adequate yearly progress (AYP) towards educational benchmarks established by the federal No Child Left Behind Act. In 2013, three of the district’s eight schools were classified as program improvement schools: two of them were in their third year, one in year two. All of the district’s schools, including the two middle schools, did not meet the 2013 criteria for either English/Language Arts or Math or both. In 2012, the last year for which there is comparable data, only two out of seven¹⁷ of the district’s elementary schools ranked above average compared to schools with similar demographics in the state.

A significant number of Sunnyvale District students are also not taking or passing Algebra 1, which has typically been offered in 8th grade. Algebra 1 is considered a “gateway” course for the sequence of mathematics and science courses that are required for entrance into the California State University and University of California systems, among others. The participation rate for students in the Sunnyvale School District is low, as are its proficiency rates.

Who Takes Algebra by 8th grade?

Algebra 1: 7th/8th Grade Participation Rate

	Latino	African American	Asian	White	Pacific Islander	Filipino
Sunnyvale School District	27%	27%	91%	55%	75%	59%

By comparison, the participation rate for 8th grade algebra in the San Jose Unified School District, which serves a large portion of the City of San José, is 88% for Latinos, 94% for African Americans, 70% for Asians, 100% for Whites, 62% for Pacific Islanders, and 100% for Filipinos.

Algebra 1-7th/8th Grade Proficiency Rates

	Latino	African American	Asian	White
Sunnyvale School District	10%	*	82%	43%

(* Fewer than 11 students took the test, consequently proficiency rates are not available.)

By way of contrast, the average proficiency rates across San Mateo and Santa Clara counties was 23% for Latino students, 24% for African Americans, 76% for Asians, 57% for whites, 26% for Pacific Islanders, and 52% for Filipinos. [Innovate Public School's report, from which this data was compiled, did not include proficiency rates for Pacific Islanders and Filipinos in Sunnyvale.]

“Eighth-grade achievement is the best predictor of students’ ultimate level of college and career readiness by high school graduation— even more than students’ family background, high school coursework, or high school grade point average,” according to a 2008 report published by ACT, a nonprofit that offers education research and career assessment services.¹⁸

Statistically, children growing up in households at or below the poverty line face greater risk of academic failure than those in households above the poverty line. Spark Charter’s educational program takes a comprehensive approach to counteracting those forces. As noted earlier, there is a large and growing body of evidence that attests to the effectiveness of hands-on, inquiry-based learning, as well as social-emotional learning, compared to conventional instruction, in helping students – including those who are low performing - improve learning with understanding. These

approaches have been shown to help close the achievement gap, including English Language Learners specifically¹⁹. This approach also helps cultivate skills, such as creativity, problem-solving, and communication, our children will need to succeed in the 21st century.

At present, there is one program in the Sunnyvale School District that bears some similarity to Spark: Fairwood Explorer. This K-5 district magnet program shares a 380-seat facility with a neighborhood school. Approximately 180 children attend the program: 2% of the approximately 7,857 students aged 5-14 who live in the Sunnyvale School District, based on the 2009 American Commute Survey. As evidenced by Explorer's growth in its four years of operation, there is significant interest among residents of the district for a program such as this.

Educational Philosophy

Key Components of the Educational Program

There are four key components of Spark's educational program: 1) A high-quality academic program that emphasizes project- and inquiry based learning; 2) Social-emotional learning; 3) a K-8 school configuration; and 4) family participation and community.

(1) High-Quality Academic Instruction: An inquiry-oriented, multi-modal, hands-on, relevant, creative, and differentiated curriculum

High-quality academic instruction is defined by the American Psychological Association (APA) as "instruction that is appropriate to students' educational levels, creates opportunity for thinking and analysis, uses feedback effectively to guide students' thinking, and extends students' prior knowledge. This includes praise and assessment, motivating to learn, and critical thinking²⁰."

Humans are naturally curious. Survival and finding better alternatives to living and working have been the driving force for innovation and higher quality of living throughout history. Passive and one-size-fits-all learning environments, which primarily teach through memorization, repetition, completion of worksheets with prescribed blanks, answering multiple choice questions of disconnected facts, negate the foundations and growth potential of the human mind. They quell analytical and creative abilities and undermine natural curiosity, which in turn fuel innovation that drives growth.

The new Common Core Standards seeks to promote curriculum, instruction, and assessment models that enable teachers to build on children's natural inquisitiveness. For example, the *Next Generation Science Standards* enables the teachers to help their students better understand science (and learning) as a human endeavor, acquire the scientific knowledge and the thinking skills that are important in everyday life. It will also enable students to pursue scientific careers²¹.

Inquiry- and project-based learning nurtures curiosity and drives relevance and connectedness in all subjects. It offers the development of *habits of mind* that guide learning and thinking. Analytical and creative thinking skills stimulate synapses, which nourishes the mind, and cultivate human potential.

(2) Social-Emotional Learning

In 2011, the Collaborative for Academic, Social and Emotional Learning (CASEL) conducted a meta-analysis of 213 programs that promote children's social-emotional development.²²

The research concluded that SEL programs:

- “Are effective in both school and after-school settings for students with and without behavioral and emotional problems,
- “Are effective for racially and ethnically diverse students from urban, rural and suburban settings across the K-12 grade range.
- “Improve students’ social-emotional skills, attitudes about self and others, connection to school and positive social behavior, and reduce conduct problems and emotional distress.
- “Improve student achievement test scores by 11 percentile points.”

SEL programs improve student competency in a number of areas: increasing self-awareness, self-management, social awareness, relationship skills and responsible decision making. SEL programs help children acquire the skills necessary to initiate friendships, resolve conflicts respectfully, make ethical and safe life choices, and contribute to their community in constructive ways.

Integrating social-emotional skills into the academic program helps to create an environment where the mind is receptive to new information, and is free to evaluate and use that information in new and creative ways. “From the perspective of neuroscience, optimal learning environments reflect an internal brain state well attuned to learning,” writes psychologist and author Daniel Goleman, in a blog post on social and emotional learning. “The emotional centers of the brain are intricately interwoven with the neurocortical areas involved in cognitive learning.”²³

Positive and nurturing environments are important to healthy brain growth²⁴. Stressful environments cause us to produce a hormone (cortisol) that can reduce brain cells and neural connections²⁵.

The relationship between teacher and students also helps to create a positive learning environment. Students learn best when teachers help them develop an awareness of their abilities and challenges, inspire them to value their unique talents, and encourage them to persevere and strive for mastery. Students sense how teachers feel about them. Through words, nuances, and actions, students derive inspiration and motivation from their mentors. Curious, analytical, and creative teachers build classroom environments that are dynamic, exciting, and innovative. Likewise, caring teachers create a student-oriented learning culture, and positively impact students’ sense of self and ability to grow.

The American Psychological Association (APA) explains how a close, positive, and supportive relationship between students and teachers combined with an academically engaging curriculum inspires students to reach higher levels of achievement.

“If a student feels a personal connection to a teacher, experiences frequent communication with a teacher, and receives more guidance and praise than criticism from the teacher, then the student is likely to become more trustful of

that teacher, show more engagement in the academic content presented, display better classroom behavior, and achieve at higher levels academically. Positive teacher-student relationships draw students into the process of learning and promote their desire to learn --given that the content material of the class is engaging and age appropriate.”

<http://www.apa.org/education/k12/relationships.aspx>)

(3) K-8 Configuration

Two large scale and methodically sound studies conducted by Harvard University and Columbia University in the last three years concluded that students in K-8 schools performed markedly better on both math and language arts tests than those who attended middle schools. “Consistent with recent evidence from other settings, we find that students moving from elementary school to middle school in grade 6 or 7 suffer a sharp drop in student achievement in the transition year,” said the authors of the Harvard study. “The relative achievement of students entering middle school in grade 6 or 7 continues to fall while they remain in middle school and shows little sign of recovering in grades 9 and 10. Moreover, the effects are not limited to urban areas and in math are generally more pronounced for ethnic minorities.”

The Harvard study also found that students from K-8 schools performed better when they attended high school; their attendance in high school was higher and their drop-out rate lower than graduates from middle schools. However, it is not entirely clear why this is the case. Other studies have observed that negative peer influences, such as bullying, are more common in middle schools than K-8 schools.²⁶ The Harvard researchers also found evidence that the “overall climate for student learning is worse in middle schools.” They suggested that middle-school aged students in K-8 schools might be benefitting from being in a school with much younger children where they get to take leadership roles.

More research may be needed to nail down the true reason for the fall off in middle school. In the meanwhile, the Harvard researchers concluded, “our findings clearly support ongoing efforts in urban school districts to convert standalone elementary and middle schools into schools with K-8 configurations. They are also relevant to the expanding charter school sector, which has the opportunity to adopt alternative grade configurations without the potential disruption caused by school conversions.”

(4) Family Participation and Community-building

Study after study has shown that parental involvement in education improves student outcomes. A 2002 report by the Southwest Educational Development Laboratory, which synthesized research on parental involvement over the last decade, found that “regardless of family income or background, students with involved parents are more likely to:

- Earn higher grades and test scores and enroll in higher-level programs.
- Be promoted, pass their classes and earn credits.
- Attend school regularly.
- Have better social skills, show improved behavior, and adapt well to school.
- Graduate and go on to secondary education.”²⁷

More concretely, family participation facilitates Spark’s educational goals by enabling teachers to more easily, and effectively, differentiate their instruction – to create an environment where all students are supported and challenged. For example, a parent volunteering in a classroom may work with one group of students writing a historical play, while the teacher works one-on-one with several students on specific skills or projects.

Through their participation, Spark families also will help create a school culture that values the contributions of each of its members, where all help one another, and where the entire community is committed to the welfare of all of the children in their care.

Spark shall enroll students regardless of their physical and/or mental disability, without regard and reference to any qualifications for educational participation, including but not limited to whether the student will benefit from Spark’s educational program or whether student’s parents will attend orientation, sign a parent agreement, or otherwise participate in the operations of the school.

Curriculum and Instructional Design

“The ideal country in a flat world is the one with no natural resources, because countries with no natural resources tend to dig inside themselves. They try to tap the energy, entrepreneurship, creativity, and intelligence of their own people-men and women-rather than drill an oil well” (Thomas L. Friedman, The World Is Flat: A Brief History of the Twenty-first Century).

Spark Charter School recognizes that students are growing up in a rapidly changing society; one that is fundamentally different from that on which the current model of public education was created. Designed almost two centuries ago as part of a movement to create an educated workforce for an industrialized society, this model valued efficiency, rote memorization, and standardization. Spark will implement a different model intentionally designed to meet the current and future needs of our students.

Today, educators have unprecedented access to research and technologies that reveal the inner workings of the human brain. New theories of thinking and learning are constantly being formed. A lab school like Spark has an amazing opportunity to build a learning environment guided by neuroscience.

The content focus of education has shifted from a hundred years ago when the most important aspect of learning was acquisition of literacy skills in the following areas: simple reading, writing, and calculating. With the growing complexity of society and the evolution of digital technology, in the Information Age, people will need to learn how to read critically, express persuasively, and to tackle complex problems in science, math, and social studies. As Nobel Laureate Herbert Simon explains, “the meaning of ‘knowing’ has shifted from being able to remember and repeat information to being able to find and use it²⁸.”

Spark’s pedagogy is aligned with this new focus. Spark’s curriculum recognizes that students come to school with prior knowledge, some of which is true and some not. One of the hallmarks of modern neuroscience and learning is the fact that unless students are able to integrate what they know with new knowledge, the learning becomes temporary and shallow. They have information that is not useable or generalizable. Learning is enhanced when teachers pay attention to the knowledge and

beliefs that learners bring to a classroom task, use this knowledge as starting point for new instruction, and monitor students' changing conceptions as instruction proceeds²⁹.

Beginning in the 1980s, scientists and educators started exploring how advances in neuroscience could be applied to teaching. This interdisciplinary thinking and research provides insight into why some best practices continue to be effective, why some traditional practices are less effective, and how contexts for learning can be improved³⁰.

The *integration* of **Constructivism, the Helical Model, and Social-Emotional Learning with the New Core Standards** provides an exciting, inspiring, and relevant pedagogy for the diverse community of students in the 21st century.

Constructivism

Constructivism, the study of learning, is about how we all make sense of information and the world.

In this learning environment, students are active formulators of their knowledge. They learn by doing. They explore questions and formulate hypotheses. Students connect what they know with new information, distill concepts and theories from data, and generate meanings. Further, students learn communication, collaboration, and socio-emotional skills, which are essential ingredients for success in their future careers and in life.

Constructivism as a learning theory has been developing for more than a century. Scientific research indicates that learning is an active process within the brain and that the brain literally constructs understanding by building and refining connections among neurons³¹. Research shows that student engagement in interactive lessons that focus on learning for meaning leads to greater retention and use of information and ideas³². Students engaged in this type of learning gain greater conceptual understanding that is retained and transferred to other meaningful applications. Rote memorization, on the other hand, is easily forgotten. A recent analysis of Trends in International Mathematics and Science Study (TIMSS) data from seven countries indicates that the high-achieving countries devote more instruction to exploring concepts and making connections to solve problems than memorizing procedures.³³

The Helical Model: Academic Excellence in Real-World Contexts

*We can't solve problems by using the same kind of thinking
we used when we created them. --Albert Einstein*

*What do students need to know for an unpredictable future?
How should they learn these skills and concepts?
What type of learning environment will develop future leaders?*

The Helical Model begins with a simple and fun activity to build interest and introduce the topic, then provides students with hands-on activities and interactive projects that engage them in expanding and applying the subject matter. The process moves from simple to increasingly complex and

imaginative concepts and tasks. After learning the core concepts and practices, students design and build an innovative project that addresses a community and/or world problem. At the end of every module, students review the lessons and collectively highlight key points, formulate questions, and deduce meanings from their experiences and discoveries. Guided by the teacher, students build theories about the topic, using the concepts and processes they have experienced.

Hands-On Activities Guide Learning

Designed to address fundamental concerns of what students need to succeed in a competitive global economy, this proactive learning environment nurtures young learners' abilities to achieve higher levels of comprehension through reasoning, mastery, and application of subject matter to real-world challenges. Hands-on projects stimulate students to participate in discussions and collectively connect the dots, synthesize, and formulate conclusions and questions. Students discover how communicating key aspects of their experiences is vital to demonstrating understanding. They are asked to present their discoveries and points of views. With the Helical Model, theoretical concepts in the form of hypotheses, social theories, and creative visions, are grounded in collective experiences of innovation and creation.

Collective Class Learning Experience

The Helical Model is a learning process guiding the curriculum along the Constructivist framework. Students analyze patterns, failures and successes, concepts, and possibilities in a logical and increasingly complex and challenging flow of activities.

The Helical Model also makes possible a multi-modality curricular design that addresses different learning styles. Inspired by Howard Gardner's *Theory of Multiple Intelligences*, the multi-sensory and integrated arts activities allow learners of all styles to actively participate in subject matter exploration, application, and mastery through a progression of learning activities. Students engage in a combination of kinesthetic, visual and verbal lesson strategies.

Involvement in guided activities becomes the collective class experience from which students learn to deduce their own theories and concepts in science, social studies, language arts, and mathematics. By the time the teacher presents, for example, a scientific law, a social or economic concept, a mathematical algorithm, or a literary style, students will have the experience, knowledge, and skills to engage in critical conversations about it.

Distilling from Practice and Forming Theories

The Helical Model equips students with a process to understand, analyze, and probe more complex and substantive aspects of a topic. An important aspect of the learning process is the documenting of observations, formulating conclusions, and analyzing these vis-a-vis alternate theories. Through inquiry and analysis, the teacher guides students in analyzing observations of an experiment, experience, readings, and/or other research data. Information provided by students is organized into categories. Through a collective process of reflection, students are prepared to read and research, connect, and engage in challenging discourse. Higher order thinking is facilitated when the class is able to expand learning by comparing their experiences and conclusions to the writings of scientists, mathematicians, philosophers, authors, and/or historians.

Structure of the Helical Model

Play

The learners begin their construction of knowledge and development of skills by participating in a game-like activity that introduces a key element of a topic.



Explore

A brief reflection on the observations leads the class to investigate by engaging in various types of data gathering.



Connect

Information-driven interactions allow new findings and new problems to surface. Students are then encouraged to deepen their comprehension of the topic through an activity that integrates information and skills.



Imagine

Students then “transfer” newly learned knowledge and skills to solve a different problem.



Remember

Guided by their teachers, students create meanings, distill theories, and formulate new questions.

Play

Connect subject matter to prior experiences and skills

Each student brings a different experience, which in turn affects his/her perceptions of and connections to a topic in class. Play enables students to link their personal experiences to the topic. Through physical action and/or games, the topic is experienced in its simplest form, in a profound and active learning experience. Students reflect on their experiences by sharing their feelings and observations.

The teacher summarizes using students' words, underscores the learning points, connects experiences with the content and cross cutting concept, and segues to the next level.

Explore

Quest for more knowledge through questions and connections

Armed with a connection and an active introduction to the topic, students are more open to expand their knowledge base. Exploration provides students with questions and activities to further dig into the elements of a topic. Through experiments and hands-on activities, the essence of a topic is broadened and presented with additional variables and information through more experiential activities, research, and analysis. Students reflect on their experiences and the information they gather by sharing their feelings and observations. Learners discern patterns and find connections with other prior experiences and knowledge.

The teacher facilitates higher-order thinking by guiding students in distilling patterns and building on students' observations and reflections. With a process that acknowledges the learner as a resource for formulating knowledge, students discover, develop, and value their observation, research, and analytical skills.

Connect

Solve a problem: Use scientific, social research methods, and/or creative processes to find solutions, develop ideas, and ask new questions

Students will respond to an essential question in the form of a project, which is designed to guide them to a deeper understanding of a topic. In this way, students will have a concrete basis from which to form their own constructs of the topic. By giving students the opportunity to respond to the essential question through a hands-on project, making connections enables subject matter mastery while stimulating creativity and analytical thinking. Cooperative learning is encouraged to build social skills among peers.

The teacher guides knowledge-construction through a problem-solving process, sharing and reflection among the students. There are no right or wrong answers, but there are better or worse explanations of the data.

Imagine

Intersection of fields, noble goals, and imagination in action

How can learning about a topic make this a better world? The teacher poses a challenge to the students in the form of a local or global issue where students will apply what they learned to solve real-world problems. In Imagine, students connect the topic with people that will benefit from the solutions, work cooperatively with peers, learn from specialists, find and use relevant information,

create and iterate multiple times, all the while developing effective communications skills. Students share and reflect on both process and outputs.

The teacher underscores how developing and using one’s abilities contribute to making a better world.

Remember

Abstraction and Theorization: Answers to the Essential Question

Students reflect on experiences (process and outputs) and respond to the essential question. The teacher guides the students in a review of the activities and knowledge formulated in key aspects of the learning process.

Example of a Series of Activities in a Science Helical Model Lesson Structure for 4th grade

Scaffolding Level	Content	Activity Title	Activity Description/ Student/s Output
Play	Buoyancy	Paper boat	Graph: Which boat stayed afloat the longest? Why?
Explore Lesson 1	Buoyancy expanded	Playdoh with pennies	Graph: Boats that stayed afloat longest and number of pennies on the boat/s
Explore Lesson 2	Buoyancy & World War II technology	Build battleship and try the pennies	Draw battleship with written technical explanations demonstrating buoyancy and technology
Spark	Buoyancy and the Technology of the Hull of the ship	Use Playdoh and create different types of hulls	Draw hulls and a graph to determine hull designs that float the longest
Imagine	Integrate data about buoyancy with engineering design	Students will create their own ship design. The ship should float.	Technical drawing with text explanations of a technically well-designed ship
Remember	Introduce and Spark law of and Archimedes’ theory on Buoyancy with the results of the experiments	Test the ship	Discuss results Distill Concepts Conclusions for the day New Questions

The students begin with PLAY by trying out a variety of paper boats in tubs of water. Throughout this hands-on activity, the teacher asks them questions like “Which boat stayed afloat the longest?” and “Why?” The students are encouraged to think about other experiences they’ve had with floating and

sinking objects. Conversations between students and with the teacher continue throughout the activities as students share materials and observations.

The students then EXPLORE and expand their experience with buoyancy by adding pennies to the boats. During this activity, they graph which boats stayed afloat the longest and the number of pennies on the boat (s). They also expand their knowledge by looking at technical drawings of historical boats that the teacher has provided.

Next, the students CONNECT their experiences by using clay to create different types of hulls based on the historical examples and the paper boats. They make a graph to show which designs float the longest.

In the IMAGINE phase, they use their new knowledge to create their own ship design. They test out their designs by making models. Once they have a design that floats, they make a technical drawing with text explanations.

Finally, in the REMEMBER phase, the teacher guides them through discussion and reflection on the activities of the day. The teacher connects the results of their experiments with the relevant scientific laws and theory of buoyancy. As part of the discussion, the students develop new questions that will spark future learning.

Throughout this session, the teacher acts as a facilitator and guide by asking probing questions and guiding discussion. As the students engage in the different experiments, the teacher observes and assesses which students need additional support or challenge. These observations along with the REMEMBER discussion guide future lessons and instruction. A sample of a language arts lesson in the Helical Block is included in the narrative: A Typical day at Spark.

A Typical Kindergarten Helical Block: Science

Topic	How do animals grow? Where do they live?
Theme	How can visual and literary models describe the growth processes and habits of animals?
Objective	Discover the meaning of habitat and animal growth cycles.
Strategy	Students will create different types of models to practice and demonstrate learning
Essential Skills	<p>KEY CONCEPTS</p> <ul style="list-style-type: none"> - Learn and understand the terms habitat and modeling. - Discover that forests, deserts, wetlands, and grasslands are unique and separate habitats. - Identify animals that live in four different environments: forests, wetlands, deserts, and grasslands <p>PRACTICE</p> <p>Create models of habitats using art paper. Have the students identify the different parts of the habitat.</p> <p>EMOTIONAL INTELLIGENCE</p> <p>Consequential thinking skills: What we do affects others. We are part of a bigger</p>

	<p>world and we have a role as caretakers of the earth.</p> <p>BUILD COMMUNITY One Day in the Life of a (animal) in the (habitat) ...” Students will integrate empathy and consequential thinking with scientific information and understanding and language arts skills in writing and communication.</p>
Vocabulary	Habitat, model, forest, desert, wetland, grassland (learn singular and plural versions of the words, learn the combination of two words within a new word.)
Play	<p>Activity:</p> <p>Match objects with their habitats</p> <p>Prepare 4 objects that exist in each of the 4 habitats: forests, deserts, wetlands, and grasslands. Total number of objects: 16. Give each student an object. The goal is for the students’ to determine which of the objects belong to one of the 4 habitats.</p> <p>Debrief: How did we determine which of the objects belonged to one of the 4 habitats?</p>
Explore	<p>Find the lost animals and bring them back to their habitat. Each student will pick a baby animal.</p> <p>Apply the above learning goal to a Pictionary game about animals and habitats.</p> <p>The student role-plays the animal. His/her group needs to guess the animal and the habitat.</p> <p>The teacher highlights key aspects of the animal and the reasons why the animal belongs to a habitat.</p>
Connect	Create models of habitats using art paper. Have the students identify the different parts of the habitat.
Imagine	<p>What do animals do from morning to evening in their habitats?</p> <p>This is a collaborative writing/drawing project. Each group of 4 students will create a story of their animal: “One Day in the Life of a (animal) in the (habitat) ...” Divide the story into four parts. Each student will write/draw one part.</p> <p><i>Debrief: Students respond to essential question</i></p>
	<p>Review of the day’s learning.</p> <p>Show your parents your animal and share about what we did at school and ask them how people have created human habitats for animals in their homes with pets.</p>

A Typical 4th Grade Helical Block: Language Arts

Topic	Perspectives and information influence news reading and writing
Theme	How do perspectives affect the message of a news article?
Objective	Become aware of perspectives as mental models that influence a writers' perceptions and, as such, news articles may be driven by biased opinions of events, places, persons, or things.
Strategy	<p>Using the Helical Model, students are guided with a step-by-step analytical reading and effective writing process. Activities include: simulated lessons on perspective, bias, and background knowledge; reading and analyzing sample news pieces; brainstorming elements for news articles; outlining the elements with a beginning, middle, and end, and writing a brief news report.</p> <p>To review and highlight the relevance and importance of the key concept, i.e., perspective in the news, students create an interactive poster on perspective, bias, and background knowledge, using mind-mapping elements, and post these around the school. (This is the first of a series of posters they will create as a way of extending their lesson on critical thinking, specifically on <i>how perspectives affect messages</i>, to the learning community.)</p> <p>Inspiring, contentious elements, and student connections with news items are the bases for choosing content topics for discussion and writing.</p> <p>The module activities are differentiated in the following areas:</p> <p>(1) Students are expected to write at least one paragraph in the news genre. Advanced students can write more than one paragraph and extend the writing elements in longer news pieces or write more than one news piece, while maintaining the quality of each of their paragraphs.</p> <p>(2) Students share insights based on prior knowledge. The variety of views presented simulates the concept of multiple perspectives. As such, the process of acknowledging differing views enriches the concept.</p> <p>(3) Students' work, e.g. quality of writing and the resulting posters from the learning activities, will vary. The variation reflects a differentiated framework of expectations for each of the students.</p> <p>(4) Multi-modal design of activities envisions connecting with multiple learning styles. Writing as a thinking process takes into consideration how students learn (and think).</p> <p>(5) Multiple roles in student group work will grow social-emotional and leadership skills. These practices provide real contexts from which lessons are deduced during reflection activities on effective leadership and teamwork skills.</p>

Essential Skills	<p>KEY CONCEPTS Understand how perspectives affect messaging and interpretation of the news. News articles are expected to have unbiased presentation of information, yet do not always deliver neutral messages. Likewise, a reader's interpretation of news articles also reflects biases. Perspectives are influenced by one's information, experiences, and self-interest.</p> <p>PRACTICE Write a news article by practicing writing guided by a step-by-step process, from which the students learn elements of a clear, concise, and organized delivery of information in a paragraph or paragraphs.</p> <p>EMOTIONAL INTELLIGENCE Develop empathy skills by listening to one another, respecting each other's opinions, and positively participating in the activities.</p> <p>BUILD COMMUNITY Create posters on key concepts and use effective and interactive graphic messaging tools and words to share these with the learning community.</p>
Common Core standards	<p>Link ideas within and across categories of information using words, phrases, and sentences.</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>Write a concluding statement related to the information or explanation presented.</p>
Vocabulary	<p>Perspective, opinion, point of view, bias, objective, subjective, opinion, background knowledge, experience</p>
Play	<p>Activity:</p> <p>What do you see?</p> <p>A human diorama is created by five students in the class at the center of a circle of students. Each student will form a telescope from paper. When teacher says, "go" students look through their telescopes at the diorama and describe what they see.</p> <p>Debrief: Why were different interpretations of the diorama? How are perspectives formed?</p>
Explore	<p>Activity 1: The Blind Men and the Elephant</p> <p><u>Instructions:</u> The teacher reads the story of "The Blind Men and the Elephant." Students share their insights about the story.</p>

	<p><u>Reflections:</u> How do we form opinions? How do we differentiate objective from subjective? How do individual perspectives affect our perceptions?</p> <p>Activity 2: Perspectives and the News</p> <p><u>Instructions:</u> The teacher divides the class into five groups. A student from each group will watch a brief video of a national news story that is relevant to the students, in this case, “Immigration Bill.” These five students verbally share with their groups, the news about the “Immigration Bill.” Then the teacher asks the students what they heard from their classmates.</p> <p><u>Reflection:</u> How do we perceive the same event, differently? What does this tell us about news reports?</p>
Connect	<p>Activity 1: Brainstorming Elements of an Event</p> <p>Engage students in a collective brainstorming on sample school events using a graphic organizer.</p> <p>Activity 2: Outlining a News Article</p> <p>Taking off from the ideas in activity 1, guide the students in formulating an outline of the ideas with the structure of a beginning, middle, and end, as done in news articles. Students will learn how writing styles affect the way reporters interpret the basic structure of beginning, middle, and end.</p> <p>Activity 3: Writing a News Article</p> <p>Students will choose an unforgettable event in school or their lives and will create a news article about it.</p>
Imagine	<p>Students will design an interactive poster on perspectives and the news using mind-mapping tools</p>
Remember	<p>Review the day’s activities and concepts learned.</p> <p>Highlight the key elements:</p> <ol style="list-style-type: none"> (1) How do opinions affect the news? (2) What influences opinions? (3) Ups and downs of the news writing process (4) Why is critical thinking important for news writers and readers? (5) Can and should news writing be neutral? Why?

Adoption of the new Core Standards

“Almost all the students who make it to Caltech, one of the best scientific universities in the world, come from public schools. So it can be done” (Thomas L. Friedman, *The World Is Flat: A Brief History of the Twenty-first Century*).

The public school system is at an historical tipping point. The new core standards have called into question the foundations of an obsolete rote learning system. As we write and submit this petition, California’s Department of Education is shifting to the Common Core Standards. With the state’s goal to implement new state standards and new assessments that are aligned to the national core standards next school year, the content of the curriculum blueprint at Spark will be guided by the new national core standards and the next generation science standards. Adjustments will be made to adhere to the California standards as soon as these are completed and shared with the public.

Science

In science, content modules will raise the scientific literacy of students by engaging students in scientific investigation and experimentation, incorporating real-life applications. These will be guided by the National Research Council’s framework for science learning, which underscores the dynamic nature of science. *Science comprises a body of knowledge and evidence-based theories* (National Academies, 2013). High levels of scientific literacy will be required to solve the complex problems of the 21st century.

The science program will be guided by *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas*, developed by the Board of Science Education. Each content module of the science curriculum will present three dimensions of the new standards in science, engineering, and technology: practices, crosscutting concepts, and disciplinary core ideas (Next Generation Science Standards, 2013). Four themes will guide the composition of lessons: (1) Scientific investigations use a variety of methods; (2) Scientific knowledge is based on empirical evidence; (3) Scientific knowledge is open to revision in the light of new evidence; and (4) Science models, laws, mechanisms, and theories explain natural phenomena (NGSS, 2013).

Practices will engage students in scientific understanding of concepts through investigation and building models and theories about the natural world, and learn how engineering and science intersect. Inquiry activities will involve applications of cognitive, social, and physical practice. Crosscutting concepts will build students’ understanding of how different domains of science and engineering are linked. These include: patterns, similarity, and diversity; cause and effect; scale, proportion, and quantity; systems and system models; energy and matter; structure and function; stability and change. Disciplinary core ideas provide key organizing concepts of each of the disciplines.

The science curriculum will be integrated within an interdisciplinary framework of units and themes while building upon California’s Common Core Standards. Science learning will involve reading, writing, and speaking about scientific phenomena, engineering practices, and the social implications of scientific and engineering practices.

Math

In Math, the curriculum will stress not only procedural skills but more importantly, conceptual understanding of mathematical concepts and their applications (Common Core State Standards Initiative, 2012). In kindergarten for example, students will experience number values through hands on learning, learning how numbers correspond to quantities, and learning how to put numbers together and take them apart. In the middle school students will engage in hands on learning in geometry, algebra, as well as probability and statistics.

Each content module of the math curriculum will be structured along the new core standards for mathematical practice and the standards for mathematical content: (1) Make sense of problems and persevere in solving them; (2) Reason abstractly and quantitatively; (3) Construct viable arguments and critique the reasoning of others; (4) Model with mathematics; (5) Use appropriate tools strategically; (6) Attend to precision; (7) Look for and make use of structure; and (8) Look for and express regularity in repeated reasoning.

Constructive mathematics is distinguished from its traditional counterpart, classical mathematics, by the strict interpretation of the phrase “there exists” as “we can construct”³⁴.

Instruction in the helical block will focus on developing conceptual knowledge. Math units will begin with hands on activities. Instruction will emphasize the use of mathematical language and reasoning while involved in problem-solving. For example as part of a unit on volume and surface, students will progress through a series of problems using unit cubes. They might begin by building rectangles with an assigned number of cubes. Next, a teacher might present a series of problems using the cubes. These problems will be differentiated by student ability. Using pre- and formative assessments, teachers would identify students with an advanced understanding of volume and those who may need additional support. More advanced students might be presented with more complex shapes or complex numbers. Students needing additional support might have simpler problems or be assigned to work with the teacher in a small group for part of the session. After the students have had opportunities to experience the concept the symbolic representation of $Volume = length \times width \times height$ would be introduced.

In the afternoons, students will hone their understanding through more specific practice. Lessons will typically begin with a brief mental math warm-up. The teacher may post a math problem such as 13×27 which students work on for a few minutes independently. Then, the class would discuss all the ways they could solve the problem in addition to the standard algorithm. This type of mathematical talk works to develop mathematical reasoning skills. For the rest of the lesson, students will engage in whole class, small group, or individual work. For example, during the unit on volume and surface area, the class might have a menu of activities designed to reinforce and extend their conceptual understanding. The teacher would post their activities that students are responsible for completing over the course of a week. The activities would include computation, problem solving, and writing. While students are working on the math menu activities, the teacher and volunteer parents would work with small groups or individual students who need additional assistance.

The mathematical curriculum will be mapped to California’s Core Content Standards at each grade level. In developing curriculum, teachers may draw on a number of resources developed by renowned math educators that align with Spark’s educational philosophy and constructivist model. Further, Spark will work with the Silicon Valley Math Initiative, (<http://www.svmimac.org/home.html>)

and Math Solutions (www.mathsolutions.com) and have access to a large library of resources including professional development, performance assessments, curriculum, and instructional tools.

Social Studies

In Social Studies, the curriculum will build awareness and develop analytical, social, and empathic skills, so students learn to make informed and rational decisions for personal growth and the public good in the context of a culturally diverse, democratic society and interdependent world.

Each content module of social studies builds civic competence and prepares students for positive and thoughtful engagement, promoting ideas and values of civil society, empathy, and creativity. Through inquiry and solutions-oriented lessons, students will learn through hands-on and context-based learning strategies, the skills of data collection and analysis, collaboration, decision-making, and problem-solving. Learners will value diversity, including similarities and differences based on race, ethnicity, language, religion, gender, sexual orientation, exceptional learning needs, and other educationally and personally significant characteristics of learners. A classroom with a pluralist framework makes this a laboratory of democracy (National Council for the Social Studies, 2011).

Thematic strands, for example, “time, continuity, and change”; “individual development and identity”; “production, distribution, and consumption”, “science, technology, and society,” will engage students in analytical understanding of the growth and dynamics of human civilization, both in personal and societal contexts. Lessons will draw from disciplines in the social sciences, including anthropology, archeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology.

Thematic units in social studies will draw from a variety of resources and materials. Understanding how perspective influences information and decision-making from individual to societal levels necessitates drawing from a variety of materials, recognizing patterns, and connecting one’s context to societal and historical phenomena. Students will learn from primary materials including interviews, observations, visual images, videos, field trips, and written documents. To organize the themes, teachers will take inspiration from Teacher Curriculum Institute’s (TCI) *Social Studies Alive! (K-5) and History Alive (6-8)*.

A school-wide theme in the last quarter of the year will focus on the transformation of social studies fields as these intersect with the digital world and culminate in an annual social studies event, for example, *Intersection of anthropology, biology, and the human genome project*. These annual themes will showcase how technology has transformed society and social studies fields.

English Language Arts

In English Language Arts, the curriculum will have developmentally appropriate systematic instruction and diagnostic support in developing students’ working knowledge of phonological awareness, phonics, vocabulary development, syntax, and fluency. ELA learning will intersect with social studies, science, and math. Each of the subjects will include vocabulary-building, comprehension, and writing activities.

Spark Charter will provide a comprehensive curriculum that will include daily opportunities for students to practice and improve reading, writing, listening, and speaking skills. Research has

consistently shown that students who spend more time actually reading and writing in school become better readers and writers³⁵.

Visual, kinesthetic, drama, and musical literacy activities will support lessons in reading, writing, and speaking English. In this way, majority of the students, especially those that are visual and kinesthetic learners, will be able to understand with less difficulty with text-based lessons.

English Language Learners and students who struggle with reading and writing will be given additional support with lessons using multiple modalities and through after-school tutoring, in ELA reading, writing, and speaking skills. Advanced readers will be given appropriate reading material for their skill levels, and practice comprehension skills through extension activities and more independent reading and writing projects. Goals will be established for all students so that they are aware of their reading and writing levels and take ownership of their progress.

Before the school year, the school will require students to take the Fountas & Pinnell Benchmark Assessment System. This will determine reading levels and will guide small group reading skills curriculum along the continuum of literacy learning. Intensive small-group reading and individualized writing interventions will be a key component to supporting struggling readers and writers. Leveled reading texts will also be guided by the Fountas & Pinnell Leveled Literacy recommendations.

At the end of every quarter, each of the grade levels will be publishing student writings. The goal of writing lessons is for students to develop skills in self-expression and communications. Writing projects will simulate a real-world publishing experience. The young authors will engage in a process of writing geared for peer distribution and their work placed in the library as part of the school's literary collection. Educational research suggests that students take responsibility for quality work when these are intended for peer readership. Rather than limit the goal of writing to getting a grade, students are inspired by the opportunity to express their feelings and ideas in a compelling and more organized way when their work will be read by their friends. According to Cassel and Daggett, high-quality experiments on peer-reading strategies have produced positive impacts on reading achievement for students at various ability levels (Cassell, W. and Daggett, W., *Peer Learner Engagement*, 2010).

Students will be exposed to a variety of genres and increasingly complex text. Reading level assessments will be used to help students choose books for independent reading, and for teachers to plan guided reading lessons. The reading program is designed to instill a love of reading and will include the following components:

- Independent Reading: Every day students will engage in independent reading. To become proficient readers, students must read a variety of text at an appropriate level. Through whole class and small group instruction, teachers will teach students how to choose appropriate independent reading material and to monitor their own comprehension. During independent reading time, teachers may be engaged in one-on-one reading conferences and/or work with small groups.
- On-going Assessment: Assessment will be an important part of the reading program. At the beginning of the year and at the end of each trimester, teachers will assess students' reading levels. Additionally, teachers will use Informal Reading Inventories and conferences to assess progress on an on-going basis. This information will guide students in choosing appropriate independent reading books and help teachers differentiate instruction.

- Strategy Workshops/Mini Lessons: In the workshop/mini lesson format, teachers lead students in developing comprehension strategies and fluency. Depending on the grade level and needs of the students, mini-lessons may include think-alouds, shared reading, and interactive read-alouds.

Format	Component
Thematic Units in other Content Areas	Independent reading
	Content-specific literature study
	Content-specific writing
	Vocabulary development
Thematic Units in Language Arts	Independent reading
	Comprehension and word analysis strategy session
	6 + 1 Trait writing lessons
	Shared reading/writing
	Literature study
	Guided reading
	Word work
Reading Workshops	Independent reading
	Comprehension and word analysis strategy session
	Shared reading/writing
	Literature study
	Guided reading
	Word work
	Individual conferences
	Interactive read-alouds
Writing Workshops	6 + 1 Trait writing lessons
	Shared writing
	Independent and small group writing
	Individual conferences
	Conventions lessons

To plan an instruction, teachers will use professional books and resources by language arts specialists such as Lucy Calkins, Stephanie Harvey, and the work of the Teacher’s College reading and Writing project. For writing support, we may also consider the Step Up to Writing program developed by Sopris Learning. These materials have a history of success and they align with Spark’s educational philosophy³⁶.

For learning handwriting, Spark will use the curriculum developed by the organization “Handwriting Without Tears (<http://www.hwtears.com/>).”

Physical Education

Physical Education at Spark seeks to develop life-long habits of building physical strength and dexterity. Students will be exposed to a variety of physical movement activities that will suit a variety of learning styles and skills and that are aligned to the State Content Standards. Physical Education

will take place daily during Morning Warm-Ups and during weekly PE lessons. PE develops students' awareness of how the body moves and how physical activity impacts other parts of their life. For instance, students may learn how physical activity can relieve stress or help with focus. PE activities will develop a range of physical and athletic skills, as well as habits of teamwork, cooperation, and fair play.

Visual & Performing Arts

Visual and performing arts are integral components of the curriculum at Spark. Using the curriculum developed by "Art in Action," (<http://www.artinaction.org/>) students will discover through practice the elements of art and composition and the visual arts genres in art history. They will use their skills in artistic practice with the multi-sensory, multi-modal way to access and interact with core subject areas. Additionally, students will be encouraged to use the arts as a way to communicate their understanding and learning. For example, students may develop a theatrical piece as the culmination of a study of a historical era.

SEL Program

The SEL program is implemented throughout the school year and woven into the fabric of the school's learning environment. There will be three features in the SEL program:

- (1) Weekly Self-Empowerment and Building Community (SEBC) Lessons,
- (2) Emotional Intelligence (EQ) integration in subject area learning, and
- (3) A positive learning community culture.

See **Attachment 4: What is Self Science**, for more information about Emotional Intelligence and the eight EQ fundamentals.

(1) Positive Engagement Lessons

The goal of the SEL program is to help students acquire and apply the knowledge, attitudes and skills necessary to build positive relationships, understand feelings, develop empathy, manage their emotions, and develop social responsibility. Spark will integrate sequenced, SEL skill-building lessons into its curriculum to help students develop the social skills to succeed in the classroom and life as well as create a caring, inclusive and positive learning community.

(2) EQ Integration in Subject Area Learning

Active learning includes social interaction. Researchers have found that pro-social behavior in the classroom is linked with positive emotional outcomes³⁷.

Through training provided to teachers, and by extension to parents and staff, all members of the Spark community will acquire the skills to assist students with the social-emotional challenges that often hamper students' engagement with and performance in school. Instruction will incorporate SEL learning, for example, in dealing with feelings of failure when an experiment does not work, when an invention breaks, or when projects require more work than students expected or were willing to commit. Also, the weekly EQ lessons will include reading and conversing about biographies, movie clips, and fiction stories, exposing students not only to the popularly-known accomplishments of

noted individuals, but more importantly to the dynamics of social interactions and relationships, peer and societal pressures, and the value of social-emotional intelligence.

(3) A Positive Learning Community Culture

Schools are social environments. For students to thrive and feel safe, it is vital to have a proactive, unified, and consistent way of dealing with social-emotional issues. There is always either a positive or negative consequence resulting from one's actions. Spark will establish cultural norms that foster positive connections and community spirit. For example, rumor-mongering or talking behind another's back will not be tolerated. Specifically, people who engage in this negative way with Spark's social community will be respectfully told to "Stop criticizing people when they are not around and communicate her/his comments directly to the concerned person." The rules applied to the students are the same rules that adults are expected to abide by.

Students at Spark know that the school exists to support their learning needs and challenges. They also know that everyone connected with the school, including the students, are committed to building a community of learners that are dedicated to making this a better world. This is reflected in practicing caring and thoughtful relationships. For example, greeting people, being helpful, taking care of school property, and being respectful and caring, are all part of the way of life in this community.

To ensure that each student's needs are met, Spark will create Individual Learning Plans (ILP) that are anchored to each individual's strengths and challenges. Each of the plans will be a collaborative undertaking of teachers, education specialists, and parents. Starting at 4th grade, students will take greater ownership of their learning by participating in the creation of their ILPs. Along the new core standards' grade level expectations, the ILPs will outline strategies that take each student's combined strengths and challenges to the next level of learning. Daily differentiated lesson plan implementation and assessments will be guided by the ILPs. With this, formative assessments are grounded on unique individual abilities and challenges, which in turn influence the learning strategies used in the classroom.

Spark's curriculum and teaching will be supported by a mentorship program on all levels of the organization: administration, teachers, students, and parents. As a lab school, Spark intends to continually improve on its delivery of progressive and constructivist education and build a positive learning community. Recognizing the value of continuous learning on all levels, Spark will tap into its community of professionals and create mentorship programs.

The Spark administrative team, led by its board and executive director will seek mentors from among specialists in the community, specifically in the areas of organizational management, finance, service, and growth. Teachers will have in-service and on-the-job support from experts specializing in the fields of constructivist curricula, teaching, and child psychology. They will also be supported by parents and professionals in the community whose leading roles in the fields of science, technology, mathematics, civics, and communication, will provide mentorship in developing relevant applications of the content areas.

Middle school students will be mentored by professionals in the community who can provide inspiration through real-world exposure of their areas of interest. This will be particularly helpful for students interested in fields where their parents/guardians have limited access and knowledge.

Parents will be mentored by teachers and education specialists on differentiated instructional strategies applicable to each of the grade levels, learning styles, and students with special needs.

To further build positive relationships, a buddy system will be created to facilitate student connections between upper and lower graders. A respectful relationship among all learners will give value to learning opportunities. For the older students, having younger grade students as buddies will provide the impetus to practice leadership through example and weekly learning activities. For the younger students, having older students as buddies will give them greater confidence, a greater sense of safety, and the connection to student-leaders that provide inspiration through positive examples.

Curriculum Design

The curriculum at Spark is designed to focus on the education of the whole child. The California Common Core State Standards will be used as foundation to build curriculum and guide instruction. Spark will address the standards in inquiry-based thematic cycles. **Attachment 5** includes standards-based draft curriculum maps.

Instructional Planning

Instructional planning will be organized into three steps: long-term plan development, unit plan development, and weekly lessons. Through these three steps, the instructional staff will develop instructional plans that align our educational approach with state standards. Deliberate and purposeful professional development will be an important auxiliary component to our instructional planning.

Step	Process	Who	When
Long Term Planning	Curriculum mapping of grade level state/core content standards onto a school year calendar.	Curriculum Consultant and Teachers	August
	Develop scope and sequence for school-wide activities linked to the cross-curricular units.	Curriculum Consultant, Executive Director, and Teachers	August
Unit Plan Development	Create units based on the standards using Understanding by Design.	Teachers in Grade Level Groups	Trimesters
	Develop Service Learning and grade-level special projects Sparked to the cross-curricular units.	Teachers, Volunteer Parents	Trimesters
Weekly Lesson Plans	Breakdown units into weekly lessons following the Helical Model.	Teachers in consultation with Curriculum & Parent Specialists	Weekly

	Develop individual lessons/activities for skills lessons, Self-Science and Advisory meetings.	Teachers. Volunteer Parents, Specialists in consultation with Curriculum Specialist	Weekly
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Long Term Planning

To ensure that Spark will provide a comprehensive, rigorous education for its students, teachers will engage in long-term planning before the school year begins. Each grade level will map the Core content and/or California State Standards onto a school year calendar. The curriculum content will be divided in trimesters in order to align with the Sunnyvale School District. See **Addendum 5** for sample curriculum maps for Spark’s first year of operation.

Unit Plan Development

Spark’s curriculum will be presented in thematic units. Using a thematic approach helps students make connections between subject areas and individual concepts. By making these connections, students are creating mental maps or webs in the brain, which enhance memory and problem-solving³⁸.

These thematic units will be based on the Core Content and/or California State standards identified in the yearly curriculum maps. Guided by the Curriculum Consultant, Spark teachers will plan units using a template based on Understanding by Design framework developed by Grant Wiggins and Jay McTighe. Understanding by Design is a “backward planning” process that emphasizes authentic learning opportunities and teaching for understanding³⁹. In this “backward design” process the curriculum Consultant guides teachers by formulating learning goals and then work backward to develop instruction that will help students reach those goals. **Attachment 8** contains a sample unit planning template and samples of actual units.

All units will be required to demonstrate the following:

- Goals and Objectives, including at least one Social-Emotional leaning related objective.
- Essential Questions (broad, conceptual questions that provoke further inquiry).
- Specific Common Core and California Standards Addressed, including English Language Development.
- Assessment Rubrics.
- Learning Activities and Outcomes.
- Differentiated Learning Techniques.

Unit length will vary depending on the content from one week to more than one month. Most units will be cross-curricular. For example, a third grade social studies unit on Native American communities might incorporate activities designed to address language arts standards such as a short informational piece about Native American tribe. Teachers will also develop specific units for math and language arts skills lessons that will be less interdisciplinary. More detailed information on

the curriculum for the skills lessons can be found in the descriptions of the core curricular areas that follow.

Unit Plan development also includes the development of Service Learning and other special projects as detailed in the Instructional Approach section.

Weekly Lesson Plans

At Spark weekly lesson plans will be based on the learning activities listed in the thematic units. Teachers will adapt and schedule the activities to fit into the Helical Model morning block. They will also plan out ways to differentiate the activities based on previous assessment and on-going observation. Lesson plans for the skills lessons will come from the curricular unit. Lesson plans will be flexible in that teachers will adjust the pacing or adapt the lesson based on on-going observation and assessment. Throughout the lessons and activities, teachers will make frequent checks for understanding and adjust as appropriate. **Attachment 9** includes a template and sample for lesson planning within the Helical Model.

Core courses at Spark include language arts, mathematics, science, and social studies.

A Diverse Student Body That is Reflective of the Local Community

In this complex world, it takes more than a good school to educate children. And it takes more than a good home. It takes these two major educational institutions working together (Rich., D. Megaskills: Building our Children's Character and Achievement for School and Life, 1988).

Sunnyvale, like the broader San Francisco Bay Area, is exceedingly diverse in terms of race, ethnicity, income, religion, educational attainment and country of origin. That diversity offers enormous benefits, including the opportunity to learn from people and cultures different than one's own. It also can pose challenges, particularly for educators. Students from low-income families or with limited English proficiency often require greater educational support. And, these students also face greater pressures and stress than those with greater personal resources. Spark Charter embraces diversity and is implementing a curriculum designed to provide all students the opportunity to excel. By combining project- and inquiry-based learning with social-emotional learning in addition to family participation, Spark will create an environment where every child is valued, challenged, and supported to do their best.

We defend our children best when, as a community and as a nation, we make it possible for all parents to express their love, their interest, and involvement in their children's development and education. (Marian Wright Edelman, Children's Defense Fund).

To realize its educational goals, Spark will ask all of its families to volunteer in the school. However, we recognize that due to work or other obligations, some families may not be able to volunteer during the school day, or the numbers of hours sought. In such circumstances, Spark will find an accommodation that will enable families to participate.

Socially oriented learning activities will provide students with extensions of classroom learning while socially interacting with the learning community. These activities will include an

annual international music concert, dance, and poetry presentation; an annual interactive science and technology lab showcase for the community; and family socials.

Field trips

Relevant field trips enhance learning. Spark Charter will participate in a minimum of three (3) field trips per year per child.

Foreign languages

Spark will use a research-based strategy adopted for learning a second language. Foreign language learning enhances brain development and reflects the multicultural population of Sunnyvale. It also prepares students for future careers in the global economy.

A linguistics professor, Alison Mackey at Georgetown University in Washington D.C., and co-author of the book, "The Bilingual Edge", states that, "Being bilingual is an undeniable advantage and ... the knowledge of two languages can give kids enhanced creativity as well as improve literacy skills. Numerous studies have also demonstrated that children who read at least two languages are more likely to outperform their monolingual peers in those critical standardized exams in school⁴⁰.

The Charter School's intent is to offer instruction in Spanish, Mandarin Chinese, and Hindi, reflecting the largest ethnic populations in the district, as its budget allows. These classes will be designed with a lead teacher in foreign language teaching supported by volunteer parents fluent in each of the languages. These parents will be training in the use of multiple modalities, stories, song, poetry, and differentiated instruction for their classes. Rosetta Stone language learning modules may be used as resource to structure the classes. The purpose of foreign language learning is to teach conversational speaking and simple writing skills and to expand the mind's abilities to think and cope in different cultures.

Developmentally Appropriate Integration of Technology

At Spark, technology will be used to enrich and improve student learning, enhance teacher effectiveness, develop meaningful assessments, and evaluate program impact. Students will have access to technology for research, analysis, communication, skill-building and self-expression.

Spark Charter will integrate technology in the classroom. It recognizes the role of technology as a driving force that fuels innovation, and that makes human experiences increasingly less repetitive and tedious. Technology in learning is generally categorized as use of computers and the Internet. Spark students will be learning typing skills beginning in the first grade and increasingly learn with technologies integrated with the core subjects. A weekly program for students in the fourth to eighth grades will include digital media applications and programming. Technology projects in these programs will integrate core subject themes and topics. For example, students may create a math game on a mobile phone that addresses math-learning challenges and practice the game with classmates or their target users in the lower grades.

Some examples of how technology will be used include the following:

- Mind-mapping software to enhance the writing process.
- Apps that enhance the understanding of scientific phenomena, engineering practices, mathematical concepts, and manipulation of data.

- Computer programs that enhance science laboratory experiments.
- Digital media applications relevant to formulating and distributing information, including digital publishing, video editing, and visual communications systems.
- Assistive technology to support students with special needs.
- Collaborative technology that provides a user-interface for students to work on projects in the classroom and at home.

Volunteer parents and professionals in the technology industry will help in identifying relevant technologies, setting these up in school, supporting teachers and assisting students in learning and using these technologies.

Teaching Team

Classroom volunteers will enable the teachers to differentiate and group students to create an effective learning plan for each student. They will be led and trained by the teachers, who will create teaching teams comprising volunteers and, in some cases, specialists. The role of teachers will be described in more detail in Element E: Teachers. As the lead educators in the classroom, teachers determine the final design of the lessons based on the Helical Model structure of learning. Teachers will schedule regular meetings with their classroom volunteers to prepare their parent volunteers to assist them. They will do so by sharing their upcoming lesson plans, strategies for differentiation, and identifying specific tasks that need to be done.

Classroom volunteers will be scheduled for shifts during the helical model mornings (entire morning) or a minimum of an hour during the skills classes in the afternoons. It is vital for parents to complete the helical model mornings for continuity with the students. In the afternoon, parents will help the teachers in skills classes. Parents will be required to sign a contract of confidentiality about students in the classroom.

Parents who are specialists in their fields will be invited to share their expertise. For example, software engineers will be invited to support students in programming classes; parents in the medical field will be asked to share information about new technologies that make possible the kind of health care we receive today; parents in the legal field will be asked to share about how civic participation supports democratic goals; and more. Teachers may also interview and/or seek support from specialist parents or professionals in the community who can contribute to creating a leading-edge learning experience. In this way, students will be connected to the high-tech environment and other business and civic organizations that support the Sunnyvale economy. By having parents participate in school activities, they become part of their child's educational experience. By having individuals and organizations participate in school programs, they become part of the educational experience of the children in their community.

The teaching team will also include one or two "room parents." These parents will assist their teachers to plan and coordinate field trips and class activities. They will also conduct research, create initial contacts, and coordinate expertise from the community to enhance the learning experiences in the classroom. Teachers will be directing and making final decisions in regards to the specific tasks and responsibilities of room parents.

A participation coordinator, or committee, will work with teachers, room parents, and the school leadership to coordinate all of the volunteer tasks needed to ensure the success of the overall program and every classroom.

Professional Development

Teacher training and support are critical to the successful implementation of the Spark Model. At Spark teachers are the leaders on the frontline of teaching and learning. They will create and sustain Spark's quality educational program. Teachers will be given opportunities for developing knowledge and skills in curricular research, design, teaching, assessment, and leadership.

Professional development will be built into the school calendar. The Curriculum Consultant will take the lead in designing teacher professional development and will coordinate with the Executive Director on assessments, students' data, parent participation, classroom organization, and other matters relevant to teachers' professional development. Following are the professional development programs scheduled for year one:

1. A ten-day Spark August Institute (SAI) to review data, familiarize with the year's theme, study the new core standards and map out core content and practice areas in the curriculum, learn social-emotional skills development strategies; and begin designing curriculum units. During the SAI, staff will also develop professional learning goals.
2. Weekly two-hour collaboration periods will be held every Friday. Each of the periods will be scheduled to include grade-level curriculum unit design and inter grade-level and/or school wide event planning.
3. Two days of twice annually designated whole group professional development days throughout the year. These days will be no-school days to give the staff the flexibility to focus on curriculum design.
4. Conversations with the Curriculum Consultant and the Executive Director related to professional growth.

Professional Collaboration

At Spark, teachers will be able to draw on a number of resources for professional development. These resources include, but are not limited to the following:

1. Other teachers. Collaboration with colleagues will be an essential component of the Spark community. Teachers will have at least one peer that they will meet with on an ongoing basis. At the elementary level, that peer will be the looping teacher (Kinder/1st, 2nd/3rd, 4th/5th). At the middle school, there will be the grade level peers and subject area peers. For instance, the 6th grade math/science teacher will collaborate with the 7th and 8th grade math/science teachers to discuss content issues. Throughout the year, teachers will also collaborate with other teachers on curriculum and program planning, design, and learning goals.
2. Executive Director (ED). The Executive Director will oversee and coordinate with the Curriculum Consultant on professional development needs and goals. The Executive Director will ensure budget, organization, and time allocation for teacher support and professional growth. The ED will help develop and implement protocols for professional

development and collaboration and supervise the evaluation process and oversee the development of the curriculum.

3. Outside Resources. Spark will draw on and develop partnerships with a number of outside organizations to support professional development. These organizations will include: Silicon Valley Math Initiative, (<http://www.svmimac.org/home.html>) and Math Solutions (www.mathsolutions.com) to ensure that the curriculum and the teachers have the strategies to bring alive the new math core standards and provide a successful path for students to complete algebra by the eighth grade.

Especially important in the first three years of the school, teachers will have the guidance and support of a curriculum specialist in the design and delivery of their curriculum.

Spark is also looking at possible partnerships with research institutes involved in innovative learning including SRI International, K-12 Lab at the Stanford Design School, and Stanford's School of Education, and the Santa Clara University School of Education and Counseling Psychology. In addition, Spark will continue learning from the California Charter Schools Association and its member schools.

Instructional Day

The Spark daily schedule and annual calendar amounts to more than the minimum number of instructional minutes set forth in Education Code §47612.5 and more than the required number of 175 school days. This code requires:

- To pupils in kindergarten, 36,000 minutes
- To pupils in grades 1 to 3, inclusive, 50,400 minutes.
- To pupils in grades 4 to 8, inclusive, 54,000 minutes.

Spark kindergarten students will receive approximately 51,000 minutes of instruction (not including lunch or passing periods) each year. Spark plans on ending Kindergarten students' day before lunch/recess break for the first six weeks of school.

All other Spark students will receive approximately 54,800 minutes of instructional time (not including lunch or passing periods) each year.

A typical instructional day at Spark is designed to reflect the school's mission and vision. Spark plans to include the following structural elements in its K-8 curriculum:

1. Daily 15-minute Physical Warm Up Activities.
2. Helical Blocks for Core Subjects.
3. Math and Language Arts Skills.
4. Weekly Social-Emotional Classes.
5. Specialized Classes: Music/Performing Arts, P.E., Visual Arts, Technology.
6. Foreign Language Classes.
7. Weekly Formative Assessments.
8. Closing Activity/Exit Ticket at the end of the School Day.

9. Special Projects/ Mentorship Classes.

10. EQ checks and daily circles in the mornings to prepare students and discuss the day's activities.

Sample K-8 Week

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-8:45	Morning Fitness (15 min.)				
8:45-11:45 (Includes 15 min. snack/break)	Helical Block: Social Studies (165 min.)	Helical Block: Science (165 min.)	Helical Block: Math (165 min.)	Helical Block: Language Arts (165 min.)	Music/PE/ arts/language (45 min.)
					Math Skills (60 min.)
					Language Arts Skills (60 min.)
11:45-12:30	Lunch/Recess				
12:30-1:15	Language Art Skills (45 min.)	Language Arts Skills (45 min.)	Language Arts Skills (45 min.)	Math Skills (45 min.)	Individual/Class Formative Assessments (45min)
1:15-2:00	Music/PE/ arts/language (45 min.)	Music/PE/ arts/language (45 min.)	Music/PE/ arts/language (45 min.)	Music/PE/ arts/language (45 min.)	Early release Faculty Collaboration
2:00-2:45	Math skills (45 min.)	Math skills (45 min.)	SEL Class	Students SL/Mentorship /Special Projects/	
2:45-2:55	Closing Activity (10 min.)				
Instructional Minutes	325	325	325	325	225

How Learning Best Occurs

Our understanding of how the brain works and learns has grown exponentially in the past few decades. Beginning in the 1980s, neuroscientists and educators started exploring how advances in neuroscience could be applied to teaching. This interdisciplinary thinking and research provides insight into why some best practices continue to be effective, why some traditional practices are less effective, and how contexts for learning can be improved.

We at Spark Charter School believe learning best occurs when:

- Learning is social.
- Patterning is essential.
- Curriculum addresses students' emotions.
- Schools create a supportive, empowering, and personalized environment.
- Curriculum is relevant.
- Instruction caters to each child's development.

Research also shows that consistent high levels of student success are more likely to occur with long-term comprehensive parent involvement in schools. The California Department of Education states: "Comprehensive means that parents are involved at all grade levels in a variety of roles. Involving parents in supporting their children's education at home is not enough."

To ensure the quality of schools as institutions serving the community, parents will be encouraged to be involved at all levels in the school. See **Attachment 10**: California State Board of Education Policy 89-01 (1994): Parent Involvement in the Education of Their Children, and **Attachment 11**: California Department of Education, Charter School Division: Legal Opinion on Parent Participation.

With this in mind, Spark Charter School will ask families to make a commitment to the community and their child by volunteering in the classroom on a weekly basis.

Research shows that multi-age grouping promotes cognitive and social growth (Trevor Calkins) and the natural development of the child. The wider age spans promote an active learning environment where students are not expected to 'perform' at their 'age level,' but encouraged to perform to the best of their ability. The students learn from each other, from teachers, and from cross-age tutors.

Research shows that children learn by doing, and the hands-on learning approach will give students an opportunity to take learned skills and apply them to meaningful projects. These projects provide students an opportunity to develop and demonstrate critical thinking skills, problem-solving skills, and cooperative learning which will prepare them for the 21st century.

Research also shows that the brain is pattern-seeking and looks for connections between pieces of information (McBrien/Brandt, 1997). These connections lead to a stronger and more thorough understanding.

Whenever possible, curriculum is designed around science, social studies, or literacy themes (Ostrow, 1995). Topics are studied from many different angles and viewpoints, allowing students to explore subjects deeply, employ higher level thinking skills, and make connections among various disciplines of thought (Jensen, 1998).

Children develop and grow at different rates in different skill areas. Teachers' strong understanding of child development and close working relationship with each child's parent allows them to design learning experiences so that each child's needs are met (Bingham, 1995). Curriculum is aligned with each child's developmental level to allow children to feel successful regardless of academic level.

Children also have different strengths and styles of learning. The teachers develop instructional programs incorporating the theory of multiple intelligences to build on each student's strengths and address diverse learning styles (Gardner, 1999).

Learning best occurs in a collaborative environment. Students have a higher motivation to learn when they have a real stake in their own learning. The teacher shares control of the classroom and students are allowed to explore, experiment, and discover on their own. The focus in these classrooms is on options, rather than uniformity. Learners are treated as co-creators in the learning process, as individuals with ideas and issues that deserve attention and consideration.

Learning best occurs in a climate where there are measurable goals and accountability. As Schmoker (1996) so simply states: "What gets measured gets done". Spark provides a continuous collection and application of data for students, parents, teachers, and administrators.

Research sources are listed in **Attachment 12: Cited Curriculum References**.

What it means to be an educated person in the 21st Century

Advances in technology have touched everyone's lives. Today's youth are growing up in a world that is more technologically advanced than any other time in history. Through the Internet and television, our children quickly and easily learn about world events, its inhabitants, and its issues. The Internet literally brings a world of information right to our fingertips. The world our children will know as adults will undoubtedly be very different than the world we have today.

In spite of the many changes in our world, many fundamental characteristics of a well-educated person remain. A vital part of being a well-educated person is mastery of fundamental skills, concepts, and knowledge in history, math, science, reading, writing, art, and music and an appreciation for what those who have come before us have learned. For such knowledge to be useful, it must be supported by the ability to think critically, to reason logically, and construct coherent arguments supported by evidence. The educated person can evaluate, organize, and use information from various sources and disciplines of thought. He or she is able to make logical and flexible connections with the newly acquired information. He or she is able to reflect on experiences, revise his/her understanding, and solve new problems.

The educated person is competent using a variety of technology tools for analysis, communication, and presentation - these tools, coupled with knowledge of history, provide the ability to process and evaluate the changes encountered. To become an educated person, a child needs support and guidance that comes from having positive relationships with parents, teachers, other adults, and children. Growing up in California's diverse communities, a child needs to experience new cultures and learn new languages. He/she must learn to communicate well and work effectively in groups and teams and to understand the moral responsibility to help others and the value of contributing to his/her community.

As a contributing citizen of the 21st century, an educated person is self-motivated and competent. Through years of working with teachers and other adults, he or she has learned how to assess his or her abilities and how to learn.

Beginning in kindergarten, Spark Charter School students will engage in solving a variety of practical and intellectual problems. By the time they leave Spark Charter, students will have developed the problem-solving skills and the confidence to succeed in high school and college. They will also have developed the intrinsic motivation to be lifelong learners.

Aligned with the Common Core Standards, the curriculum at Spark Charter is structured so students can delve deeply into core subject areas with a focus on inquiry, exploration, and understanding. In addition to content knowledge, our students will have the meta-cognitive skills to understand their own learning processes. They will strive to learn because they are self-directed, inquisitive, and in charge of their learning.

Spark Charter School will focus on developing these social and emotional competencies through the Social-emotional Learning that is an integral part of our program. The Spark graduate will be able to identify and respond to emotions in oneself and others, work collaboratively, and be compassionate.

Academic and emotional intelligence together create the foundation for children to recognize challenges in and out of school and to have the confidence and resourcefulness to not only confront those challenges but to know that change is possible. A lifelong learner is therefore a problem-solver; he/she needs the critical thinking and reasoning skills to gather information from a variety of sources and the creativity and divergent thinking skills to come up with novel ideas. In addition strong communication skills are vital as are questioning, reflection and perseverance.

The educated person has an appreciation for knowledge and views lifelong learning as an activity that is essential to keep pace with the constantly changing world. Spark Charter School seeks to enable pupils to become self-motivated, competent, and lifelong learners.

A Typical Day at Spark

The following represents a hypothetical day for a Spark fifth grade student, based on the planned curriculum.

Morning Fitness (8:30-8:45 AM)

Neuroscience research suggests learning best occurs when the body is physically active. Recent studies have linked physical activity to increased learning and improved attention⁴¹. Exercise spurs the brain to produce more of a protein called brain-derived neurotropic factor (BDNF), which encourages brain cells to grow, interconnect, and communicate in new ways⁴².

We will begin each day at Spark with fitness activities designed to activate students' brains and to prepare them for learning. When students arrive, they will engage in 15 minutes of physical activity. A variety of activities will be cycled throughout the year. These may include, but are not limited to: callisthenic warm-ups; obstacle courses through the play area; interval walking, running, skipping, yoga. Staff or parent volunteers will lead morning Fitness.

Andres is a fifth grader at Spark. His family lives in a single bedroom apartment in Sunnyvale. His mom is a house cleaner and his dad works in construction and sometimes takes handyman jobs on the weekends. Andres struggles through reading and science. He loves soccer and with his brother Jose, a seventh grader, both have become experts in controlling the ball with their feet. When he

comes to school in the mornings, Andres drops off his backpack in his cubby and with a soccer ball with his hands, runs out to the soccer field to play soccer. His brother will already be waiting for him. This morning, right before coming to school, Andres heard his father and mother talking about their concerns on being able to pay rent.

When school starts this morning, the fitness warm up parent volunteer asked Andres to show the class his techniques with the ball. He then paired the students and gave each pair a ball. The coach asked Andres to show them how they can pass the balls to each other. A parent, Mario, who is a janitor, plays soccer with his friends and works night shifts, volunteered to lead morning fitness for the first quarter of the school year. The third grade teacher helps Mario prepare his lessons. These are 15-minute daily morning warm-ups. Each team followed the example of Andres and Jose passing the ball to each other from one end to the other end of the field. Students who felt unsure about joining were smiling and laughing as they played. After 15 minutes, the teacher blows the whistle signaling that it's time to head back to the classroom.

Helical Block (8:45-11:45 AM):

Each morning of the week, Monday through Thursday, students will engage in learning a subject in Social Studies, Science, Math, and Language Arts. This extended block of time will allow students and teachers to delve deeply into the content area through projects such as research, lab experiments, and writing. It also provides students with scaffolding, e.g., exploration and brainstorming of the topic and the genre.

Thematic units tie together the different subject areas. The development of thematic units will be explained in greater detail in the section on Instructional Planning. The block will be subdivided into instructional: “chunks” based on the Helical Model and in accordance with neurocognitive best practices.

Elementary (Kindergarten-Fifth Grade) students will be with the same teacher every morning, Monday through Thursday. Middle school (6th -8th grade) students will alternate between a math and science teacher and language arts and social studies teacher. For example, the sixth grade class will meet with the math-science teacher on Mondays and Wednesdays and the language arts-social studies teacher on Tuesdays and Thursdays. The other sixth grade class would have the reverse schedule. Even though the classes do not meet daily, they will have the same amount of time in each subject as they would in a more traditional schedule.

On Friday mornings, students will meet in their Service Learning and/or Mentorship project teams for the afternoon block, as well as complete their small group formative assessments. Small group formative assessments will be explained further in the assessment portion of this petition.

Today is language arts day for Andres' class. He joins the rest of his class in Ms. Ramos' room. Ms. Ramos greets each one of the students after they put away their things and find their seats. Andres is an intermediate English learner. He is typically shy in class except when he demonstrates his skills in soccer. While he is able to write grammatically correct simple sentences and paragraphs, he tends to be overly conscious of his EL background, most especially in English classes.

On the left-hand side of the classroom, there are ten bottles, numbered 1 (unhappy) to 10 (very happy). The bottles are gauges of each student's emotional state. Beginning in the morning,

students move their gauge (popsicle) stick to one of the ten bottles. These are called “Emo” bottles. As part of the morning ritual at Spark, each student places his/her Emo stick in an individually established “Emo” bottle. Developing emotional intelligence (EQ) is part of the culture of learning. EQ itself was first defined in the early 1990s by Salvo and Meyers as “a type of social intelligence that involves the ability to monitor one's own and others' emotions, to discriminate among them, and to use this information to guide one's thinking and actions.” Salvo and Meyers expanded their definition to include “the verbal and non-verbal appraisal and expression of emotion, the regulation of emotion in the self and others, and the utilization of emotional content in problem-solving⁴³.” The Emo bottles are a way for students in the class to express how they feel without the need to explain the reasons for their emotional state. The placements of Emo sticks provide the teacher and the class as basis for creating awareness and improving the emotional climate of the class.

When all the students are in class, Ms. Ramos uses a hand signal for attention. She asks one of the students to read the emotional state of the class from the way the sticks in the bottles have been placed. Another student initiates ideas on how the class can create a positive and supportive atmosphere to get the rest of the class sticks moved by lunch time to bottle 10.

Ms. Ramos starts the PLAY stage of the Helical Model. She asks the students to go to the art room and form a circle, and sit on the floor. Then she distributes a sheet of bond paper to students and instructs them to roll the paper like it was a telescope. At the count of three, all students close their eyes. She asks three students to form a human sculpture at the center of the circle. Then, using their rolled paper like telescopes, students will open one eye, peering through the paper telescope. They will share what they see. Ms. Ramos invites students to share what they saw and discuss about perspectives, objectivity and subjectivity. Then she challenges the class: “But how can one's perspective really be objective or accurate?”

The PLAY stage of the Helical Model ignites student participation using background knowledge. Through the PLAY activity, students are engaged in collectively defining, using their prior backgrounds, the meaning of perspective and the importance of multiple views about communicating “objectively” or “accurately.” As the introduction to the topic, the teacher creates an activity that is simple, engaging, and profound. With high level of participation to start the class, the tone and practice of engagement; trust in one's abilities; and the importance of multiple responses, make up the dynamic environment-- from which learning transpires in the class.

To expand on the concepts of objectivity and subjectivity, and to introduce a key element in journalistic writing, Ms. Ramos distributes titles of news articles and asks students in groups of three, to deduce the message of the headlines. Then she guides the class in deeper analysis: “How does the title reveal the author's point of view?” “How does point of view relate to bias?” “How does one develop bias?” Ms. Ramos briefly outlines the lesson for language arts.

The EXPLORE stage expands on the topic just learned. Students discuss concepts such as perspective, objectivity, and subjectivity. This helps them understand possible motives and intends behind the story and deepens their understanding of the issue.

Using a literary piece, Ms. Ramos reads the story of “The Blind Men and the Elephant.” She invites students to share their insights about the story and then guides a collective summary of the story by asking the following questions: “How do we form opinions? How do we differentiate objective from subjective?”

Objectivity and subjectivity are not only about physically blind men. There are deeper ramifications of unique perspectives in the writing, reading, and understanding of news articles.

Ms. Ramos divides the class into five groups and asks one student from each group to watch a brief video of a news story about the Immigration Bill. She then asks them to share what they saw with their own groups. Then she asks students in each of the groups to report on what they heard. If each group summarizes the report differently, she then leads an analytical discussion about how news is reported, what impact it might have on people's lives, how it can be interpreted differently by different people hearing it, and how those people in turn re-report what they heard. The whole class then watches the report together and discusses the ramifications of the story and the role of the reporter.

Snack Break

To ensure students have the energy and sustenance they need to stay focused on learning, there will be a 10-15 minute snack break in the morning. The timing of the snack break will be at the teacher's discretion based on the morning's activities.

Andres values learning at Spark because of how he is able to enhance his learning experiences with the conversations in class. He is specifically excited about sharing his views about perspectives on the Immigration Bill. He explains, "It is about immigrants, and yet we have no voice in the approval process of the bill."

By weaving social studies topics into language arts and conversations, students can develop a deeper level of critical thinking abilities. And when the teacher engages students through meaningful classroom discussions, the students will get to share their own views. This deepens their learning.

From their studies of U.S. history in the fourth grade, the teacher uses student background knowledge as a way to connect and raise the conversation to higher levels of critical thinking.

Ms. Ramos engages students in an extended conversation on the "American Dream" by citing parallels in U.S. history. Students transfer their learning in social studies and develop a historical framework for the content discussion in language arts. A historical context from which to understand the Immigration Bill provides students like Andres and his fellow immigrant students a vital understanding of the evolution of the immigration pattern in the United States, i.e., the United States is a country where most of its inhabitants immigrated from other parts of the world. This is highly relevant for a multicultural city like Sunnyvale. Through this conversation, Andres understands that a news article is not just about grammar, punctuation, and spelling but rather a vehicle to inform and affect potential social and political change.

Ms. Ramos builds a graphic organizer on the board using key English words that embody the various elements of the topic. Then she divides the class into pairs and instructs the paired students to expand each of the words into statements, in the form of sentences. With a classmate to work with in formulating a sentence and with the understanding of perspective based on their collective discussions and experiences, Andres is able to participate without reverting to his insecurity about his proficiency level in writing in the English language. By now, Andres is highly motivated and inspired by the conversations. He is seeing himself and his family in a broader historical framework.

He says, “Yes, we deserve to be here because my parents pay taxes from the little that they make.” Andres learns that his perspective needs to be heard.

PLAY and EXPLORE provide the scaffolds that prepare students to reach higher levels of engagement in class projects. Active, multi-modality lessons allow student with different learning styles to participate and engage in the same classroom activities. Lessons presented from simple to complex activities and in ways that connect and make sense to students, provide a logical sequence and cumulatively raise the level of learning. The variety of the students’ prior knowledge and abilities contribute to the learning dynamics in the class.

Pacing, rhythm, variety, and connections are variables in a series of lessons that make the classroom experience exciting and engaging. Long projects are divided into 15-minute parts, to keep with the attention span of students in this grade level. Students are not sitting the whole time and filling worksheets. They are moving, writing down their thoughts, looking through hand-made telescopes, and more.

While the English class is designed to build proficiency in reading, writing, speaking, and listening in the English language, one may hear other languages contributing to the discussions among the students. The teacher understands that while the English learners are learning the English language, they may continue to think first in their native languages. As such, the teacher allows them to think in their first language and then translate and eventually articulate using the English language.

When Andres feels deeply about content he wants to share, he shares this in a sentence that combines both English and Spanish words. He sometimes asks the teacher to help him find the proper English word to describe his thoughts. The video presentation was in a multimedia format, where the visuals supported the words. Andres is excited to take part in the next set of lesson activities because he contributed to the formulation of ideas and insights. Feeling that he is part of the class, Andres recovers from his stress about his mom’s concern about making rent for the month. And with a broader perspective on the plight of immigrants in the US today, Andres realizes he and his family are not alone in their daily struggles. In fact, he is even more motivated to learn the English language because he realizes this can be a ticket to get him and his family away from poverty. Andres’ inspiration for learning is due to the connection he made with the lesson in Spark Charter School.

In the Connect stage, students will be applying what they learned in the previous activities and conversations to a writing project: a class newspaper. They will be learning mind map software to support brainstorming and organizing of ideas. The software enables the writing process to support students who struggle with organizing ideas and formulating sentences in the English language. Students can focus on their ideas first, organize the ideas with drag and drop tools to create an outline, and then write sentences mindful of grammar, punctuation, and spelling.

Andres feels overwhelmed by class projects like writing a newspaper article. English is his second language and he hardly speaks it at home. He acts as an interpreter for his parents when they needed to converse with clients. But with the discussions they just did in class, Andres is ready to follow Ms. Ramos’ next set of instructions.

Activity 1: Brainstorming Elements of an Event

Connection to content provides students with the requisite information to write a news article. It also provides the relevance that makes the topic worth talking -- and in this case -- writing about.

Ms. Ramos asks the students if they remembered the victory of the Sunnyvale soccer team in the spring. With her computer connected to the projector, she introduces mind map software to the class. Ms. Ramos writes students' responses to her questions in the format of a graphic organizer.

To help with the process of writing a news article, the teacher engages the class in brainstorming facets of events that will make the news story compelling. The teacher uses mind map for brainstorming the topic. By using words as well as graphics to make her point, the teachers are ensuring that those who more readily absorb information visually or kinetically are being reached.

The teacher scaffolds the writing process and exposes students to the digital graphic organizer, which will facilitate transformation of information from a set of facts first to a list and then to a rough draft of a paragraph. Through this process, students will experience writing as a "thinking" process.

It is the thinking process that inspired Andres to write his news report. Andres is by now familiar with all three news events discussed by Ms. Ramos. In fact, he is mentioned in one of the news events as one of the soccer players on a team that won the last season. It is one of the most amazing and unforgettable experiences for Andres. Being part of the winning team gives him a sense of pride and achievement. It was a far cry from Andres' family's instability. The excitement of that event inspires him to participate in the class discussion. He contributes relevant information.

Activity 2: Outlining a News Article

On the projector screen is a sample news article. The teacher asks the class to analyze the article in terms of beginning, middle, and end, and then, from the messages of each of the sentences, deduce the message. The teacher repeats the same process twice. In this way, students can see variations of how a beginning, middle, and end may be formulated in sentences. It is critical for students to know that there is no single way to write a news article.

Ms. Ramos divides the class into groups of three, and instructs them to organize the ideas from an event of their choice into an outline with a beginning (introduction), middle (explanation with data and evidence) and end, (conclusion). The groups have a choice to work on the events discussed by the class. Each student group presents its outline on a big sheet of paper.

With the mind map software, the teacher demonstrates what happens when she clicks on the link that says "Word." The software turns the graphic organizer into an outline form in Word format and reads the items aloud in the order that they were created. Students have the mind map software in their computers and follow along with the teacher.

Activity 3: Writing a News Article

Students will individually contribute to a class newsletter by choosing a significant event in the school or in their lives that happened in the last year. The teacher explains that she would like to see an outline, then a rough draft, which will be developed into a minimum of three paragraphs.

Students are required to complete the following:

Sheet 1: Facts about the event

Sheet 2: Outline of the article

Sheet 3: The first rough draft of the news article (minimum of 3 paragraphs)

Andres first chooses to write about the soccer event and soon realizes that he is too invested in the competition to have an objective perspective. He then chooses to write about the vegetable garden and his plans to make a luncheon with the vegetables harvested from the garden. He remembers the science cooking activity about nutrition and incorporates this information in an article about eating healthily. The prior classroom exercise and discussions provided enough know-how for Andres to begin his rough draft.

Ms. Ramos checks in with Andres about his draft. She sees that he has already written the word “nutrition” three times in a paragraph. She explains to him that a variety of words with similar meanings will make the paragraph sound better. She shows him the thesaurus on his computer. Then he changes the first word to “diet” and the second to “eating healthily”.

Imagine

In the IMAGINE phase, the teacher shows the class a poster of the story “The Elephant and the Blind Men.” The class is divided into groups of three. Each group will create a poster designed to create awareness among the students about perspectives. The posters are interactive with the option for students to move the words around or add their own.

After groups completed their posters, Ms. Ramos asks students to share their posters to the class. Then she guides the class in a reflection on how posters help influence people’s thinking and expands their perspectives. Students post their posters around the school.

Andres is not the first to complete his work. However, Andres knows to go from Step One to Step Two, and so on. He works on his proficiency with the English language as he writes his sentences. He knows, based on his previous interactions with Ms. Ramos, that he will not be judged by his simple sentences. He looks forward to sharing his work with Ms. Ramos and for her feedback later during the writing skills period.

Lunch:

Students will break for 30 minutes daily to eat a healthy lunch. Students will bring their own, be able to purchase a prepared lunch or they may qualify for a free or reduced lunch. After eating, students will have a brief break time to use the bathroom, play in the play area, and socialize with friends.

Andres takes his bag lunch to the cafeteria where he sits with some of his friends. They talk about the field trip to the Computer History Museum scheduled for next Monday. When they finish eating, Andres joins some of the middle grade students and his classmates in a game of pick-up soccer.

Afternoons (12:15-3:00)

In the afternoons, students will extend their learning of concepts and methods to skills. In particular, students will need focused daily instruction and practice in reading, writing, and mathematics. The

skills lessons will be connected to the units and themes of the morning, but will follow a more developmental progression. For example, over the course of multiple weeks, a 3rd grade class may be studying multiplication during the math skills lessons. During the science Helical Block morning, this might be incorporated into a science unit on space by investigating magnification on telescopes. During that week's math session in the Helical Block, the students might move through a series of hands-on problem-solving activities using data from their space study. A more detailed description of the curriculum for the math and language arts skills lessons can be found under Curriculum Design.

Elementary students will remain in their classroom with the same teacher. Each afternoon will include approximately an hour for mathematics and an hour for language arts. Middle school students will spend one hour with their grade level math–science teacher and one hour with the language arts teacher. One 7th grade class will spend the first hour of the afternoon in math and the last hour in language arts, while the other 7th grade class will do the reverse.

After lunch, Andres heads to Mr. Martin's classroom. He is the middle school math teacher and the math skills teacher for the fifth grade. Each student in Spark goes through a math assessment in the beginning of the school year, and combined with the recommendations of the previous year's teacher, determine their math skill level.

In the first 15 minutes of the math skills class, Mr. Martin presents a mini-lesson for the students. Today, Mr. Martin explains that students will be computing in the millions. He asks what a million means to them in ways that it affects their lives. Andres is excited about the idea of having a million dollars, and shared how it will help their family buy their own home, and not worry about paying rent or a mortgage. The topic of a million is intriguing. Mr. Martin continued with the mini lesson: "how long is 1,000,000 days. Hours, minutes, and seconds? How did you arrive at your answers?" "Name something that happened a million years ago, a million hours ago, a million minutes ago, and a million seconds ago. And then he asks again, "How did you arrive at your answers?" Then Mr. Martin gives them a grid and asks, "What are millimeters? How many square millimeters are in the grid below? How many grids would you need to have one million square millimeters?" Mr. Martin shows the class a census graph of world and US populations and how much water is consumed by each segment of the population, He asks, "How much water do people in the world need to drink each day?" He groups students into threes and they work on the problem together. Each group presents its solutions to the class as students learn from their different approaches to solve the problem.

After the mini-lesson, students are given differentiated sheets of problems to work on. This afternoon, Andres works with students with similar math level skills. They are given twenty minutes and then all groups will present their different problems to the class that relate to numbers in the million scales. The lessons were both mathematical and real and require students to explain their solutions.

Mr. Martin goes around the class checking in with each of the groups. Two parent volunteers are helping small groups of 4-5 students with their assignments. The parents are engineers and they come into the classroom two hours a week to help Mr. Martin. Their presence allows Mr. Martin to group students by ability level.

Andres struggles with math. While Andres is excited about having a million dollars, he is also overwhelmed by how many digits one million has. Mr. Martin assigns one of the parents to work with Andres' group. The parent first asks the students if they know how many digits there are in a million,

and when the students give conflicting answers, he takes a step back and start explaining the significance of the digits and what each digit represents, all the way up to 1,000,000. Along the way, they estimate what they can buy with \$10, \$100, \$1,000, \$10,000, \$100,000, and \$1,000,000.

Weekly lessons in the Social-Emotional Learning (SEL) class curriculum, the creative arts, second language, and physical education will also take place in the afternoon. Spark Charter will work to develop partnerships with community organizations and with families at the school to support teachers in developing and implementing these lessons.

After Math Skills class, Andres prepares to go to Spanish Class.

Spark plans to offer up to three tracks for foreign languages — representing the top three immigrant populations in the community: Spanish, Mandarin and Hindi. Each of the foreign language teachers are to be trained by Spark’s Curriculum Consultant. Since these classes are taught in various grade levels, parent-volunteers are available for each class in every grade level. Here lies an optimal opportunity for parents whose first language is Spanish, Mandarin, or Hindi to share their knowledge of the language and culture.

Andres chose Spanish as his foreign language track. In this class, his focus is on writing in Spanish and using the language in various contexts. He is most confident in Spanish class because he is relatively well-versed in the language. Today his teacher, Senora Aunor, instructs her students how to translate their parent’s PG&E bill into Spanish.

Today is Thursday and the instructional day ends an hour and ten minutes earlier. This abbreviated day will provide 2 weekly hours of targeted professional development and collaborative planning, which started at 1:15, with the foreign language teachers taking over the classes for foreign language learning.

Closing Activity (3:00-3:10)

Each day (except Thursday) will end with reflection to help students integrate the day’s activities into their long-term learning. Elementary students will remain in their regular classrooms. Middle school students will finish the day with the core teacher (math-science or language art-social studies) they were working with for the last skills lesson. During this time, students will reflect upon what they learned and prepare an Exit Ticket. This is something they share with their families about what they learned during the day. It may be an object, writing, or just a verbal synopsis. For example, a 3rd grade student might draw a picture of a moon, in his/her favorite shape (new moon, crescent, etc.) so that he/she will remember to tell the family about how the moon goes through a regular cycle. A 5th grade class might do a think-pair-share about how every person in the world has his/her own perspective and then ask parents what they thought of the American Dream.

In the last ten minutes of the afternoon, Andres knows it’s time to prepare his Exit Ticket. Andres thinks back on the language arts class, specifically about perspectives and the American Dream. He writes a haiku about a memorable happy moment in his life in the U.S., guided by instructions from the teacher. Andres is surprised that he wrote the haiku in five minutes and shared this with his partner. On his way out the door, he sees Ms. Ramos in the hallway and shows her his haiku, which he has written on a card. She gives him a big smile and a warm hug and reminds him to give it to his parents when he gets home.

Special Populations

At Spark, ALL students will be held to high expectations and supported to grow to their utmost, academically, socially and emotionally. Spark will employ several strategies that will support the development all of its students, including its special population students. For example, Spark will:

- Create a system of learning that includes both mixed-level grouping within a grade as well as ability-based skills group specific to math, reading, writing and technology;
- Employ the talents and skills of family volunteers to provide enrichment and extension activities for students and to assist students, individually and in small groups, who need support during class periods;
- Provide training to family volunteers to better understand the social and emotional challenges of English-Language learners, academically low- and high-achieving students, and special education students and how best to support them;
- Utilize cognitive ability assessments, such as Riverside Publishing Company's Cognitive Abilities Test (CogAT) test, to better understand each students students' abilities in reasoning and problem solving; Fountas and Pinnell test, to determine leveled reading abilities; and the student ILP team's recommendations.

Below is a description of Spark Charter's plan for meeting the needs of special populations of its students.

- English-Language Learners.
- Low Achieving Students.
- High Achieving Students.
- Special Education.

English Language Learners

Spark Charter School will meet all applicable legal requirements for English Learners ("EL") as it pertains to: annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. Spark will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Given the demographics of the Sunnyvale School District, we expect to enroll a significant number of students from homes in which English is not the primary language. Students in all grade levels will likely have varying degrees of English proficiency and many will require ongoing support in English Language Development (ELD). We will implement research-based instructional programs and strategies to meet the specific needs of English Learners.

Our ELD program will meet all federal and state requirements for services to English Learners. Our program will address the process for student identification, curriculum, assessments, reporting, and re-designation as well as professional development and teacher qualifications for working with EL students. Moreover, Spark will strive to create an educational environment where EL students can and do thrive. (See Appendix 13: Plan for English Language Learners)

Assessment and Identification

The orientation process at Spark will strive to be inclusive of and welcoming to all families. Because we anticipate most of our EL students will come from Spanish-speaking households, we will have translations available where it makes sense and where it is important at school events in addition to translations of most written communication. For translation, we plan to utilize bilingual members of the staff as well as community members. We also will set up bilingual support for students and parents that are new to the school. As noted in the Educational Program section, all families at Spark will be encouraged to be involved with the school. We will make sure that the necessary supports are provided so that non-English speakers can participate fully.

Student Identification

Upon enrollment into the school, all parents will complete a home language survey (available in the language(s) spoken by the parents) to determine which languages are spoken in the home. The home language survey will ask families to identify (a) the language the child first learned when s/he began to talk, (b) the language the child uses most frequently at home, (c) what language the parent/guardian most frequently uses when speaking to the child, and (d) what language is spoken most by the adults in the home.

Within 30 days of initial enrollment⁴⁴, we will assess the English proficiency⁴⁴ of any student whose parents have indicated that English is not the primary language in the home. The California English Language Development Test (CELDT) will be used to assess English proficiency (until the ELPAC system is fully operational). The CELDT will be administered at least annually before October 31 of each year, until a student is re-designated as fluent English proficient. The school will notify parents of the school's responsibility to conduct CELDT testing and will inform parents of CELDT testing results within 30 calendar days following receipt of test results. Parents or guardians will be informed of their rights, and they will be encouraged to participate in the reclassification process. In addition, we will attempt to get a fuller picture of the student's language profile. Through an additional survey and conversations with the student and parents, we will find out more about the languages spoken in the home as well as the student's literacy experiences in the home language. Research indicates that a child's fluency and literacy in the home language is an important factor when designing ELD instruction⁴⁵.

EL students who score above the established cut-off on the CELDT will be reclassified from EL status and be considered English proficient. Spark will notify parents of CELDT results within 30 days of receiving the test results from the publisher and the number of EL students will be reported to the state. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

Assessment, Monitoring, and Redesignation Process

When creating classroom assessment tools, ELD standards will be incorporated whenever possible. The following methods will be used to monitor students' progress:

- Students will be assessed using the CELDT at the beginning of each year by October 31.
- If Spark has more than 21 ELL students, it will form an English Learner Advisory Committee (ELAC).
- Staff will observe EL students according to a rubric modeled after the CELDT in the areas of listening, speaking, reading, and writing skills.

- Staff will monitor EL student progress in language arts using school wide assessments.
- During professional development days and weekly faculty collaboration times, staff will discuss EL progress to develop and refine teaching strategies for these students.

A student may be re-designated as fluent English proficient using the following criteria:

- An assessment of English Language Proficient on the CELDT test (4 or 5).
- Reasonable performance on baseline and benchmark assessments.
- Teacher evaluation and recommendation.
- Parent opinion and consultation.

Reclassified students will continue to be monitored to ensure their continued ability to achieve mastery of state English Language Arts standards.

Instructional Strategies

Spark is committed to hiring an instructional staff that can meet the needs of all students, including English Learners. We will prioritize the hiring of teachers who have already obtained a Cross-cultural, Language and Academic Development (CLAD) certificate or a Bilingual, Cross-cultural, Language and Academic Development (BCLAD) certificate. Promising teachers who are hired without CLAD certification at Spark will be expected to obtain temporary certification by enrolling in a certification program and completing that program by the end of that academic year.

All EL students will be fully integrated into the regular classroom setting. Our educational program is designed to reach all learners, including English Learners. We value the knowledge and experience that every student brings to the classroom. Teachers will encourage students to share that knowledge in a variety of forms so that even students with very little English proficiency can participate. Teachers also will strive to incorporate the home language(s) of the students in the classroom. This may be manifested through printed materials, audio-visual resources, and parents or other volunteers.

We also recognize and appreciate the particular needs of EL students and will continually evaluate our educational program with those needs in mind. As part of our continuing Professional Development program, teachers will be trained in a variety of ELD techniques and strategies including the Sheltered English Observation Protocol (SIOP) Model and Specifically Designed Academic Instruction in English (SDAIE). Additionally, teachers will regularly discuss the needs and performance of our EL students during professional development days and weekly faculty collaboration meetings.

To become proficient in English, we have three primary goals for our EL students. These goals are based on the overarching goals described in the ESL Standards for Pre-K-12 Students⁴⁶. Those goals are (1) to use English to communicate in social settings (2) to use English to achieve academically in all content areas, and (3) to use English in socially and culturally appropriate ways. Achieving these goals will be part of their development toward reclassification. School success requires that students acquire proficiency in interpersonal communication and in academic language development.

At Spark we will implement a structured immersion program for our EL students. The overarching structure of our plan for EL students will be based on the Sheltered English Observation (SIOP) Model. The SIOP Model is a research-based model of effective instructional strategies for EL students. Using the SIOP Model teachers will design and evaluate three components of every lesson: (1) preparation, (2) instruction, (3) review/assessment. Teachers will be trained in the SIOP Model as part of their professional development. Specific support strategies for our English Learners will include:

- **Constructivist, Inquiry-Based Teaching.** EL students will benefit from the collaborative, engaging and purposeful teaching methods at Spark. ELD strategies at Spark are based on the belief that “communicative competence comes from opportunities to use language in real ways for real reasons with real people⁴⁷.” Teachers provide a context for language development by connecting with students’ prior knowledge and engaging in meaningful learning experiences. The focus on conceptual understanding and contextualized learning at Spark supports language development⁴⁸.
- **Scaffolding.** Using sheltered instruction, teachers enable EL students to access grade level content and concepts. As part of sheltered instruction, multiple forms of instructional scaffolding will be used. Scaffolding is a way of temporarily supporting learners as they develop proficiency. Scaffolding will be built into the classroom environment, routines, and schedules. Most importantly, teachers will support risk-taking by creating a safe environment. The development of a safe, nurturing learning environment is central to Spark’s mission and vision for all students. Predictable routines and procedures will help EL students participate in learning activities. Scaffolding will also be used in reading and writing development. Peregoy and Boyle define literacy scaffolds as “activities that provide built-in teacher or peer assistance, permitting students to participate fully at a level that would not be possible without the assistance⁴⁹.” Such activities may include shared reading, patterned writing, cognitive mapping, and interactive journal writing. This type of scaffolding naturally fits in with the balanced literacy approach used at Spark. Teachers will carefully monitor, adjust and supplement language to scaffold student comprehension and learning. This requires that teachers really know their students and the content and understand how to modify their language so that it is comprehensible, but not overly simplified.
- **Specially Designed Academic Instruction in English (SDAIE).** Teachers across all grade levels may use SDAIE strategies to support ELs in learning academic content. SDAIE instruction focuses on making academic input comprehensible and reinforcing it using manipulatives; visuals; graphic organizers; planned opportunities for interaction; and modified language during instruction⁵⁰. ELD standards and intervention techniques will be incorporated into all Understanding by Design units.
- **Literacy Support.** English Learners will also receive specific and appropriate support in English Language Development during language arts lessons. During the literacy skills time in the afternoon and the language arts Helical Block, teachers may group EL students to specifically address EL needs. Teachers will use ELD assessments to develop specific small group lessons that will be delivered during the reading and writing workshops. These small group lessons may include specific vocabulary support and instruction, phonological

awareness, and language skills. EL students will have access to appropriately leveled texts in the content areas. Additionally, specific vocabulary instruction will be incorporated into all lessons.

- **On-going Assessment.** For all EL students, teachers will use a number of assessments to monitor progress. EL students will be observed in the classroom using a rubric modeled after the CELDT. (This rubric will be modified with the adoption of the ELPAC system) Teachers will also monitor EL student performance, particularly in language arts to ensure that they are not falling significantly behind their grade-level peers. In addition, the SIOP model includes methods for teachers to assess the effectiveness of lessons for EL students and ways to monitor comprehension informally.

Monitoring and Evaluation of Program Effectiveness

The evaluation for the program effectiveness for ELs in the Charter School will:

- Adhere to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitor teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitor EL student advancement of at least one performance level per the CELDT/ELPAC each academic year
- Monitor student identification and placement.
- Monitor parental program choice options.
- Monitor availability of adequate resources.

Reclassification and Monitoring

English learners are reclassified as “fluent” when they have sufficient English skills to learn in a regular classroom without extra assistance and perform in academic subjects at approximately “grade level.”

An English Learner in grades 2 - 8 must meet all of the following criteria to be reclassified from English Learner to FEP status:

- A minimum score of Basic (324) on the STAR/CAT6 in the areas of Total Reading, and Total Language.
- Overall proficiency levels of Early Advanced or Advanced on CELDT with proficiency levels of intermediate or above in all three test components (listening/speaking, reading, and writing).
- Adequate performance on school progress report cards.
- Teacher recommendation and evidence of successful performance in reading and writing in the classroom.

Student progress is monitored annually. School level assessments, English Proficiency Reassessments using the CELDT, and classroom data and observation are used to determine

English language proficiency, and evaluate students' language growth and academic performance. Formative assessments to monitor students' ELD progress are given by teachers throughout the school year in listening/speaking, reading and writing.

Reclassified students will be monitored each semester to ensure that they are making adequate academic progress through the following means: teacher/Director/student interview, a discussion with the student or parent regarding affective attitude toward learning, a review work samples and grades, and intervention if needed. Parents or guardians will be informed of their rights, and they will be encouraged to participate in the reclassification process.

Academically Low-Achieving Students

Assessment and Identification

A variety of assessment tools will be used to identify students who are academically low achieving. A diagnostic assessment in language arts and mathematics will be administered to all new students enrolled at Spark and to returning students. For language arts, this assessment will include the Fountas & Pinnel Benchmark Assessment and a writing sample. Each student will complete a baseline mathematics assessment based on the previous grade's mathematics standards. In addition, we will review CST data from the previous year, if available. Throughout the year, teachers will also assess students through informal measures such as standards-based checklists, observations, and Informal Reading Inventories. In addition, students will be assessed using formal methods such as writing rubrics, standards-based tests and quizzes.

Students will be considered academically low-achieving based on the following criteria:

- Scoring below basic on the mathematics and/or language arts portion of the CST and/or;
- Performing significantly below their grade level on Spark's standards-based mathematics assessments.
- Performing significantly below grade-level on the F&P.
- Performing significantly below grade-level peers on writing samples.

Family Notification

The classroom teacher will contact the parents of low-achieving students to discuss student performance and strategies for improvement. Conferences will be held for all families in the fall to discuss student progress and set informal learning goals. Progress towards these goals will be communicated through regular progress reports to parents and administrative staff.

Parents of at-risk or low-achieving students are included in the development of strategies to meet the specific needs of the student.

Intervention

Low-achieving students will be fully integrated into the entire student body. Spark's engaging and active educational program is designed to accommodate a full range of performances including low-achieving students. Specific practices that support low-achieving students include:

- The parent participation component of Spark Charter provides the teacher with the ability to offer differentiated instruction. Students have the opportunity to work in small groups or individually with an adult for a large portion of the school day. Under the direction of the teacher, parents work with small groups or one-on-one to ensure that all children get the individual help and attention they need to succeed. Activities are differentiated so that students who are ready can move on can do so while others that need more time on a topic are given the help they need to succeed.
- Flexible grouping allows students to work at an instructional level with others possessing the same skills. Teachers may group students in different ways to help build a certain skill set or learning behavior.
- Hands-on, integrated curriculum provides concrete experiences to scaffold learning for at-risk students. Students have opportunities to follow their interests and connect their previous knowledge to new concepts. Through broad themes, students are given an opportunity to broaden their knowledge of big concepts, giving them a strong base for adding and retaining new knowledge. Concrete learning experiences at every grade level give at-risk students opportunities to learn in a variety of modalities, helping them eventually to identify the learning strategies that work best for them.
- All students have opportunities to take the leader and follower roles in cooperative activities. This allows at-risk or low-achieving students to be successful in their school work each day and builds student confidence.
- Further support for such students includes intervention programs beyond the classroom, such as cross-age tutoring and student study teams.

Monitoring Progress

Student progress will be monitored on an ongoing basis through a combination of teacher observation, classroom assessment and benchmark assessments. If intervention supports do not lead to sufficient progress, a Student Success Team (SST) will be convened to consider alternative intervention strategies. This team will be made up of the classroom teacher, parents, the School Director, and other support providers. The team will discuss observed strengths and areas of concern, and brainstorm interventions. The team will designate a period for monitoring the student's progress after which it will reconvene to evaluate the effectiveness of the interventions. Should the SST process fail to yield adequate progress, additional steps, such as a referral for special education evaluation and/or 504 services will be taken.

Academically High-Achieving Students

At Spark Charter School, students achieving above grade level in any academic area, possessing superior intellectual or leadership ability, will have opportunities for more challenging work and leadership roles within the classroom and school. In addition, student strengths outside the core academic areas will be fostered and celebrated in the classroom. Spark will provide differentiated educational experiences that maintain the interest and intrinsic motivation of advanced learners, to nurture their self-esteem, and to nurture social development.

Students will have opportunities to excel in their areas of strength while continuing to develop at their own pace in other areas. In each area of development, students are presented with daily

opportunities to learn and work at an instructional level with others possessing the same skills. Teachers may group students in different ways to help build a certain skill set or learning behavior.

High-achieving students are given opportunities to work cooperatively to solve problems and also opportunities to teach or lead a group in order to solidify concepts for themselves. All students have opportunities to be both a leader and a follower in cooperative activities. This allows high achieving students to be both successful and challenged in their school work each day and builds a positive attitude toward school.

Project-based learning provides opportunities for above-grade-level students to capitalize on their knowledge of a particular subject, but also to practice problem-solving and to use higher level thinking skills.

These students need opportunities to work collaboratively on a problem and to make decisions about the direction a project will go. Through broad themes students are given an opportunity to broaden their knowledge of big concepts, and to choose and follow a focus area in which they wish to learn more.

Activities designed with the multiple intelligences in mind provide opportunities for students to use their strengths and continue to develop other learning modalities, all in a risk-free environment. Spark Charter intends to encourage the intellectual, creative and leadership abilities of all of its students at every level of academic achievement through a variety of strategies, including differentiation strategies such as flexible grouping, tiered lessons/activities and a high level of questioning strategies. However, depending upon the needs of the student, Spark Charter may also employ other strategies to help gifted students develop their potential (See **Attachment 14**: Plan for Gifted and Talented Students).

The parent participation component of Spark Charter School provides the teacher with the ability to have students work in small groups or individually with an adult for a large portion of the school day. Under the direction of the teacher, parents work with small groups or one-on-one to ensure that all children get the individual attention they need. The school forms the core of students' daily social and academic experiences. These everyday experiences, in turn, play a critical role in the students' social and emotional adjustment. At Spark, parents interact with all the students, including the gifted, on a daily basis under the direction of the teachers. Parents are trained to facilitate, rather than lead, cooperative learning groups. The talents and skills of parents will be used to provide enrichment and extension activities for students.

Special Education Students

Spark Charter School recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment and pledges to work in cooperation with the Sunnyvale School District or SELPA to ensure that a free and appropriate education is provided to all students with exceptional needs. Spark Charter School will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, Spark

Charter School will comply with AB 602, Sunnyvale School District guidelines, and all California laws pertaining to special education students.

Spark Charter School shall initially remain, by default, a public school of Sunnyvale School District for purposes of special education, pursuant to Education Code Section 47641(b). However, Spark Charter School reserves the right to make written verifiable assurances that it shall become an independent local educational agency (LEA) and join a special education local plan area (SELPA) pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium. A change in LEA status or SELPA membership shall not require a material revision of this charter.

So long as Spark Charter School operates as a public school of the Sunnyvale School District, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, Sunnyvale School District will provide special education services for students enrolled in Spark Charter School to the extent required by law. Specifically, the Sunnyvale School District will (A) serve children with disabilities in the same manner as it serves children with disabilities in its other schools; and/or (B) provide Spark Charter School with an equitable share of state and federal special education funding to support special education instruction or designated instructed and services to students enrolled in the charter school. Spark Charter School reserves the right to contract with agencies and vendors outside the Sunnyvale School District when appropriate to secure special education services, including administrative support services.

Spark Charter School anticipates that a Memorandum of Understanding (“MOU”) will be developed between the school and Sunnyvale School District, which shall delineate the respective responsibilities of Spark Charter School and Sunnyvale School District with regard to the funding and delivery of special education and related services.

Per Federal Law, all students with disabilities will be fully integrated into the programs of Spark Charter School, with the necessary materials, services, and equipment to support their learning. Spark Charter School will ensure that any student with a disability attending Spark Charter School is properly identified, assessed and provided with necessary services and supports.

Spark Charter School will meet all the requirements mandated within a student’s Individual Education Plan (IEP). The school will seek to include all special needs students with non-disabled peers to the maximum extent appropriate according to their IEP. However, if the student's needs as documented on the IEP require a program other than inclusion, the school will work with Sunnyvale School District and/or SELPA to provide an appropriate placement and services.

Spark Charter School will work with Sunnyvale School District and/or SELPA to make time and facilities available to meet the needs of the student’s IEP. Spark Charter School will actively participate in all aspects of the IEP to enable the student to be successful, including the appropriate individual tutoring schedule and classroom modifications, strategies, and techniques. The school will make available student’s work products for analysis and evaluation of progress and will participate in the IEP reviews conducted by the Sunnyvale School District, where applicable.

If a parent or faculty member feels the student’s educational needs are not being met, he or she may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to Spark Charter School, which will then forward such written notice to Sunnyvale

School District and/or SELPA within two school days. The school will encourage open communication between the parents and the Sunnyvale School District and/or SELPA for any items related to the special education services. Students at Spark Charter School who have IEP's will continue to attend the school, unless the IEP recommends otherwise.

In order to comply with Child Find requirements as specified by law, Spark Charter School will establish a referral and assessment process that brings together the parent/guardian, student, and school personnel to address any problems that interfere with a student's success at the school. This process will entail search and serve, a Student Study Team, referral, assessment and IEP review.

Search and Serve

Upon the commencement of Spark Charter School's school year, all students will be evaluated as a means of class placement. No assessment or evaluation will be used for admission purposes. Through collaboration between the faculty and the executive director, Spark Charter School will work to identify any students, who do not currently have an IEP but may be in need of a pre-referral intervention plan. The Executive director and faculty will then convene the Student Study Team for that student.

Students possibly in need of special education can be screened from already available data (i.e. school tests, teacher observations, grades, etc.) regarding the student's progress or lack of progress within the general program.

For students who are identified as needing interventions, a Student Study Team composed of the student, the student's parent or guardian, the executive director, and an Spark Charter School faculty member will be responsible for identifying the student's needs and developing a plan to enable that student to be successful, including, but not limited to, the appropriate individual tutoring schedule, classroom modifications, strategies and techniques to enhance that student's ability to be successful. If the Student Study Team finds that the pre-intervention plan is not sufficient to meet the student's needs, they will recommend that student for a formal special education assessment, Spark Charter School may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate.

Parents will be informed that special education and related services are provided at no cost to them.

Interim and Initial Placements of New Charter School Students

If a student enrolls at Spark Charter School with an existing IEP, Spark Charter School will notify the Sunnyvale School District and/or SELPA (where applicable according to SELPA policies) within 5 days. An IEP meeting will be convened within 30 days to review the existing IEP, discuss the student's present levels of performance and needs, and offer an appropriate placement and services. Prior to such meeting and pending agreement on a new IEP, Spark Charter School shall work with the Sunnyvale School District and/or SELPA to implement the existing IEP at Spark Charter School or as otherwise agreed by the parent/guardian.

Referral for Assessment

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. Spark Charter School's internal method for referral for assessment will be the Student Study Team. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by Spark Charter School within 15 days. Spark Charter School will notify the Sunnyvale School District and/or SELPA (where applicable according to SELPA policies) of the assessment request within 5 days of receipt. Parents will be informed via the Executive Director that special education and related services are provided at no cost to them.

If Spark Charter school, in collaboration with Sunnyvale School District and/or SELPA, concludes that an assessment is appropriate, the parent will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment.

Assessment

The Executive director will be responsible for gathering all pertinent information and sharing such information with Spark Charter School and/or SELPA (where applicable according to SELPA policies). Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. Assessment procedures will be conducted in the student's primary language, and an interpreter will be provided if needed. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

- Individual testing.
- Teacher observations.
- Interviews.
- Review of school records, reports, and work samples.
- Parent input.

Unless conflicting with Sunnyvale School District or SELPA policies and procedures, Spark Charter School will follow the following assessment guidelines. If a conflict with Sunnyvale School District or SELPA policies and procedures exists, then Sunnyvale School District policies and procedures will govern.

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment.
- The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment.
- The student must be evaluated in all areas related to his/her suspected disability.
- Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with

any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist.

- Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory.
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed.
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable.
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills.
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's need for special education. Spark Charter School, in coordination with Sunnyvale School District OR SELPA will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

Development and Implementation of IEP

Every student who is assessed by the school will have an IEP that documents assessment results and eligibility determination for special education services.

Spark Charter School, in collaboration with Sunnyvale School District OR SELPA, will ensure that all aspects of the IEP and school site implementation are maintained. Spark Charter School will provide modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by the general education teacher. Students at the school who have IEP's will be served in the Least Restrictive Environment (LRE).

Each student who has an IEP will have an IEP team that oversees the IEP Development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team must include all of the following members:

- The parent or guardian of the student for whom the IEP was developed.
- The student, if appropriate.
- The executive director.
- At least one special education teacher.
- A general education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment.
- A Special Education Representative from the Sunnyvale School District; OR
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results.

Others familiar with the student may be invited as needed. Spark Charter School views the parent as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. The school will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home.

A copy of the IEP will be given to the parent in accordance with state laws and Sunnyvale School District or SELPA policies. Upon the parent or guardian's written consent, the IEP will be implemented by Spark Charter School, in cooperation with the Sunnyvale School District or SELPA in which Spark Charter School is a member.

Upon the parent or guardian's written consent, the IEP will be implemented by Spark Charter School. The IEP will include all required components and be written on Sunnyvale School District or SELPA forms.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance.
- The rationale for placement decisions.
- The services the student will receive and the means for delivering those services.
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered.
- Measurable annual goals and short-term objectives focusing on the student's current level of performance.
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided; and
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments.
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals.

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes.
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress.
- After the student has received a formal assessment or reassessment.
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request).
- When an Individual Transition Plan is (ITP) required at the appropriate age.
- When Spark Charter School seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability.

IEP Review

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, Spark Charter School will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

Unless otherwise specified on the student's IEP, parents will be informed four times a year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

Staffing

Although Sunnyvale School District will hold ultimate responsibility for providing Special Education services (so long as Spark Charter School operates as a school of the Sunnyvale School District for purposes of special education), Spark Charter School is committed to assuring all IEPs are properly implemented and all students requiring services are adequately taken care of.

It is the goal of Spark Charter School to employ at least one full time teacher who in addition to having the proper credentials to teach a general education subject, will also possess Special Education Credential. This teacher, along with the executive director of Spark Charter School, will be the primary Spark Charter School representatives tasked with assuring that all aspects of the IEP and any possible 504 plans are properly implemented. All teaching staff at Spark Charter School will also be involved in assuring that all IEPs and 504 plans are properly implemented.

In year 3, pending budgetary availability, Spark Charter School plans to employ a Special Education Manager that will have duties that will include:

- Ensure that all aspects of the IEP are followed.
- Arrange for the teacher of the student to attend the team meetings.
- Communicate with parents about progress made toward attaining the goals stated on the student's IEP, and inform them of due process procedures and rights.
- Consult quarterly with the executive director to ensure that the objectives and goals of students with IEP's are being met.
- Complete the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP.

- Maintain a central file with all special education evaluation material and IEP's in accordance with FERPA and IDEA guidelines.
- Provide a report of student progress on the same schedule as students in general education.

In addition to the above special education staff, Spark Charter School also seeks related services from the Sunnyvale School District for special education students enrolled in Spark Charter School in the same manner as is provided to students in other Sunnyvale School District/Santa Clara County schools (so long as Spark Charter School operates as a public school of the Sunnyvale School District for purposes of special education). Spark Charter School also reserves the right to contract with service providers outside of the Sunnyvale School District/Santa Clara County when appropriate.

Reporting

Spark Charter School, in collaboration with Sunnyvale School District, will collect and maintain the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Language Learners.
- The number of students provided with test modifications and the types and the number of students exempted from District assessments.
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom.
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions.
- The basis of exit from Spark Charter School of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the Spark Charter School executive director. The executive director will ensure that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The executive director will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

Procedural Safeguards

Parents or guardians of students with IEP's at Spark Charter School must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement, is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

Any concerns or disagreements raised by parents will be acknowledged by the school within five days, after which a meeting between the parent and school will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

The school will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. Spark Charter School will utilize the Notice of Procedural Safeguards used by the Sunnyvale School District or SELPA in which it is a member.

Dispute Resolution⁵¹

In the event that a parent/guardian files a request for a due process hearing or request for mediation, the Sunnyvale School District and Spark Charter School shall work together to defend the case, so long as the Charter School operates as a school of the Sunnyvale School District for special education purposes. In the event that the Sunnyvale School District determines that legal representation is needed, the Spark Charter School agrees that it shall be jointly represented by legal counsel of the Sunnyvale School District's choosing.

So long as the Charter School operates as a school of the Sunnyvale School District for special education purposes, Sunnyvale School District may initiate a due process hearing or request for mediation with respect to a student enrolled in Spark Charter School if the Sunnyvale School District determines such action is legally necessary or advisable. Spark Charter School agrees to cooperate fully with the Sunnyvale School District in such a proceeding.

So long as Spark Charter School operates as a school of the District for purposes of special education, Spark Charter School understands that the Sunnyvale School District shall have sole discretion to settle any matter in mediation or due process. The Sunnyvale School District shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights.

Complaint Procedures

Parents or guardians also have the right to file a complaint with Sunnyvale School District and/or California State Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

Special Education Strategies for Instruction and Services

Spark Charter School will comply with the federal mandate of the "least restrictive environment", meaning that the school will make every attempt to educate special education students along with their non-disabled peers. Spark Charter School will mainstream all of its students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program that

includes specialized individual tutoring through Spark Charter School's extended day and year. Each student's IEP requires different kinds of modifications for instruction and services, therefore the educational strategies of the IEP will be built around the student's needs and how these fit within the general educational program of the school. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

Professional Development for Spark Charter School Staff

The executive director, regular and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including those sponsored by the Sunnyvale School District or SELPA.

So long as Spark Charter School operates as a "school of the Sunnyvale School District" for special education purposes, Sunnyvale School District agrees to allow Spark Charter School staff access to all Special Education related professional development opportunities that are available to other employees of the Sunnyvale School District.

Spark Charter School also intends to seek professional development opportunities for its' staff through potential trainings facilitated by the County Office of Education, colleges and universities, and private companies or agencies.

Section 504 of the Rehabilitation Act

Spark Charter School shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of the School shall be accessible for all students with disabilities in accordance with the ADA.

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

A 504 team will be assembled by the executive director and shall include the parent/guardian, the student, a qualified staff member, 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 IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives 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 executive director 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.

ELEMENT B: MEASURABLE PUPIL OUTCOMES

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

The ultimate purpose of assessment is the improvement of performance, not just the auditing of academic knowledge. Students will participate in a variety of assessments throughout the year, including:

- Daily formative assessments: gathered through observation and student projects, work, and teacher-gathered data;
- Formal reading and math assessments: conducted at regular intervals by reading and math specialists;
- Collaboration and partnership as a community of teachers, parents and students.
- Classroom assessments: conducted by our classroom teachers;
- Formal Social and Emotional Learning Assessments (SEI-YV): taken by grades 3 through 8; and,
- Portfolio Days: conducted at the end of each unit.

Student work is utilized to gain insight about the student: what are the student's patterns of behavior (habits or approaches to learning); what do these reveal about the student's executive function (planning and carrying out projects and tasks); and how does the student utilize critical thinking, creativity, and factual knowledge in his or her approach to daily learning? All of this data is discussed by teachers and administrators and combined to guide the creation of each student's Personal Education Plan with the student and his/her parents. Gradually, students will assume a greater role in the development of this plan as well as responsibility for their own learning.

School Wide Outcomes

Spark Charter School has developed Student Outcomes that are based on California State content and performance standards. In the areas of reading, writing, and mathematics we have identified the most essential standards. In subsequent years our focus will be on developing the most essential standards in history/social studies and science. In addition to state standards, Spark helps students develop skills as listed below:

English/Language Arts

Strong reading, writing, listening, speaking, and presentation skills, in multiple forms of expression which may include poetry, biographies, stories, non-fiction, and plays, which will enable them to

comprehend and interpret multiple forms of expression, including literature from various time periods and cultures.

Measurable Outcome Goals:

- 75% of students at every applicable grade level, including all student subgroups, score proficient or advanced on the CA MAPP statewide assessment in the area of English Language Arts/Literacy. An average of 75% or more of all students will be classified as having an advanced or proficient grade level equivalence on the Fountas & Pinnel Benchmark Assessments.
- An average of 75% or more of all students will earn a rating of proficient or advanced in Language Arts (based on a composite of all reading and writing scores) on end of year report cards.
- An average of 75% or more of all students will earn a rating of proficient or advanced on summative performance assessments in writing.

Science

The understanding and application of the major concepts underlying the various branches of science, which may include physics, biology, chemistry, ecology, astronomy, and earth sciences will align with State Standards. This knowledge will enable students to make informed decisions in an increasingly technological world.

Measurable Outcome Goals:

- An average of 75% or more of all 5th and 8th grade students will score proficient or advanced on the science portion of the California Standards Test.
- An average of 75% or more of all students will earn a rating of proficient or advanced in science on end of year report cards.
- An average of 80% or more of all students will earn a rating of proficient or advanced on a portfolio submission related to science.

History/Social Sciences

An understanding of civics, history, geography, cultures, and languages enables students to become responsible citizens of the 21st century.

Measurable Outcome Goals:

- An average of 75% or more of all 8th grade students will score proficient or advanced on the social studies portion of the California Standards Test.
- An average of 75% or more of all students will earn a rating of proficient or advanced in social studies on end of year report cards.
- An average of 75% or more of all students will earn a rating of proficient or advanced on a portfolio submission related to social studies.

Mathematics

Students will be able to reason logically and to understand and apply mathematical processes and concepts to solve problems requiring basic mathematics, algebra, geometry, statistics, and other math disciplines. These problem-solving skills will be integrated into other disciplines.

Measurable Outcome Goals:

- 75% of students at every applicable grade level, including all student subgroups, score proficient or advanced on the CA MAPP statewide assessment in the area of mathematics. An average of 75% or more of all students will score proficient or advanced on trimester mathematics assessments.
- An average of 75% or more of all students will earn a rating of proficient or advanced in mathematics (based on a composite of all mathematics scores) on end of year report cards.

Lifelong Learning Skills

Spark Charter helps students develop skills that will enable them to pursue their own path of learning throughout their adult lives, including the following:

Study Skills

- Proficient study skills and habits including note-taking, library research skills, and studying strategies.
- The ability to reflect on and evaluate one's own and others' learning.
- The ability to plan, initiate, and complete a project, including goal-setting and self-assessment.

Cognitive Processing Abilities

- Cognitive processing abilities using complex and critical thinking skills.
- The ability to identify, access, integrate, and use available resources and information.
- The ability to reason, make sound decisions, solve problems, and analyze in a variety of contexts.
- The ability to articulate their thought processes.

Foreign Language Skills

- A foundation in a language other than English.
- A knowledge and understanding of other cultures.
- An ability to function with people from other cultures or to participate in multilingual communities.

Technology

- Skills from a variety of technological sources for the purpose of research, analysis, communication, organization, and self-expression.
- Ability to utilize computers and commonly used software applications.

Visual and Performing Arts Skills

- Knowledge of skills to express ideas and emotions through participation in various forms of the visual and performing arts which may include music, theatre, dance, two- and three-dimensional arts, puppetry, and applied arts.

Health Science/Physical Fitness

- Knowledge of pertinent issues of health, safety, and the development of behaviors that are a foundation of lifelong healthy living.

Social/Interpersonal Skills

- The ability to make responsible decisions, build confidence in one’s capacity to learn, and be a productive member of an increasingly diverse and technological society.
- The ability to communicate clearly through oral, written, visual, and other forms of expression.
- The ability to engage in responsible, compassionate peer relationships.
- The ability to collaborate and work effectively with others in cooperative groups.

Outcome Benchmarks

Spark Charter has developed grade level benchmark assessments in reading, writing, and math. These assessments will be used to inform instruction and to measure student growth at the end of the year. Spark Charter shall examine and refine student outcomes and performance goals over time to reflect the School’s mission, curriculum, assessments, and any changes to state standards.

Spark Charter shall strive to:

- Increase the number of students performing proficient and advanced on mandated standardized tests by 1% in each of the subject areas in each year of this charter;
- 75% of the students in grades K-8 will receive a score of proficient or above on the progress report at the end of the academic year;
- 100% of students, including all student subgroups, will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education;
- Achieve a student attendance rate of at least 96.5%.

Goals and Actions to Achieve the State Priorities

CHARTER ELEMENT 1 – EDUCATIONAL PROGRAM CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE STATE PRIORITIES
<p>Pursuant to Education Code Section 47605(b)(5)(A)(ii), following is a table describing the Charter School’s annual goals to be achieved in the state priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals.</p> <p><u>Local Control Accountability Plan (“LCAP”)</u></p> <p>On or before July 1, 2014, the Charter School will produce a Local Control Accountability Plan (“LCAP”) using the LCAP template adopted by the State Board of Education. Pursuant to Education Code Section 47606.5, on or before July 1, 2015, and each year thereafter, the Charter School shall update the LCAP, including the goals and annual actions identified below. The Charter School shall submit the LCAP to its authorizer and the Santa Clara County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.</p>

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

Because each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each state priority, the Charter School has separated out the state priorities into “subpriorities.”

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))

SUBPRIORITY A – TEACHERS

GOAL TO ACHIEVE SUBPRIORITY	100% of core teachers will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned
ACTIONS TO ACHIEVE GOAL	All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English Learner authorization (This includes temporary certificates issued to teachers currently enrolled in a certification program); Business Manager will annually review credential status

SUBPRIORITY B – INSTRUCTIONAL MATERIALS

GOAL TO ACHIEVE SUBPRIORITY	100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition
ACTIONS TO ACHIEVE GOAL	All instructional materials purchased will be aligned to CA Common Core State Standards and aligned with our charter petition

SUBPRIORITY C – FACILITIES

GOAL TO ACHIEVE SUBPRIORITY	Maintain a clean and safe school facility in partnership with DISTRICT if district serves as our facility lessor or with hired custodian and maintenance services
ACTIONS TO ACHIEVE GOAL	Daily general cleaning by custodial staff will maintain campus cleanliness; Annual and monthly facility inspections will screen for safety hazards

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

SUBPRIORITY A – CCSS IMPLEMENTATION

GOAL TO ACHIEVE SUBPRIORITY	100% of teachers will participate in annual professional development on the implementation of Common Core State Standards
ACTIONS TO ACHIEVE GOAL	Identify and participate in intensive professional development and trainings on the CCSS and Technology in Teaching and Learning
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	100% of EL students will gain academic content knowledge through the implementation of the CCSS
ACTIONS TO ACHIEVE GOAL	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	100% EL students will gain English language proficiency through the implementation of the ELD curriculum and related instructional strategies
ACTIONS TO ACHIEVE GOAL	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support. EL students have access to ELD curriculum. Teachers of EL students participate in professional development activities to bridge the 2012 ELD standards and the existing ELD curriculum
<u>STATE PRIORITY #3— PARENTAL INVOLVEMENT</u>	
<i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i>	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	Maintain parent representation on the Charter School Governing Board
ACTIONS TO ACHIEVE GOAL	The President of the Board of Directors will appoint a committee to designate qualified candidates for election to the Board of Directors Each spring, the appointed election committee nominates and elects parents or community representatives to serve as Governing Board Parent members
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	Maintain the Program Site Council (PSC)
ACTIONS TO ACHIEVE GOAL	The Governing Board Members and the Executive Director will work with the appointed election committee to recruit parents to the PSC via flyers, classroom newsletters, and parent meetings
SUBPRIORITY C	
GOAL TO ACHIEVE SUBPRIORITY	Solicit parent feedback via annual parent survey

ACTIONS TO ACHIEVE GOAL	Annually, Charter School administration will conduct school and classroom satisfaction assessments to generate strategies for improvement. Results of parent satisfaction surveys will be presented to the Governing Board for discussion and implementation The parent survey shall inquire about and incorporate key elements of the parent-school relationship, such as but not exclusive of parental support, child behaviors, parent engagement, school climate, and parent roles and responsibilities
SUBPRIORITY D	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will co-sponsor at least five community events annually in conjunction with the Charter School PSC
ACTIONS TO ACHIEVE GOAL	Charter School Administration will meet with leadership of the PSC to identify opportunities and events to create and nurture community on campus
STATE PRIORITY #4— STUDENT ACHIEVEMENT	
<i>Pupil achievement, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> A. CA Measurement of Academic Progress and Performance statewide assessment B. The Academic Performance Index (API) C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC) 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 (E.C. §99300 et seq.) or any subsequent assessment of college preparedness 	
SUBPRIORITY A – CA MAPP: ELA/LITERACY AND MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	75% of students at every applicable grade level, including all student subgroups, score proficient or advanced on the CA MAPP statewide assessment in the area of English Language Arts/Literacy and Mathematics
ACTIONS TO ACHIEVE GOAL	Classroom instruction conducive to student learning; adequate learning environments; appropriate CCSS aligned instructional materials; implementation of a Reading Intervention program to assist at-risk students; use of instructional technology in the area of mathematics; parents in classrooms to support instruction and student learning
SUBPRIORITY B – API	
GOAL TO ACHIEVE	100% of students, including all student subgroups, will meet the annual

SUBPRIORITY	API Growth Target, or equivalent, as mandated by the CA State Board of Education
ACTIONS TO ACHIEVE GOAL	Classroom instruction will incorporate testing strategies in preparation for the CA MAPP
SUBPRIORITY C – UC/CSU COURSE REQUIREMENTS (OR CTE)	
GOAL TO ACHIEVE SUBPRIORITY	NOT APPLICABLE
ACTIONS TO ACHIEVE GOAL	NOT APPLICABLE
SUBPRIORITY D – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	EL students will advance at least one performance level per the CELDT/ELPAC each academic year
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support which includes 1-on-1 teacher support, 1-on-1 parent support, small group work, usage of SDAIE and ELD instructional strategies.
SUBPRIORITY E – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CA MAPP statewide assessment
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support which includes 1-on-1 teacher support, 1-on-1 parent support, small group work, usage of SDAIE and ELD instructional strategies
SUBPRIORITY F – AP EXAM PASSAGE RATE	
GOAL TO ACHIEVE SUBPRIORITY	NOT APPLICABLE
ACTIONS TO ACHIEVE GOAL	NOT APPLICABLE
SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP	
GOAL TO ACHIEVE SUBPRIORITY	NOT APPLICABLE
ACTIONS TO ACHIEVE GOAL	NOT APPLICABLE
STATE PRIORITY #5— STUDENT ENGAGEMENT	
<i>Pupil engagement, as measured by all of the following, as applicable:</i>	
A. School attendance rates	
B. Chronic absenteeism rates	
C. Middle school dropout rates (EC §52052.1(a)(3))	
D. High school dropout rates	

<i>E. High school graduation rates</i>	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will maintain a 95% ADA rate and strive for a 96.5% ADA rate
ACTIONS TO ACHIEVE GOAL	Charter School will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	Students will not have more than three absences in any school year.
ACTIONS TO ACHIEVE GOAL	Parents will be informed of chronic absences as specified in Attendance & Truancy Policy
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	NOT APPLICABLE
ACTIONS TO ACHIEVE GOAL	NOT APPLICABLE
SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	NOT APPLICABLE
ACTIONS TO ACHIEVE GOAL	NOT APPLICABLE
SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	NOT APPLICABLE
ACTIONS TO ACHIEVE GOAL	NOT APPLICABLE
<u>STATE PRIORITY #6— SCHOOL CLIMATE</u>	
<i>School climate, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> <i>A. Pupil suspension rates</i> <i>B. Pupil expulsion rates</i> <i>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</i> 	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will maintain an annual suspension rate of less than 1%
ACTIONS TO	Teachers will be trained and follow the Social Emotional Wellbeing component of our Charter which outlines our classroom management

ACHIEVE GOAL	and behavior approach. Executive Director and staff work with teachers and families to manage student behavior issues and concerns
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will maintain an annual expulsion rate of less than 1%
ACTIONS TO ACHIEVE GOAL	Teachers will be trained and follow the Social Emotional Wellbeing component of our Charter which outlines our classroom management and behavior approach. Executive Director and staff work with teachers and families to manage student behavior issues and concerns
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	Charter School students and staff will adhere to the School Safe Plan
ACTIONS TO ACHIEVE GOAL	Annually, all school employees will be trained on the elements of the School Safe Plan. Students will participate in monthly Fire, Earthquake, and safety drills
SUBPRIORITY D	
GOAL TO ACHIEVE SUBPRIORITY	Charter School staff and parents will host various community building events and activities throughout the year
ACTIONS TO ACHIEVE GOAL	Charter School will host at least five community events annually in conjunction with the PSC
SUBPRIORITY E	
GOAL TO ACHIEVE SUBPRIORITY	Students, parents and teachers will feel a sense of community on campus, and within their classroom community
ACTIONS TO ACHIEVE GOAL	Students actively participate in Responsive Classroom activities throughout the school year in their classroom. Charter School Administration will devise and administer satisfaction surveys to parents, students, and teachers annually. A variety of fun and engaging co-curricular opportunities will further enhance students' sense of belonging and community
STATE PRIORITY #7— COURSE ACCESS	
<p><i>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.</i></p> <p><i>“Broad course of study” includes the following, as applicable:</i></p> <p><i>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)</i></p> <p><i>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))</i></p>	

GOAL TO ACHIEVE SUBPRIORITY	Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in our academic and educational program as outlined in the school's Charter
ACTIONS TO ACHIEVE GOAL	All academic content areas will be available to all students, including student subgroups, at all grade levels
STATE PRIORITY #8—OTHER STUDENT OUTCOMES	
<i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i>	
SUBPRIORITY A – ENGLISH	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in English Language Arts/Literacy.
ACTIONS TO ACHIEVE GOAL	All students participate in Charter School's Reading, Writing, and Word Study units 4 days per week. Instructional strategies implemented throughout Reading & Writing units include: helical writing and reading curriculum, small group work, one-to-one conferring, reading intervention program; speaking skills to present information, narrative and response to literature; consultation with the curriculum specialist and collaboration with colleagues to support student learning goals
SUBPRIORITY B – MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in Mathematics.
ACTIONS TO ACHIEVE GOAL	All students participate in Math units 4 days per week. Instructional strategies implemented in Math units include: focused and designed instruction; helical math curriculum; small group work, one-to-one assistance, peer and parent tutorial support,; consultation with the curriculum specialist and collaboration with colleagues to support student goals and learning.
SUBPRIORITY C – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in history, civics and social science.
ACTIONS TO ACHIEVE GOAL	Through direct instruction and an integrated approach, students will study a blend of American history, world history, government, geography and economics using the CA Common Core Standards. Strategies included in an integrated approach are: non-fiction and historical fiction texts; mini research projects and presentations, computer based information (articles, videos); field trip experiences, debates, and hands-on projects.

SUBPRIORITY D – SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in life, earth and space, and physical science.
ACTIONS TO ACHIEVE GOAL	Utilizing an inquiry based approach students will develop an understanding of science and engineering practices, disciplinary core ideas and crosscutting practices, using the Next Generation Science Standards. Strategies include: hands-on learning, gathering and analyzing data, and integrating skills and concepts as they apply to different subjects.
SUBPRIORITY E – VISUAL AND PERFORMING ARTS	
GOAL TO ACHIEVE SUBPRIORITY	All students, including student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and proficiency in the visual and performing arts.
ACTIONS TO ACHIEVE GOAL	Through direct instruction and creative applications of the elements of visual performing arts, students will learn the tools of creative expression in multiple genres in the visual and performing arts.
SUBPRIORITY F – PHYSICAL EDUCATION	
GOAL TO ACHIEVE SUBPRIORITY	All students, including student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and proficiency in physical education.
ACTIONS TO ACHIEVE GOAL	Daily warm-up activities, and a minimum of weekly physical education classes, composed of direct instruction and sports will build students' physical skills, using the Physical Education Model Content Standards for California Public Schools.
SUBPRIORITY G – HEALTH (GRADES 1-6 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	Students, including student subgroups, unduplicated students, and students with exceptional needs, will attend grade level Health topic teaching units.
ACTIONS TO ACHIEVE GOAL	Health topics will be integrated in the four core subjects. Each core subject will focus on health education at least one in a semester.
SUBPRIORITY H – FOREIGN LANGUAGES (GRADES 7-12 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	NOT APPLICABLE
ACTIONS TO ACHIEVE GOAL	NOT APPLICABLE
SUBPRIORITY I – APPLIED ARTS (GRADES 7-12 ONLY)	
GOAL TO ACHIEVE	NOT APPLICABLE

SUBPRIORITY	
ACTIONS TO ACHIEVE GOAL	NOT APPLICABLE
SUBPRIORITY J – CTE (GRADES 7-12 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	NOT APPLICABLE
ACTIONS TO ACHIEVE GOAL	NOT APPLICABLE
SUBPRIORITY K – OTHER SUBJECT(S) AS PRESCRIBED BY THE BOARD	
GOAL TO ACHIEVE SUBPRIORITY	Students will demonstrate community mindedness and positive connections among the learning community of Spark Charter.
ACTIONS TO ACHIEVE GOAL	Each grade level will hold a weekly unit in Positive Connections guided by the materials from Educators for Social Responsibility . A school-wide culture of “it takes a village” will be demonstrated in action plans created by each class, each student, and each family. Student goals for positive connections will be posted in classroom walls as reminder.
SUBPRIORITY L – OTHER SUBJECT(S) AS PRESCRIBED BY THE BOARD	
GOAL TO ACHIEVE SUBPRIORITY	Students will demonstrate the capacity to perceive social needs and global concerns and address these through leadership skills to make a positive contribution to their school and community.
ACTIONS TO ACHIEVE GOAL	Throughout the school year, all students engage in various community service activities; the largest being the interactive lab, which offers students and parents in the community a thematic interactive learning experience created by students and teachers.

CHARTER ELEMENT 2: MEASURABLE PUPIL OUTCOMES
CHARTER SCHOOL OUTCOMES THAT ALIGN WITH THE STATE PRIORITIES
<p>Pursuant to Education Code Section 47605(b)(5)(B), following is a table describing the Charter School’s outcomes that align with the state priorities and the Charter School’s goals and actions to achieve the state priorities, as identified in Element 1 of the charter.</p> <p>The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.</p>
<p><u>STATE PRIORITY #1— BASIC SERVICES</u></p> <p><i>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))</i></p>

SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	100% of core teachers will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned
ACTIONS TO ACHIEVE GOAL	All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English Learner authorization (This includes temporary certificates issued to teachers currently enrolled in a certification program); Business Manager will annually review credential status
MEASURABLE OUTCOME	100% of core teachers will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned
METHODS OF MEASUREMENT	Initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing; CALPADS Report 3.5 NCLB Core Course Section Compliance; Annual publication of School Accountability Report Card
SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition
ACTIONS TO ACHIEVE GOAL	All instructional materials purchased will be aligned to CA Common Core State Standards and aligned with our charter petition
MEASURABLE OUTCOME	100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition
METHODS OF MEASUREMENT	Executive Director and faculty review all instructional materials before purchase pursuant to E.C. § 60119
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	Maintain a clean and safe school facility in partnership with DISTRICT if district serves as our facility lessor or with hired custodian and maintenance services
ACTIONS TO ACHIEVE GOAL	Daily general cleaning by custodial staff will maintain campus cleanliness; Annual and monthly facility inspections will screen for safety hazards
MEASURABLE OUTCOME	Annually, 90% all items on Monthly site inspection checklists and 90% of Facility Inspection checklists will be in compliance/good standing and 100% of identified Required Corrections will be corrected within three months. Daily cleanliness spot checks will also be performed.
METHODS OF	Monthly site inspection documents prepared by Executive Director;

MEASUREMENT	Annual Facility Inspection Reports
STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS	
<i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
SUBPRIORITY A – CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	100% of teachers will participate in annual professional development on the implementation of Common Core State Standards
ACTIONS TO ACHIEVE GOAL	Identify and participate in intensive professional development and trainings on the CCSS and Technology in Teaching and Learning
MEASURABLE OUTCOME	Annually, 100% of teachers will participate in at least five hours of Professional Development and trainings in CCSS and three hours of Technology in Teaching and Learning professional development
METHODS OF MEASUREMENT	Professional Development calendar and rosters will evidence participation by teachers in professional development activities.
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	100% of EL students will gain academic content knowledge through the implementation of the CCSS
ACTIONS TO ACHIEVE GOAL	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support
MEASURABLE OUTCOME	Annually, 100% of EL students will gain academic content knowledge through the implementation of the CCSS
METHODS OF MEASUREMENT	EL student performance on the MAPP statewide assessments; CELDT/ELPAC Assessments; ILP folder; teacher assessments; annual report cards
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	100% EL students will gain English language proficiency through the implementation of the ELD curriculum and related instructional strategies
ACTIONS TO ACHIEVE GOAL	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support. EL students have access to ELD curriculum. Teachers of EL students participate in professional development activities to bridge the 2012 ELD standards and the ELD curriculum
MEASURABLE OUTCOME	100% EL students will reach English language proficiency within four years of initial classification as English learner through the implementation of the CCSS, and ELD curriculum and related instructional strategies
METHODS OF MEASUREMENT	Student performance on CELDT/ELPAC Assessment, <i>ELD</i> curriculum assessments, ELD folder and reclassification documentation

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***SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT**

GOAL TO ACHIEVE SUBPRIORITY	Maintain parent representation on the Charter School Governing Board
ACTIONS TO ACHIEVE GOAL	The President of the Board of Directors will appoint a committee to designate qualified candidates for election to the Board of Directors Each spring, the appointed election committee nominates and elects parents or community representatives to serve as Governing Board Parent members
MEASURABLE OUTCOME	Annually, the Governing Board will have at least a majority of parent members
METHODS OF MEASUREMENT	Governing Board meeting agendas and minutes identify Parent Members

SUBPRIORITY B – PROMOTING PARENT PARTICIPATION

GOAL TO ACHIEVE SUBPRIORITY	Maintain the Program Site Council (PSC)
ACTIONS TO ACHIEVE GOAL	The Governing Board Members and the Executive Director will work with the appointed election committee to recruit parents to the PSC via flyers, classroom newsletters, and parent meetings
MEASURABLE OUTCOME	Annually, the Program Site Council will be comprised of at least 75% parents
METHODS OF MEASUREMENT	School Site Council meeting agendas and minutes identify parents who form part of the PSC

SUBPRIORITY C

GOAL TO ACHIEVE SUBPRIORITY	Solicit parent feedback via annual satisfaction surveys
ACTIONS TO ACHIEVE GOAL	Annually, Charter School administration will conduct school and classroom satisfaction assessments to generate strategies for improvement. Results of parent satisfaction surveys will be presented to the Governing Board for discussion and implementation The parent survey shall inquire about and incorporate key elements of the parent-school relationship, such as but not exclusive of parental support, child behaviors, parent engagement, school climate, and parent roles and responsibilities
MEASURABLE	The parent survey will generate a consistent rate of return of at least

OUTCOME	35% unduplicated community members
METHODS OF MEASUREMENT	Results and reports of the parent survey will be shared with parents, Governing Board members, and staff upon completion of its results and analysis
SUBPRIORITY D	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will co-sponsor at least five community events annually in conjunction with the Charter School PSC
ACTIONS TO ACHIEVE GOAL	CHARTER SCHOOL Administration will meet with leadership of the PSC to identify opportunities and events to create and nurture community on campus
MEASURABLE OUTCOME	At least five campus community events will be held throughout the academic year
METHODS OF MEASUREMENT	Campus community events will be included in the school's calendar, on the school's website, and/or in school and classrooms' communications to parents
<u>STATE PRIORITY #4— STUDENT ACHIEVEMENT</u>	
<i>Pupil achievement, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> A. CA Measurement of Academic Progress and Performance statewide assessment B. The Academic Performance Index (API) C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC) 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 (E.C. §99300 et seq.) or any subsequent assessment of college preparedness 	
SUBPRIORITY A – CA MAPP: ELA/LITERACY AND MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	75% of students at every applicable grade level, including all student subgroups, score proficient or advanced on the CA MAPP statewide assessment in the area of English Language Arts/Literacy and Mathematics
ACTIONS TO ACHIEVE GOAL	Classroom instruction conducive to student learning; adequate learning environments; appropriate CCSS aligned instructional materials; implementation of a Reading Intervention program to assist at-risk students; use of instructional technology in the area of mathematics; parents in classrooms to support instruction and student learning
MEASURABLE	Annually, at least 95% participation rate in the CA MAPP statewide

OUTCOME	assessments; at least 75% of students at every applicable grade level, including all subgroups, score proficient or higher on the CA MAPP statewide assessment in the areas of English Language Arts/Literacy and Mathematics
METHODS OF MEASUREMENT	CA MAPP Score reports; evidence of student learning as demonstrated on Individualized Learning Plan Folders; Readers & Writers Workshop Assessments; Fountas & Pinnell Benchmark Assessments; Teacher observations, Pre and post unit test results, Unit assessments, Assignment & project rubrics
SUBPRIORITY B – API	
GOAL TO ACHIEVE SUBPRIORITY	100% of students, including all student subgroups, will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education
ACTIONS TO ACHIEVE GOAL	Classroom instruction will incorporate testing strategies in preparation for the CA MAPP
MEASURABLE OUTCOME	100% of students, including all student subgroups, will meet the annual API Growth Target or equivalent as mandated by the CA State Board of Education
METHODS OF MEASUREMENT	CA MAPP Score reports; CA DataQuest summary and API Reports or equivalent as determined by the CA Department of Education
SUBPRIORITY C – UC/CSU COURSE REQUIREMENTS (OR CTE)	
GOAL TO ACHIEVE SUBPRIORITY	NOT APPLICABLE
ACTIONS TO ACHIEVE GOAL	NOT APPLICABLE
MEASURABLE OUTCOME	NOT APPLICABLE
METHODS OF MEASUREMENT	NOT APPLICABLE
SUBPRIORITY D – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	EL students will advance at least one performance level per the CELDT/ELPAC each academic year
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support, which includes 1-on-1 teacher support, 1-on-1 parent support, small group work, usage of SDAIE and ELD instructional strategies.
MEASURABLE OUTCOME	80% of EL students will advance at least one performance level per the CELDT/ELPAC each academic year
METHODS OF	CELDT/ELPAC Score Reports; EL Reclassification documentation maintained by ELPAC/CELDT Coordinator; ELD Folder in conjunction

MEASUREMENT	with ELD curriculum assessments and annual report cards
SUBPRIORITY E – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CA MAPP statewide assessment
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support which includes 1-on-1 teacher support, 1-on-1 parent support, small group work, usage of SDAIE and ELD instructional strategies
MEASURABLE OUTCOME	At least 25% of EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CA MAPP statewide assessment
METHODS OF MEASUREMENT	Analysis and review of CELDT/ELPAC results, and CA MAPP statewide assessment scores
SUBPRIORITY F – AP EXAM PASSAGE RATE	
GOAL TO ACHIEVE SUBPRIORITY	NOT APPLICABLE
ACTIONS TO ACHIEVE GOAL	NOT APPLICABLE
MEASURABLE OUTCOME	NOT APPLICABLE
METHODS OF MEASUREMENT	NOT APPLICABLE
SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP	
GOAL TO ACHIEVE SUBPRIORITY	NOT APPLICABLE
ACTIONS TO ACHIEVE GOAL	NOT APPLICABLE
MEASURABLE OUTCOME	NOT APPLICABLE
METHODS OF MEASUREMENT	NOT APPLICABLE
<u>STATE PRIORITY #5— STUDENT ENGAGEMENT</u>	
<i>Pupil engagement, as measured by all of the following, as applicable:</i>	
A. School attendance rates	
B. Chronic absenteeism rates	
C. Middle school dropout rates (EC §52052.1(a)(3))	
D. High school dropout rates	
E. High school graduation rates	

SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will maintain a 95% ADA rate and strive for a 96.5% ADA rate
ACTIONS TO ACHIEVE GOAL	Charter School will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled
MEASURABLE OUTCOME	Annual Average Daily Attendance will be at least 95%
METHODS OF MEASUREMENT	Monthly, Quarterly, and Annual ADA reports; Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success.
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	Students will not have more than three absences in any school year
ACTIONS TO ACHIEVE GOAL	Parents will be informed of chronic absences as specified in Attendance & Truancy Policy
MEASURABLE OUTCOME	90% of enrolled students will have fewer than three absences during any one school year
METHODS OF MEASUREMENT	End of term absence and tardy reports from our student information system. Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success. Evidence of success, is determined by monthly, quarterly, and annual attendance reports
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	NOT APPLICABLE
ACTIONS TO ACHIEVE GOAL	NOT APPLICABLE
MEASURABLE OUTCOME	NOT APPLICABLE
METHODS OF MEASUREMENT	NOT APPLICABLE
SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	NOT APPLICABLE
ACTIONS TO ACHIEVE GOAL	NOT APPLICABLE

MEASURABLE OUTCOME	NOT APPLICABLE
METHODS OF MEASUREMENT	NOT APPLICABLE
SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	NOT APPLICABLE
ACTIONS TO ACHIEVE GOAL	NOT APPLICABLE
MEASURABLE OUTCOME	NOT APPLICABLE
METHODS OF MEASUREMENT	NOT APPLICABLE
STATE PRIORITY #6— SCHOOL CLIMATE	
<i>School climate, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> A. <i>Pupil suspension rates</i> B. <i>Pupil expulsion rates</i> C. <i>Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</i> 	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will maintain an annual suspension rate of less than 1%
ACTIONS TO ACHIEVE GOAL	Teachers will be trained and follow the Social Emotional Wellbeing component of our Charter which outlines our classroom management and behavior approach. Executive Director and staff work with teachers and families to manage student behavior issues and concerns
MEASURABLE OUTCOME	Annually, 1% or fewer of all enrolled students will be suspended
METHODS OF MEASUREMENT	Annual School Accountability Report Card & Annual Report and CALPADS Report Discipline Incidents will be used as evidence
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will maintain an annual expulsion rate of less than 1%
ACTIONS TO ACHIEVE GOAL	Teachers will be trained and follow the Social Emotional Wellbeing component of our Charter which outlines our classroom management and behavior approach. Executive Director and staff work with teachers and families to manage student behavior issues and concerns
MEASURABLE	Annually, 1% or fewer of enrolled students will be expelled

OUTCOME	
METHODS OF MEASUREMENT	Annual School Accountability Report Card & Annual Report and CALPADS Report Discipline Incidents will be used as evidence
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	Charter School students and staff will adhere to the School Safe Plan
ACTIONS TO ACHIEVE GOAL	Annually, all school employees will be trained on the elements of the School Safe Plan. Students will participate in monthly Fire, Earthquake, and safety drills
MEASURABLE OUTCOME	100% of staff will participate in at least four hours of Safe School training; Students will participate in at least eight fire, earthquake or safety drills annually
METHODS OF MEASUREMENT	Professional Development agenda and annual drill calendars
SUBPRIORITY D	
GOAL TO ACHIEVE SUBPRIORITY	Charter School staff and parents will host various community building events and activities throughout the year
ACTIONS TO ACHIEVE GOAL	Charter School will host at least five community events annually in conjunction with the PSC
MEASURABLE OUTCOME	At least five campus community events will be held throughout the academic year
METHODS OF MEASUREMENT	Campus community events will be included in the school’s calendar, on the school’s website, and/or in school and classrooms’s communications to parents
SUBPRIORITY E	
GOAL TO ACHIEVE SUBPRIORITY	Students, parents and teachers will feel a sense of community on campus, and within their classroom community
ACTIONS TO ACHIEVE GOAL	Students actively participate in Responsive Classroom activities throughout the school year in their classroom. Charter School Administration will devise and administer satisfaction surveys to parents, students, and teachers annually. A variety of fun and engaging co-curricular opportunities will further enhance students’ sense of belonging and community
MEASURABLE OUTCOME	Annually, at least 85% of students and families will be retained.
METHODS OF MEASUREMENT	Responsive Classroom assessments and evaluation documents will demonstrate students’ sense of connectedness Parent, student and teacher satisfaction surveys will provide information

	<p>on the strength of the community</p> <p>Attendance and participation by students in campus events will evidence their sense of belonging and engagement</p> <p>Annual reenrollment documentation and class lists will reflect community belonging</p>
<p>STATE PRIORITY #7— COURSE ACCESS</p> <p><i>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.</i></p> <p><i>“Broad course of study” includes the following, as applicable:</i></p> <p><i>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)</i></p> <p><i>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))</i></p>	
GOAL TO ACHIEVE SUBPRIORITY	Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in our academic and educational program as outlined in the school’s Charter
ACTIONS TO ACHIEVE GOAL	All academic content areas will be available to all students, including student subgroups, at all grade levels
MEASURABLE OUTCOME	Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and non-core subjects content areas available
METHODS OF MEASUREMENT	Student, teacher, course, and grade level schedules
<p>STATE PRIORITY #8—OTHER STUDENT OUTCOMES</p> <p><i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i></p>	
<p>SUBPRIORITY A – ENGLISH</p>	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in English Language Arts/Literacy.
ACTIONS TO ACHIEVE GOAL	All students participate in Charter School’s Reading, Writing, and Word Study units 4 days per week. Instructional strategies implemented throughout Reading & Writing units include: helical writing and reading curriculum, small group work, one-to-one conferring, reading intervention program; speaking skills to present information, narrative and response to literature; consultation with the curriculum specialist and collaboration

	with colleagues to support student learning goals
MEASURABLE OUTCOME	<p>Annually, 75% of Kindergarten through 5th grade students will progress one grade/skill level each academic year, as evidenced by the ELA/Literacy section of the Individualized Learning Plan folder, including Fountas & Pinnell Benchmark Assessments, and summative performance assessments.</p> <p>Annually, 75% of 3rd through 5th grade students, including all student subgroups, unduplicated students, and students with exceptional needs, at every grade level score Proficient or higher on the CA MAPP statewide test in the area of English Language Arts/Literacy.</p>
METHODS OF MEASUREMENT	Charter School's authentic creation of Individualized Learning folders is used to monitor and track student progress throughout the year. ILP folders include, but are not limited to: CA MAPP test results, Fountas & Pinnell benchmark assessments, summative performance assessments, end of the year report cards, pre and post unit testing, spelling inventories, student writing journals, response to literature journals, published writing and oral presentations.
SUBPRIORITY B – MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in Mathematics.
ACTIONS TO ACHIEVE GOAL	All students participate in Math units 4 days per week. Instructional strategies implemented in Math units include: focused and designed instruction; helical math curriculum; small group work, one-to-one assistance, peer and parent tutorial support; consultation with the curriculum specialist and collaboration with colleagues to support student goals and learning.
MEASURABLE OUTCOME	<p>Annually, 75% of Kindergarten through 5th grade students will progress one grade/skill level each academic year, as evidenced by the Mathematics section of the Individualized Learning Plan folder, including trimester mathematic assessments.</p> <p>Annually, 75% of 3rd through 5th grade students, including all student subgroups, unduplicated students, and students with exceptional needs, at every grade level score proficient or higher on the CA MAPP statewide test in the area of Mathematics.</p>
METHODS OF MEASUREMENT	Charter School's authentic creation of Individualized Learning folders is used to monitor and track student progress throughout the year. ILP folders include, but are not limited to: CA MAPP test, mathematic benchmark assessments, math journals demonstrating mathematical thinking, in class math presentations showcasing students' mathematical reasoning and critical thinking skills.
SUBPRIORITY C – SOCIAL SCIENCES	

GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in history, civics and social science.
ACTIONS TO ACHIEVE GOAL	Through direct instruction and an integrated approach, students will study a blend of American history, world history, government, geography and economics using the CA Common Core standards. Strategies included in an integrated approach are: non-fiction and historical fiction texts; mini research projects and presentations, computer based information (articles, videos); field trip experiences, debates, and hands-on projects.
MEASURABLE OUTCOME	Annually, 75% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate proficiency on the California Standard Test reflecting social sciences An average of 75% or more of all students will earn a rating of proficient or advanced in social studies through formative assessments
METHODS OF MEASUREMENT	California Standard Test reports; end of the year report cards; portfolios, including students' work samples and monthly reviews
SUBPRIORITY D – SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in life, earth and space, and physical science.
ACTIONS TO ACHIEVE GOAL	Utilizing an inquiry based approach students will develop an understanding of science and engineering practices, disciplinary core ideas and crosscutting practices, using the Next Generation Science Standards. Strategies include: hands-on learning, gathering and analyzing data, and integrating skills and concepts as they apply to different subjects.
MEASURABLE OUTCOME	Annually, 75% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate proficiency on the California Standard Test reflecting science An average of 75% or more of all students will earn a rating of proficient or advanced in social studies through formative assessments
METHODS OF MEASUREMENT	California Standard Test reports; end of the year report cards; portfolios, including students' work samples and monthly reviews
SUBPRIORITY E – VISUAL AND PERFORMING ARTS	
GOAL TO ACHIEVE SUBPRIORITY	All students, including student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and proficiency in the visual and performing arts.
ACTIONS TO	Through direct instruction and creative applications of the elements of visual performing arts, students will learn the tools of creative expression

ACHIEVE GOAL	in multiple genres in the visual and performing arts.
MEASURABLE OUTCOME	Annually, 70% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate proficiency through portfolio pieces.
METHODS OF MEASUREMENT	Visual and performing arts portfolio pieces.
SUBPRIORITY F – PHYSICAL EDUCATION	
GOAL TO ACHIEVE SUBPRIORITY	All students, including student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and proficiency in the Physical Education.
ACTIONS TO ACHIEVE GOAL	Daily warm-up activities, and a minimum of weekly physical education classes, composed of direct instruction and sports will build students' physical skills, using the Physical Education Model Content Standards for California Public Schools.
MEASURABLE OUTCOME	Annually, 70% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate proficiency through grade level physical activity assessments.
METHODS OF MEASUREMENT	Pre and posttests and performance observations in sports and other physical activities.
SUBPRIORITY G – HEALTH (GRADES 1-6 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	Students, including student subgroups, unduplicated students, and students with exceptional needs, will attend grade level Health topic teaching units.
ACTIONS TO ACHIEVE GOAL	Health topics will be integrated in the four core subjects. Each core subject will focus on health education at least one in a semester.
MEASURABLE OUTCOME	Lesson plans integrating health in core subject topics and student health projects
METHODS OF MEASUREMENT	Student portfolio will demonstrate the effectiveness of the health lessons
SUBPRIORITY H – FOREIGN LANGUAGES (GRADES 7-12 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	NOT APPLICABLE
ACTIONS TO ACHIEVE GOAL	NOT APPLICABLE
MEASURABLE OUTCOME	NOT APPLICABLE
METHODS OF	NOT APPLICABLE

MEASUREMENT	
SUBPRIORITY I – APPLIED ARTS (GRADES 7-12 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	NOT APPLICABLE
ACTIONS TO ACHIEVE GOAL	NOT APPLICABLE
MEASURABLE OUTCOME	NOT APPLICABLE
METHODS OF MEASUREMENT	NOT APPLICABLE
SUBPRIORITY J – CTE (GRADES 7-12 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	NOT APPLICABLE
ACTIONS TO ACHIEVE GOAL	NOT APPLICABLE
MEASURABLE OUTCOME	NOT APPLICABLE
METHODS OF MEASUREMENT	NOT APPLICABLE
SUBPRIORITY K – OTHER SUBJECT(S) AS PRESCRIBED BY THE BOARD	
GOAL TO ACHIEVE SUBPRIORITY	Students will demonstrate community mindedness and positive connections among the learning community of Spark Charter.
ACTIONS TO ACHIEVE GOAL	Each grade level will hold a weekly unit in Positive Connections guided by the materials from Educators for Social Responsibility . A school-wide culture of “it takes a village” will be demonstrated in action plans created by each class, each student, and each family. Student goals for positive connections will be posted in classroom walls as reminder.
MEASURABLE OUTCOME	100% of grade level classrooms will hold weekly SEL unit guided by ESR materials. Faculty and families will attend ESL training.
METHODS OF MEASUREMENT	A pre and post assessment of school culture and the growth of SEL skills based on the materials from Educators for Social Responsibility . Training attendance sheets
SUBPRIORITY L – OTHER SUBJECT(S) AS PRESCRIBED BY THE BOARD	
GOAL TO ACHIEVE SUBPRIORITY	Students will demonstrate the capacity to perceive social needs and global concerns and address these through leadership skills to make a positive contribution to their school and community.

ACTIONS TO ACHIEVE GOAL	Throughout the school year, all students engage in various community service activities; the largest being the interactive lab, which offers students and parents in the community a thematic interactive learning experience created by students and teachers.
MEASURABLE OUTCOME	Each Spring trimester, 100% of classrooms will participate in the preparations, hosting or actively volunteering in the setup and planning of the interactive lab.
METHODS OF MEASUREMENT	Number of visitors and feedback gathered from students and parents that participated during the week of the interactive lab

ELEMENT C: METHODS OF ASSESSMENT

“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)

Spark Charter School will implement a comprehensive assessment system to measure and track student mastery of grade-level standards and requisite skills in each subject area. Assessment result analysis will form the basis for teacher professional development and instructional planning. Assessment data will be collected at regular intervals throughout the school year including: baseline, formative, and summative assessments. We will explore the use of computer-based assessments and data administration that will allow teachers to develop personalized reports, disaggregate class data and observe patterns so that the assessments can be used to strategically target instruction.

As new assessment tools become available that align with the California’s Common Core Content standards we will continue to refine and update our assessment list to integrate these new tools. Spark’s staff will work diligently to review individual student performance data enabling the appropriate staff to take corrective action for students who fall below the minimum performance expectation.

State Assessments

Spark will administer annual state mandated assessments as required under California Standardized Testing and Reporting (STAR) pursuant to Education Code 60602.5. The California Standards Test (CST) in English Language Arts and Mathematics will be administered to students in grades two through eight in the spring of each year to measure students’ mastery of grade-level standards and to assess annual progress in meeting AYP and API goals. The California English Language Development Test (CELDT) will be administered to English Language Learners until it is replaced by California’s new system, the English Language Proficiency Assessments for California (ELPAC). At such time, will comply with the new testing system in accordance with California Education Code.

Spark affirms that its methods for measuring pupil outcomes for the State Priorities, as described in Element B of this charter, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(b)(5)(C).

Multiple Measures

Spark’s assessment plan includes multiple measures designed to monitor student progress over time. It includes baseline, formative, and summative assessments. Baseline assessments will measure basic academic skills in English Language Arts and mathematics as well as social-emotional competencies. Formative assessments will be frequent and include formal and informal, performance based assessments. These assessments will help students to better understand their strengths and areas in which they may be struggling. The information provided by the assessments

will be used to guide instruction and to identify students who may need additional support and/or challenge. Summative assessments will take place in core subjects at the end of content units, the end of each trimester, and at the end of the year. Social-emotional growth will be formally assessed on a formative and summative basis as well.

Spark Charter School is committed to using both criterion-referenced and standards-aligned assessments as well as diagnostic and formative assessments in our school-wide assessment plan. Criterion-referenced assessments will be used to monitor whether children are mastering grade level standards, and to identify standards that require more attention in the classroom. These assessments will be disaggregated by teachers working in partnership with the Director, in a team effort, to identify trends, find specific areas of instructional strength and weakness, and to ensure children are making progress towards grade-level proficiency as measured by state standards. Formative assessments will be used to inform instruction as well as to track and monitor student growth and learning.

In addition to the annual state mandated standardized assessments detailed above, Spark's assessment plan includes the following assessments:

- **Cognitive Assessments.** All students in grades K-8 will be given a cognitive assessment test, but not limited to, cognitive abilities tests, such as Riverside Publishing Company's Cognitive Abilities Test (CogAT) test at the beginning of the year. This tests is intended to help teachers expand the instructional opportunities for all students by providing insights into the way different students learn. Tests such as the CogAT test have been shown to identify more English Language Learners and minority students as possibly eligible for Gifted and Talented programs
- **Leveled Reading Assessments.** All students in grades K-8 will be assessed at the beginning of the year using the Fountas & Pinnel Benchmark Assessment. The F&P measures reading fluency, comprehension, and word analysis. F&P levels will be used to group students for guided reading groups and to help students select appropriate independent reading books. At the primary level (K-3), teachers will conduct running records, at least one per student every quarter. Running records measure reading fluency and word analysis skills. Teachers will use running records levels to adjust guided reading groups as necessary. In the intermediate grades and middle school (4-8), teachers will conduct on-going (at least two per trimester) Informal Reading Inventories that will assess fluency and comprehension. Primary students will be assessed using the F&P again at the end of the year. Interim and final assessment for intermediate and middle school students may use different Leveled Reading Assessments that are less time intensive such as Village Academies Leveled Text Reading Assessment© or the Scholastic Reading Inventory™
- **Writing Assessments.** A writing sample will be collected and assessed for each student at least four times a year: as a baseline assessment, at the end of each trimester, and at the end of the year. In grade level groups, teachers will develop rubrics that align to grade-specific content standards for writing. In addition, using the 6 + 1 Trait writing model, students will be instructed on how to use analytic rubrics throughout the writing process. Students will use these rubrics for self-review and self-assessment on writing projects throughout the year. See **Attachment 15** for a sample writing rubric.

- **Mathematics Assessments.** At the beginning of each year all students, grades 1-8, will be given a baseline mathematics assessment. Kindergarten students will be assessed as part of the Kindergarten-readiness assessment. The baseline assessment will include multiple choice and constructed response questions. It will be designed to assess students' mastery of the previous grade's standards. The data from the baseline assessment will be used to guide instruction including possible interventions and extensions. Spark's teachers, with support from the administration, will develop the baseline assessment before the opening of the school year. They may use released questions from state testing as well as curriculum resources, such as TERC or Connected Mathematics, in developing the assessment.

Throughout the year, student progress in mathematics will be measured using formal and performance-based assessments. Students will be pre-assessed at the beginning of each math unit to identify students in need of extra challenge or support. On-going assessment will take the form of teacher observations and assignments. At the end of each unit, student understanding and mastery will be measured through performance tasks or formal assessments. During designated faculty collaboration times and/or professional development days, teachers will design these assessments or select them from curriculum resources (TERC or Connected Mathematics).

At the end of each trimester, including the end of the year, students will be given a trimester assessment that will cover all standards taught to date. Much like the baseline assessment, these assessments will include both multiple choice and constructed response questions. They will be created in the same way. We may also use performance tasks from the Mathematical Assessment Resource Service (MARS) to assess problem solving skills.

- **Thematic Unit Assessments.** An important part of creating thematic units using the Understanding by Design (UbD) framework is selecting and developing authentic, valid assessments of understanding. In the backward planning process, teachers first identify goals and content standards for each unit. Next, they design and select assessments. Then, they develop lessons to help students reach those goals. Following the UbD framework, teachers consider the following three elements when designing assessments: the type of evidence, evaluation criteria, and assessment validity. Teachers will be instructed in the assessment design process during professional development in August and will re-visit it during faculty collaboration time.

For each thematic unit, teachers will include a variety of assessments including at least one performance task. Formative and summative assessments designed to measure student understanding of the unit's learning goals may include quizzes and tests, responses to academic prompts, and informal checks for understanding. Performance tasks are complex, open-ended and authentic tasks and/or projects. They will be assessed using multi-faceted rubrics that will include state standards. **Attachment 16** includes an example of a unit assessment planning template.

- **Social-Emotional Learning (SEL) Assessments.** Social-emotional learning will be also be assessed through multiple measures. Teachers will use the assessment tools associated

with the SEL program selected by the Charter School (see **Attachment 7**) to see whether students are reaching appropriate milestones.

SEL achievement will be documented through student journals, portfolio submissions, and observations

Report Cards and Portfolios

In addition to the subject area specific assessments described above, Spark will use report cards and portfolios to summarize student achievement.

Report Cards

Report Cards will provide a summary of student assessment at the end of each trimester. Our report cards will describe the level of development for each student in relation to key, standards-based grade level skills and content.

Our report cards will be designed to describe a five point continuum of learning stages (beginning, developing, approaching, proficient, and exceeding). Report cards will demonstrate student development in the following areas: reading, writing, mathematics, social studies, science, service learning projects, creative arts, physical education, and study skills. The specific features of each area will be grade-level specific and standards based. Students in 7th and 8th grade will receive hybrid report cards that will include developmental scores as well as letter grades. Our report cards will also contain several narrative sections where teachers detail examples of a child's level of development/mastery based on observations, student work, portfolio submissions, project rubrics, and/or various classroom-based and school-wide assessments.

Spark will explore digital assessment platforms and student data systems that will enable us to generate custom summary reports. The F&P already has the capability to create student reports. We are researching systems that will allow us to incorporate all subject areas into one report to include as part of our report cards. These systems include Data Director and Vantage Learning Systems.

Portfolios

Spark will implement a portfolio system as part of its assessment plan. Portfolios will be used as a record of learning that includes samples of work and students' reflections on their work.

Portfolios display the individual nature of child's learning over time, provide evidence of academic achievement, and assist teachers with targeted instructional planning. Portfolios will be reviewed by students, parents/guardians, and teachers at each conference as well as at the end of the school year. As a learning record, portfolios will ensure teacher knowledge of student work from class to class. Each trimester, students – in consultation with their teachers – will select work samples from all core subject areas as well as Self-Science and service-learning projects to place in their portfolios.

As part of this selection process, students will reflect on their performance to identify their strengths and areas for improvement as well as set personal goals for themselves.

Use and Reporting of Data

Spark will implement a Student Information System (SIS) to track and maintain student data.

The Charter School's Executive Director, in consultation with staff and the Charter School's Board, will choose a SIS to ensure the information collected is used in accordance with Spark's mission and vision as well as provide for all mandated reporting requirements at the local, county, state, and federal levels. Some of the SIS we are considering include, but are not limited to School Loop, School Pathways, and Zoom! Data Source and Data Director. We will use the system to create reports that will allow us to disaggregate, analyze, and disseminate performance data to staff, parents, students, and the authorizing agency.

Spark's teachers and staff will be engaged in an on-going process of data review and evaluation in connection to student learning outcomes. They will analyze individual data to review performance for students in their classrooms and work in collaborative teams to review class performance and benchmark data. In both cases, teachers will be guided to look at how students performed on multiple measures, identify patterns of underperformance or high performance, and identify focus students who are not making adequate progress. Additionally, assessment data will be used to judge the effectiveness of curriculum units and teaching. This information will then be used to refine or change future units and instruction. Collaborative teams based on grade levels and subject areas will use these opportunities to form questions that arise from the data, develop hypotheses around the questions, and pursue different strategies or actions to improve student outcomes. Teachers will be coached in using various assessment protocols. Individual student achievement will also be tracked longitudinally. Portfolios will allow teachers to track and monitor progress from one year to the next.

Spark Charter believes that teaching deep understanding and mastery is complex and that teachers cannot approach this complex task formulaically. They must develop hypotheses about how a given child might master a particular objective based on that child's interests, current level of ability, level of engagement, personality, learning style, etc. Should the hypothesis be incorrect, as a researcher, an effective teacher would use that data to form another hypothesis and continue this line of inquiry until success is achieved.

Reporting to Parents

At the beginning of every school year, Spark will hold orientation meetings during which the Charter School will share its assessment philosophy and system and train the families on how to access assessment data. Such data may include student report cards, CST results, SARC, interim and benchmark assessments, student portfolios, and project assessments. Families will have access to some of this information through the school's website. In addition, assessment data will be shared directly with families during teacher-parent conferences, phone calls, and by sending materials home with students. Teachers and administrators will track parent contact.

Reporting to Authorizing Entity and Other Stakeholders

Spark Charter School will promptly meet all reasonable inquiries for data from the RCSD or other authorized agency and assure timely scheduled data reporting to our Authorizer in compliance with the law; further Spark hereby grants authority to the State of California to furnish copies of all test results directly to the Authorizer, as well as to the School. In accordance with Title III, Spark will adhere to all mandated reporting guidelines in relation to English Learners, including notification to parents regarding CELDT results and reclassification. In accordance with IDEIA, Spark will comply with all state and federal laws regarding reporting requirements for children with IEPs, including, at a minimum, trimester reports to a Special Education student's parents on progress towards goals stated within the IEP.

School Accountability Report Card (SARC)

Spark Charter School will compile the necessary data and create a SARC at the end of each school year. The data will be disaggregated annually in order to identify the performance of students in each demographic subgroup. State law requires that the SARC contain all of the following:

- Demographic information.
- School safety and climate for learning information.
- Academic data.
- School completion rates.
- Class sizes.
- Teacher and staff information, including data about Highly Qualified Teachers.
- Curriculum and instruction descriptions.
- Postsecondary preparation information.
- Fiscal and expenditure data.

Annual School Improvement Efforts

School leadership, in conjunction with parent and teacher representatives, will meet annually for the purpose of creating an annual School Improvement Plan. The plan will target specified areas for improving student learning and other aspects of the school that the Spark community agrees need attention. The following aspects of the school will be addressed each year in the School Improvement Plan:

- Student Achievement.
- Community Relations.
- Parent Involvement and Communication.
- Facilities.
- Staffing and Personnel.
- Governance.
- Financial resources.

Spark Charter and the District will jointly develop an annual site visitation process and protocol to enable the District to gather information needed to confirm the Charter School's performance and compliance with the terms of this charter.

Spark Charter anticipates that the District will agree to receive and review the annual programmatic report of Spark Charter and within two months of receipt of the annual review, the District will notify the Spark Charter School Board as to whether it considers the Charter School to be making satisfactory progress relative to the goals specified in this charter. This annual notification will include the specific reasons for the District's conclusions regarding its assessment of the annual programmatic report of Spark Charter.

Element D: Governance Structure

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

Shared Leadership

Spark Charter School collaborates with families and the larger community to engage in an ongoing cycle of assessment, reflection, planning and implementation to ensure school success. School governance is derived from best practices to ensure that the school meets its stated mission and goals and that all stakeholders have a voice in the ongoing development of the school.

Legal Status

Spark Charter School shall operate as a California nonprofit public benefit corporation organized pursuant to California Nonprofit Public Benefit Corporation Law. Spark's Articles of Incorporation, which have been filed with the Secretary of State, are evidence of its status as a California nonprofit public benefit corporation. As a next step, Spark will apply for 501c3 status with the IRS.

Spark will be governed by its Board of Directors pursuant to its adopted bylaws, which shall be consistent with this charter. The governing Board's major roles and responsibilities include establishing and approving all major educational and operational policies and overseeing their implementation; approving all major contracts; approving the school's annual budget and overseeing the school's fiscal affairs; and selecting and evaluating top administrative staff. Spark Charter School will operate autonomously, with the exception of the supervisory oversight as required by statute and other contracted services with the district and/or county office of education. All staff are employees of Spark Charter School.

The bylaws demonstrate the organizational designs of Spark's governance structure to ensure that it remains viable and that there is active and effective representation of school stakeholders, including, but not limited to, parents and guardians. The Bylaws clearly state the authority and responsibility by which the Board conducts itself, including appointment and removal of its own members.

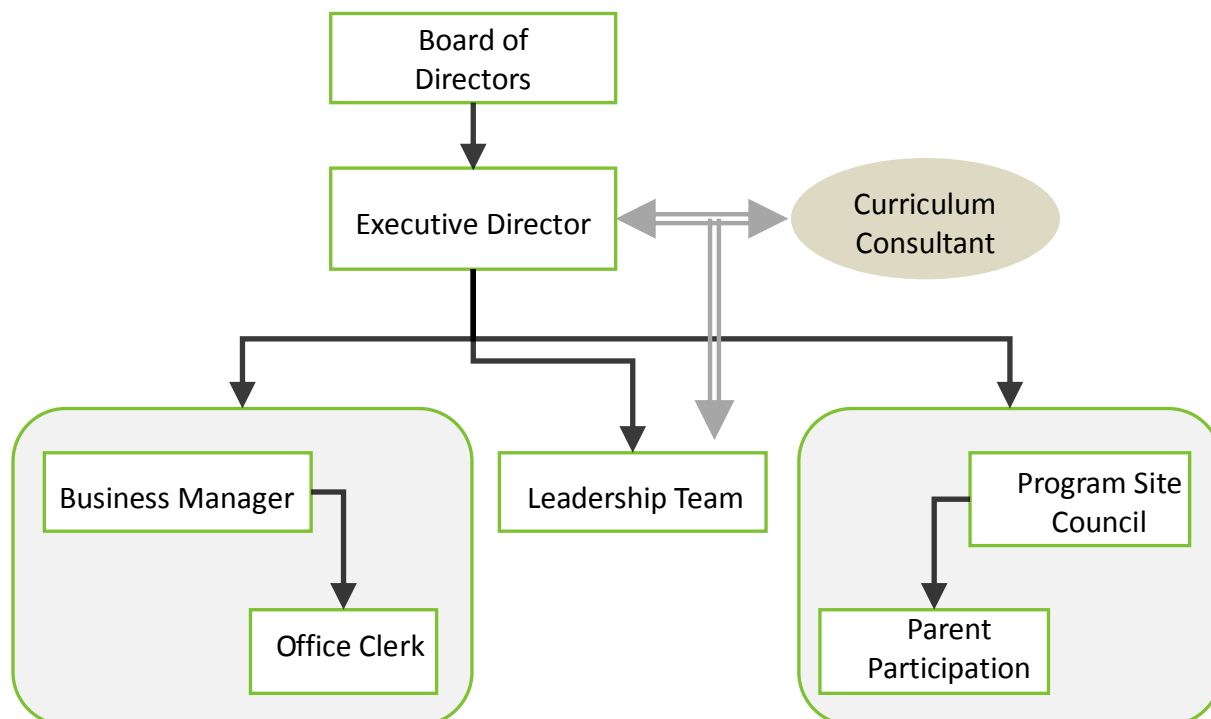
Board of Directors

The School will be governed by a Board of Directors (the Board). The Board is a policy-making board which shall be ultimately responsible for the operation and activities of the Spark Charter School. The Board shall be composed of at least five (5) and no more than nine (9) directors who will govern the school, and will include parents and community members with expertise in finance, law, non-profit governance, fundraising, school leadership, and academic program development. In addition, in accordance with Education Code Section 47604(b), the authority that grants the charter to be operated by a nonprofit public benefit corporation shall be entitled to a single representative on the Board of Directors of the nonprofit public benefit corporation. If the charter authorizer appoints a representative to serve on the Board of Directors, the Board may appoint an additional director to ensure an odd number of Board members.

Board members have a responsibility to solicit input from parents, faculty, and staff regarding issues of significance, and to consider input carefully before taking action. The primary method for executing the Board's responsibilities is the adoption of policies that offer guidance and interpretation of the charter and the procedures to assist the staff in facilitating the implementation of such policies.

As the School progresses from a development to an operational phase, some or all of the members of the Spark Board may change as part of a transition to an operating board to ensure that the Board has the skills and expertise necessary for successful operation of the School. New board members will be appointed by the directors of the Spark Charter School.

The organizational structure of the school gives the Board of Directors ultimate responsibility to oversee the program to ensure the school's success:



Selection/Election Process

The following members of the Founding Group will be taking positions on the initial Board of Directors:

- Alexandra Zdravkovic Hawley
- Christine Hernandez
- Gigi Carunungan
- Jane Lii
- Laura Stuchinsky

Biographies of each member can be found in **Attachment 2**.

Members of the initial Board of Directors will continue to secure additional persons with expertise as needed to establish and sustain a successful school and ensure the effective and responsible use of public funds.

The Board of Directors will hold its first board retreat to assign roles, positions and committees prior to the start of the school year. The Board will appoint a President, Secretary, and Treasurer. The Board may also choose to have a Vice-President and/or a Chairman of the Board and a Vice-Chairman of the Board. Each officer shall serve on the Board for a two (2) year term.

The Board of Directors will meet annually for the purpose of organization and appointment of officers. The President of the Board of Directors will appoint a committee to designate qualified candidates for election to the Board of Directors (see **Attachment 18**, Spark Bylaws, for selection and appointment processes). In selecting new Board members, the founding directors shall look for expertise in the areas of school administration or operations, teaching, business, accounting, legal, nonprofit, community outreach, and fundraising. New board members shall include parent and community leader representatives elected by the Board in accordance with the Bylaws.

Professional Development

The President of the Board of Directors will attend specific governance and fiscal management training together with the Executive Director. New Board members will receive initial training from current Board members on school bylaws and board duties. In addition to initial Board training, the Spark Board of Directors will attend periodic conferences and in-service opportunities for the purposes of training individual board members regarding their conduct, roles and responsibilities.

Training may include attending conferences whereby relevant governance training is available and additional trainings and workshops to be held at special and regularly scheduled Board meetings each year. Trainings may be given by the school's legal counsel, the California Charter Schools Association, or other experts. Topics may include conflicts of interest, charter school legal compliance, the Brown Act, special education, budget and finance.

See **Attachment 21**: Board Member Development Plan for details concerning requirements for and training of new board members.

Roles and Responsibilities

The responsibilities of the Board include but are not limited to:

- Uphold the mission and vision of the school.
- Oversee the implementation of the charter.
- Communication, negotiation and collaboration with the authorizer.
- Approve bylaws, resolutions, and policies and procedures of school operation.
- Hire and evaluate the Executive Director.
- Evaluate school and student performance .
- Create committees and/or subcommittees as needed.
- Ensure compliance with applicable law such as the Brown Act, the Public Records Act, and the Political Reform Act.
- Act upon staff recommendation approving all operational policies and having oversight of the implementation of such policies through the Executive Director.
- Participation in independent fiscal and programmatic audits.
- Approve and monitoring budget and fiscal practices, including solicitation and receipts of grants and donations.
- Develop long-term strategic plans.
- Act upon staff recommendation, approving all hiring, firing, and discipline of employees as well as all employee contracts and personnel policies at each school.
- Act upon staff recommendation, approving student and parent policies, including, but not limited to, admissions, and disciplinary policies including suspension and expulsion at Spark;
- Approve and monitoring management of the school's liabilities, insurance, health, safety, and risk-related matters.
- Approve all contracts and expenses in excess of 1% of the annual operating budget.

The Board may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which charter schools are established. The Board may execute any powers delegated to it by law, and shall discharge any duty imposed by law upon it and may delegate to an employee of the School any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated.

The Board may create and terminate committees at will under the terms of the Bylaws. Examples of committees include programming, finance and fundraising. Committees are given tasks such as conducting due diligence and developing proposals to address particular issues that come to the board's attention.

Meetings

The Board of Directors and Executive Director will meet monthly. Meetings shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act. Meeting information will be posted on the school website.

For easy access to community and staff members, meetings will be held at the school site unless noted otherwise. Spark Charter School plans on alternating between afternoon and evening board

meetings in an effort to accommodate for a wider range of community member schedules and encourage parent participation.

Legal Assurances

Spark Charter School will comply with the Brown Act and Public Records Act as required by County Board Administrative Regulations 6230 Section 2.0 subdivision (d) and subdivision (e).

Spark has adopted a Conflict of Interest code which complies with the Political Reform Act, Corporations Code Conflicts of Interest rules, and which shall be updated with any charter school specific conflicts of interest laws or regulations. As required, the Conflicts Code will be submitted to the County Board of Supervisors for approval.

Attachments:

Attachment 1: Spark Charter School Compliance with the Brown Act and Public Records act

Attachment 18: Spark Charter School proposed bylaws

Attachment 19: Spark Charter School articles of Incorporation

Attachment 20: Spark Charter School Conflict of Interest Code

Role of the Executive Director

The Executive Director is the Chief Executive Officer (CEO) of Spark Charter School. He or she is responsible for the effective operation of the school, general administration of all instructional, business, or other operations of the schools, and for advising and making recommendations to the Spark Charter School Board with respect to such activities.

The Executive Director shall perform all the duties and accept all of the responsibilities usually required of a Superintendent as prescribed by the Education Code of the State of California, the rules and regulations of the Board of Regents and Commissioner of Education, the laws and regulations of the United States, statutes of the State of California, and the policies, rules, and regulations established by the Spark Charter School Board. The executive director will administer and supervise the school and its employees, lead development of educational program improvement, foster a culture of positive, engaged learners, and serve as a strong advocate for the school's core values--including developmental philosophy and parental involvement.

She or he will work closely with a Curriculum Consultant to plan and design Spark's curriculum, and design and implement teacher training for effective curriculum implementation. She/he will also serve as the special education coordinator in the first years of operation until Spark hires its own special education coordinator. She/he will coordinate and work closely with a teacher who is SPED credentialed.

Role of the Curriculum Consultant

The Curriculum Consultant is responsible for providing guidelines and examples for the integration of the new core standards, Helical Model, and Social-Emotional Learning for teachers at Spark School.

S/he is responsible for designing the themes, broad and medium strokes of the curriculum, and sharing these with the teachers; principal designer of the professional development programs related to curriculum; coordinates with the Executive Director in the design of the student assessment framework and strategies in relation to curriculum; and supports the development of teachers, through teacher institutes, observations, reflections, and in-class demonstrations.

Role of the Business Manager

Under direction of the Executive Director, the Business Manager is responsible for the day-to-day operations at Spark Charter School, including, but not limited to, fiscal services, reporting requirements, operations, enrollment, transportation, nutrition services, information technologies, purchasing/warehouse, and facilities. The Business Manager also serves as an advocate for the school's developmental philosophy and parental involvement.

Role of Teachers

As part of Spark's governance structure, teachers are expected to take a leadership role in ongoing school development. Some key elements of teacher leadership include:

- Designing and leading selected staff workshops.
- Facilitating and directing parent participation.
- Developing academic program and curriculum to meet evolving understanding of target student needs.
- Engaging in community outreach, including family communication and school events,
- Participate on key school committees.
- Analyzing data and communicating results from student assessments.
- Facilitating parent teacher conferences.

A SPED credentialed teacher will the assist Executive Director with special education coordination.

Program Site Council

Under direction of the Executive Director, the Program Site Council's (PSC) main function within the Spark Charter School organization is to support the various school programs the Executive Director and teachers have adopted to supplement classroom curriculum, enrich school life, and enhance the school community.

The PSC is a volunteer organization run by parents and teachers. Each parent-led program has a group of volunteers that works together to monitor and implement the specific requirements of each program. A volunteer coordinator from these committees can represent the group at monthly PSC meetings. The PSC leadership consists of officers such as President, Vice President, Secretary, Treasurer, teacher representatives, the Executive Director, Lead Classroom Coordinator, and one coordinator for each parent-led program.

All Spark parents and teachers are welcome to attend and participate in PSC meetings. The Program Site Council holds monthly meetings to discuss school activities. The Program Site Council is not a decision-making organization and reports to the Executive Director. The PSC officers are selected through a nominating committee and voted on by the Spark community.

The Program Site Council:

- Oversees such programs as: Parent Participation, School Community Building, Parent-Led Enrichment Programs, After-School Activities, Library, and Parent Education.
- Serves as a forum for the discussion of matters of interest and concern to the parents and teachers of the school in regard to school programs and community.
- Acts as a communication channel between parents, other individuals, and groups both within and outside of the school community, by means such as: Parent and Student Handbooks, school newsletter, and the school-wide on-line platform.
- Works as an advisory body to the Executive Director to assess school community support and interests by conducting annual parent/student surveys.
- Monitors parent-led programs.
- Reports directly to the Executive Director and implements approved changes on behalf of the Executive Director.
- Sponsors activities that enhance the intrinsic value of the School, contributes to the fulfillment of the School's mission, and builds community through activities such as summer events, festivals, and camp-outs.
- Raises and manages funds to support student enrichment programs.

Leadership Team

The Charter School will have its own leadership team (LT) comprised of teachers representatives and at least one representative from the classified school staff. The LT will represent all grade levels. It will be formed to facilitate shared governance and to serve as an advisory body to the Executive Director, represent staff interests and employee relations, provide input to the school budget, and facilitate the execution of the annual development plan for the school. Specifically, the LT will assist the Executive Director with the review of pertinent student achievement data and make recommendations for development of curricula and instructional practices.

For more information refer to **Attachment 23** Leadership Team.

Student Government

Annually the students at each school will hold an election to select officers to lead Spark Charter School's student government. In addition, student representatives are selected from each class, K through 8. They sit on committees and provide input on decisions such as student activities and staff selection.

Role of Community/Parent Participation

Family participation is a cornerstone of Spark’s educational model. As described in Element A, every family will be encouraged to volunteer in some manner in the school. Those volunteer hours are designed to meet a number of objectives. They will enable teachers to offer small groups, differentiated instruction. It will help build a strong sense of community within the school where every child is valued and we all help one another. As noted earlier, numerous studies have shown that parent participation improves student achievement. Families will be provided multiple opportunities to be involved. Families will be asked to volunteer in classrooms on a weekly basis, serve on committees, participate in work projects, attend parent training sessions, be involved in site-based decision-making at the school and in the on-going development and growth of the school. If parents are unable to volunteer during school hours, or dedicate the number of hours sought, the school will find a way for them to participate.

There will be frequent communication between the school and the families through classroom and school newsletters. Teachers will send home monthly newsletters highlighting the classroom activities and events of the past month and informing parents of upcoming events and schedule meetings of classroom parents. In addition, the Executive Director will oversee the development of school-wide monthly newsletters, as well as Spark community meetings. Families will be advised of student progress through trimester report cards, and annual parent-teacher conferences. In addition, Spark will host a variety of social and educational events. These may include Family Math and Literacy Nights, parent education seminars, student performances, and exhibits of student work.

The Spark Board will adopt policies to specify the details of participation, which will be included in the annual family orientation and in the parent handbook provided to all parents. One of the top priorities will be to secure sufficient volunteers to help out in the classrooms. But participation will take many forms so that all families can be included. Spark Charter will strive to enable parents to participate in ways that employ their skills, interests, and talents, while taking into consideration classroom/program needs.

This is an initial list of ways that families can participate:

- Volunteering in the classroom.
- Assisting with technology.
- Preparing materials at home.
- Providing language support.
- Driving on and supervising field trips.
- Attending and helping with school –wide events.
- Serving as a liaison to community groups.

The Executive Director will be responsible for making sure that parent participation is accessible regardless of linguistic or cultural background and will use every means possible to communicate with all parents. Under supervision of the Executive Director, the Program Site Council will oversee parent participation. Each family will be asked to complete a form which outlines how the family can contribute to the success of the program. (See **Attachment 22** Spark Charter School Sample Parent Agreement.)

Spark does not require or expect parents to sign or otherwise comply with the Parent Agreement, volunteer their time or services to Spark, serve in any Spark-related position, or attend meetings or trainings. Any volunteer service by parents may not be connected to nor construed as a requirement for admission, continued attendance, or discipline.

Spark shall not require that parents speak to or contact the Executive Director or any other representative or employee of Spark should they find themselves unable or unwilling to volunteer.

Any volunteer service by parents may not cause or result in preferential admission to Spark or other privileges, with the exception of the admissions preference for "Founding Families" identified in Element H of this charter.

The provisions of this charter concerning parental participation comply with Spark's obligation to provide a free public education, ensure the prevention of any disparate impact arising out of such provisions, and achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the District (recognizing the legal limitations which prevent racial and ethnic quotas or affirmative action of any kind).

Spark shall develop and administer an annual parent survey as an additional means of encouraging parental involvement. The parent survey shall inquire about and incorporate key elements of the parent-school relationship, such as but not exclusive to parental support, child behaviors, parent engagement, school climate, and parent roles and responsibilities.

ELEMENT E: EMPLOYEE QUALIFICATIONS

Spark Charter School will employ a staff of professionals committed to upholding the highest expectations for each child and to providing a rigorous educational program. Our staff members will be committed to Spark's mission and vision and actively participate in its implementation in the classroom and community.

Legal Assurances

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

Spark Charter School shall recruit professional and qualified personnel who believe in the philosophy of the school for all staff positions. Spark Charter School is a school of choice and no employee will be forced to work there. In accordance with Education Code 47605(d), Spark Charter School shall be nonsectarian in its employment practices and all other operations. The Charter School shall not discriminate against any individual (employee or pupil) on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, 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).

Teachers and all paraprofessionals will meet the requirements for employment of California Education Code section 47605(l) and the applicable provisions of No Child Left Behind. Spark Charter School will comply with all State and federal laws concerning the maintenance and disclosure of employee records and with all State and federal mandates and legal guidelines relative to No Child Left Behind.

All employees should possess the personal characteristics, knowledge, and relevant experience consistent with the responsibilities and qualifications identified in the posted job description as determined by the Spark Charter School.

Spark Charter School will comply with all applicable state and federal laws regarding background checks and clearance of all personnel. Spark will comply with Education Code 44237 and 45125.1 regarding the requirement to fingerprint and obtain background clearance of employees and contractors. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Director shall monitor compliance with this policy and report to the Board of Directors on a quarterly basis. The President of the Board of Directors will monitor fingerprinting and background clearance of the Director.

Prior to employment, each employee must furnish an up-to-date Mantoux Tuberculosis (TB) test result, and documents establishing legal employment status.

Recruitment

The Spark Charter School Board desires to employ the most highly qualified and appropriate person available for each open position in order to carry out the school's mission. Candidates are recruited for open positions based on an assessment of the school's needs for specific skills, knowledge, and abilities in compliance with NCLB requirements. A job description that accurately describes all essential and marginal functions and duties of each position is developed.

Job postings are disseminated through various methods to ensure a wide range of candidates. Various methods may include participating in recruitment fairs and educational conferences, developing university contacts, establishing a student teacher program at the site, advertising in newspapers and professional journals, and postings on websites of the following organizations: California Charter School Association, Charter Schools Development Center, Ed-Join, and local universities.

For our first academic year (2014-2015), the Executive Director will be recruited, interviewed and selected by the founding Spark Board of Directors, preferably by April 2014. Future potential candidates to this position will in turn follow the same recruitment and selection process, as outlined above.

In addition to the Executive Director, we anticipate hiring a Business Manager, a Curriculum Consultant and ten (10) teachers for our first academic year (2014-2015).

The Executive Director is responsible to oversee the selection procedures that identify the best possible candidate for each position based on screening processes, interviews, observations, and recommendations from previous employers. Interview committees are established, as appropriate, to rank candidates and recommend finalists. Staff, parents, and students are invited to participate in the selection process. All discussions and recommendations are confidential in accordance with law.

During job interviews applicants may be asked to describe or demonstrate how they will be able to perform the duties of the job. No inquiry shall be made with regard to any category of discrimination prohibited by state or federal law.

The Executive Director is responsible to make final staffing recommendations to the Board based on input from the interview committee. The Board will approve all personnel actions.

Qualification, Roles and Responsibilities

The following job descriptions outline school positions, including qualifications and responsibilities. They will be revised as necessary to reflect the needs of the school. The main office staff of Spark Charter School consists of the Executive Director, the Business Director, and an Office Clerk. The Business Director is the second in command and will report to the Executive Director. The Office Clerk will report to the Business Director. The Curriculum Consultant will work closely with Executive Director and the teachers.

Executive Director

Responsibilities and Duties:

Educational Program Management

- Embody, advocate for, and execute on the mission, vision and strategic direction of Spark Charter School.
- Extensive knowledge of and experience with curriculum development and developmentally-based educational programs.
- Monitor and analyze student performance data and prepare reports.
- Outreach to community and school district about our model and develop support systems,
- Foster teacher leadership and shared decision making.
- Facilitate teacher leadership for professional development, staff/teacher meetings, and instructional planning meetings.
- Ensure educational and regulatory compliance at all governmental levels.
- Explain and clarify information received from various agencies including California Department of Education, State Board of Education, and California Charter School Association.
- In conjunction with staff, develop and implement discipline policies.

Operations Management/Supervision

- Provide oversight and leadership in guiding the launch of Spark's first academic school year, including developing initial programmatic, staffing, curriculum, and opening procedures.
- Develop school office procedures, methods and practice.
- Ensure compliance with all applicable laws and regulations including, but not limited to, financial, record keeping, and employment.
- Supervise day-to-day operations of the school.
- Responsible for overall vendor management including, but not limited to payroll, facilities, contractors.
- Responsible for preparation of annual performance audit.
- Attend and participate in Spark Board meetings and committee meetings.
- Manage recruitment and selection of staff.
- Supervise improvement of teaching by annually reviewing goals and objectives, observing instruction, and conferencing with teachers, in collaboration with staff, the Board of Directors, and representational parent input.
- Supervise staff and foster positive, collaborative working relationships.

Communications Management

- Establish and maintain professional and cooperative working relationships with all stakeholders: parents, students, staff, neighbors, and partners.
- Maintain a visible and accessible presence to the school community.
- Advocate for Spark in the greater community and with the media.
- Communicate issues, concerns, and needs of the Spark to the Board of Directors.
- Represent Spark at district and county administrative meetings and other meetings as requested by the Board of Directors.

- Maintain frequent and regular communications with families through a newsletter, school website, one-on-one meetings, etc. as appropriate.
- Outreach and marketing for the purposes of maintaining enrollment and development.

Fiscal Management

- Develop annual budget. Manage budgets and make recommendations to the Spark Board.
- Work with the Board of Directors to set economic objectives, financial and accounting policies, and other fiscal policies and practices as necessary.
- Provide financial reports to the Board, the County, and other agencies as mandated by law.
- Arrange for annual audit with an outside independent auditor to ensure the soundness of Spark finances.

The Director will perform other duties as required.

Qualifications

Education and Experience

- Bachelor's degree (Master's degree or higher preferred).
- Valid California Administrative Credential (preferred).
- Minimum of three years K-8 teaching experience.
- Experience working with inquiry based educational programs.
- Experience coaching and developing staff.
- Experience working with a culturally and linguistically diverse student body.

Knowledge of:

- Local, state and federal laws applying to public schools.
- Laws and regulations specific to charter schools.
- Special education needs and issues.
- English learner needs and issues.
- Inquiry based educational programs.
- Social and Emotional Learning programs.
- Budget preparation and control procedures.

Ability to:

- Plan, coordinate, and direct work and activities of teaching professionals.
- Manage budgets, prioritize expenditures, and seek innovative methods for providing school resources.
- Promote and market the educational program and services of the school.

Skilled in:

- Communicating clearly and effectively in both oral and written language.
- Establishing and maintaining positive, respectful relationships with a variety of people.

Business Manager

Job Description:

Under direction of the Executive Director, the Business Manager is responsible for the day-to-day operations at Spark Charter School, including, but not limited to, fiscal services, reporting requirements, operations, enrollment, transportation, nutrition services, information technologies, purchasing/warehouse, and facilities.

The Business Manager serves as an advocate for the school's developmental philosophy and parental involvement. Candidates for this position will possess knowledge, skills, and abilities in the following:

- Principles and practices of public school services and administration.
- Personnel and finance administration and sources of information related to public school issues.
- Research methods and report writing.
- Effective public relations techniques.
- The candidate must meet all of the following minimum requirements:
- Any combination of education and/or experience equivalent to completion of a Bachelor's Degree in Public or Business Administration or related field; and
- Three (3) years related experience in fiscal services, administration, and human resources. Experience with a public school is preferred.

Responsibilities and Duties:

- Front-Office management: oversee and provide front-desk coverage and reception.
- independently implement routine clerical procedures including, but not limited to answering phones, taking and distributing messages, sorting mail and preparing general correspondence, perform accurate data entry and record maintenance, maintain confidential files including, but not limited to attendance, assessment results, emergency and family information, academic and health records and parent driver trip information.
- Oversee ordering of supplies and instructional materials, equipment, and services needed in the maintenance of the school.
- Provide first aid and CPR if needed.

Administrative Responsibilities

- Develop and maintain the school calendar and schedules (e.g: IEP meetings, Back-to-School night, curriculum specialists).
- Under direction of the Executive Director, arrange for advertising, public relation events and general recruitment.
- Assist with preparation, coordination of enrollment and orientation materials. Prepare and distribute information packets.
- Arrange for translators and translation of materials, as needed.
- Act as a liaison to parent group and/or other community organizations.

Accounting Responsibilities

- Manage Accounts Payable.
- Oversee day to day cash flow.
- Maintain records of school finances using accounting software.

The Business Manager shall perform other duties as assigned.

Qualifications:

Education and Experience

- Bachelor's degree(preferred).
- Administrative support experience, including office management/clerical.

Knowledge of:

- Office practices and procedures.
- CPR and First Aide Certification.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Operate standard office machines and computers.

Ability to:

- Converse, read, and write in Spanish (highly desirable).
- Perform complex data processing skills, including accounting software.
- Work independently and as a team member.

Skilled in:

- Organization and office management, record keeping, clerical and computer systems.
- Communicating effectively in person, by telephone and in writing.
- Relating to school staff, parents and community partners using tact, patience and courtesy.

Curriculum Consultant

Job Description

Under direction of the Executive Director, the Curriculum Consultant is responsible for providing guidelines and examples for the integration of the new core standards, Helical Model, and Social-Emotional Learning for teachers at Spark School.

Responsibilities and Duties

- Designs the themes, broad and medium strokes of the curriculum, and sharing these with the teachers.
- Designs components of the professional development programs related to curriculum.
- Supports the Executive Director in the design of the student assessment framework and strategies in relation to curriculum and the framework of the whole child.

- Supports the development of teachers, through teacher institutes, observations, reflections, and in-class demonstrations.

Qualifications

Education and Experience

- Bachelor's degree (Master's degree or higher preferred).
- Experience in K-8 curriculum design in inquiry-based instruction.
- Minimum of three years K-8 teaching experience.
- Experience working with inquiry based educational programs.
- Experience coaching and developing staff.
- Experience working with a culturally and linguistically diverse student body (CLAD certification preferred).

Knowledge of:

- Local, state and federal laws applying to public schools.
- Laws and regulations specific to charter schools.
- Special education needs and issues.
- English learner needs and issues.
- Inquiry based educational programs.
- Social and Emotional Learning programs.

Ability to:

- Plan, coordinate, and direct work and activities of teaching professionals.
- Coordinate with specialists, corporate and community professionals.
- Train teachers, parents, and other adults in K-8 constructivist pedagogy.

Skilled in:

- Communicating clearly and effectively in both oral and written language.
- Establishing and maintaining positive, respectful relationships with a variety of people.

Teachers

“Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to noncore, non-college preparatory courses. - California Education Code Section 47605(l).

Job Description

Teachers at Spark Charter School are responsible for providing a nurturing classroom learning environment, in keeping with the mission and vision of the school. They provide the day-to-day teaching and guidance to the students and are the primary resources of the school. Teachers are

also responsible for collaborating with their colleagues to develop interdisciplinary units of study and to play leadership roles in the school. They are also responsible for giving directions to parents aiding in and outside the classroom.

Responsibilities and Duties

Classroom Responsibilities

- Plan and deliver thorough, engaging, standards-based lessons consistent with the Spark Charter School mission and vision.
- Create comprehensive, cross-disciplinary units and lessons consistent with the school's educational philosophy and instructional methodology.
- Provide a safe, effective, and nurturing classroom learning environment.
- Use detailed data analysis and assessment tools to inform instructional practices.
- Identify students who are academically at risk and initiate intervention strategies.
- Attend IEP meetings and oversee implementation of additional educational supports as needed.
- Supervise and collaborate effectively with special education teachers and classroom parent volunteers.
- Participate in all school-based professional development.

Leadership Responsibilities

- Play a leadership role in the school, in school-wide instructional, assessment and professional development planning and school management.
- Collaborate daily with colleagues on identifying and addressing student learning needs and instructional unit planning.
- Have an open door policy with colleagues to observe and be observed teaching.
- Participate in common grade-level and school-wide planning to maintain continuity within each grade level and throughout the school.
- Contribute to staff/teacher meetings.

Community Responsibilities

- Meet with parents on a regular basis and hold parent conferences.
- Develop community-based service learning projects.
- Attend and participate in Spark community events.

Qualifications

Education and Experience

- Bachelor's Degree.
- Valid California teaching credential.
- CLAD Certified or working toward certification.
- CPR and First Aid certification.
- Teaching experience in a variety of instructional settings, including working with students from diverse populations.

- Experience in English Language Development.

Knowledge of:

- Federal, California State and County standards for the teaching profession.
- Common Core State Standards.
- Constructivist learning and teaching theory.
- Developmental, academic and social-emotional needs of all children.
- Inclusive education models.

Ability to:

- Differentiate learning for students with diverse learning abilities, preferences, and experiences.
- Learn and integrate technology in the classroom.
- Create cross-disciplinary project based units.
- Develop service learning opportunities connected to instructional goals.
- Teach with an inquiry based approach.
- Develop authentic and performance-based assessments of student learning.
- Communicate effectively and collaborate with administration, staff, teachers, specialists, and parents.
- Understand and analyze educational research and bring that learning into the classroom.
- Speak Spanish (highly desirable).

Skilled in:

- Developing and maintaining strong relationships with students, families and colleagues.
- Designing and implementing research-based, inquiry driven curricula.
- Using a variety of assessment tools and data analysis to inform and modify instruction
- Collaborating closely with colleagues.
- Creating a positive, safe, nurturing learning environment in the classroom.

The Charter School will hire substitute teachers in accordance with applicable law.

Spark teachers shall possess appropriate English Learner certification at the time of hire. Spark shall provide the District documentation of compliance with applicable English Learner certification requirements for teachers.

Office Clerk

Job Description:

Under direction of the Business Manager, the Office Clerk is responsible for the day-to-day operations at Spark Charter School, including, but not limited to, enrollment, transportation, nutrition services, purchasing/warehouse, and facilities. The Office Clerk is responsible for providing for timely and accurate distribution of information.

Candidates for this position will possess knowledge, skills, and abilities in the following:

- Principles and practices of public school services and administration.

- Personnel and finance administration and sources of information related to public school issues.
- Research methods and report writing.
- Effective public relations techniques.

The candidate must meet all of the following minimum requirements:

- Any combination of education and/or experience equivalent to completion of a Bachelor's Degree in Public or Business Administration or related field.
- Three (3) years related experience in fiscal services, administration, and human resources. Experience with a public school is preferred.

Responsibilities and Duties:

The Office Clerk will be responsible for helping run the school once open. The Office Clerk is a full time, hourly position that reports to the Office Manager. The Office Clerk is the first point of contact for parents and students when they come to school, as well as a resource to the school community. The Office Clerk should always exhibit professionalism, treat people with respect, and be firm but compassionate in the way that they address the day-to-day problems of the school.

Essential Functions

- Assist with fall lotteries and answer questions related to applications and the lottery process.
- Collect enrollment documents from accepted students.
- Coordinate work with Parent Leaders/Task Force members to be involved in the startup process.

Once the school is open, the Office Clerk responsibilities will include:

Parents and Community

- Build strong working relationships with parents and families.
- Assist with the successful coordination of community meetings and events, either through delegating to parents or completing independently.
- Use established communication systems to send out school information as necessary.
- Run Mandatory Registration Day before the start of school to gather student information and complete other start-of-year tasks with families.
- Be familiar with contents and structure of student information files.

Health, Safety, and Discipline

- Administer basic first aid, distribute medication, maintain injury reports, and contact parents as necessary.
- Be knowledgeable of all content in school safety binder, including emergency procedures.
- Report all injuries and other school incidents to the Office Manager.
- Supervise students sent to the office for discipline and health reasons.
- Maintain forms and records for workplace safety (OSHA and Worker's Comp).

Meals

- Collect lunch payments from parents.

Facilities

- Assist in managing and reporting day-to-day facilities problems.
- Schedule maintenance vendors and meet them as they arrive on campus.
- Execute responsibilities related to emergency situations as assigned by the Director.
- Ensure that all documents delivered or messages received are immediately given to Spark main office as most issues are time sensitive.
- Maintain confidentiality regarding all information, oral and written, regarding students who receive special education services.
- Partner with specialists on a school site to arrange IEP or other meetings and as necessary or when needed.

Administrative Responsibilities

- Perform general clerical duties including answering phones, taking and distributing messages, sorting mail and preparing general correspondence.
- Facilitate arrangements for school activities and arrange logistics for meetings, teacher development, parent education and other activities.
- Provide support to the Executive Director, Office Manager, and teachers as necessary.

Performs other duties as assigned.

Qualifications:**Education & Experience**

Any combination of education and/or experience equivalent to a Bachelor's degree in Public or Business Administration or related field from an accredited school; plus three years of related experience in fiscal services, administration, and human resources. Experience with a public school is preferred.

Knowledge of:

- Principles and practices of public school services and administration.
- Personnel and finance administration and sources of information related to public school issues.
- Research methods and report writing.
- Effective public relations techniques.

Skilled in:

- Excellent communication abilities.
- Interpreting, implementing, and explaining complex rules, regulations, contracts, policies, and procedures.
- Analyzing problems, developing and evaluating options, and making sound recommendations.

- Writing reports, documents, correspondence, and memoranda.
- Using a personal computer and associated software for word-processors, spreadsheets, and databases.
- Establishing and maintaining effective working relationships with a variety of people;
- Prioritizing assignments and workload appropriately and responding to deadlines effectively.
- First aid and CPR certification is highly desirable.

Ability to:

- Organize, coordinate, and oversee office activities.
- Operate standard office equipment such as computer, telephone, facsimile, photocopier, and other equipment.
- Tolerate high levels of stress.
- Work independently and in a team environment.
- Maintain confidentiality.
- Perform the essential functions of the position.
- Speak Spanish is highly desirable.

Working Conditions:

- Regular requirement to stand, walk, talk, hear, see, read, speak, reach, stretch with hands and arms, stoop, kneel, and crouch.
- Lift and carry objects weighing up to 50 pounds.
- Occasional exposure to blood, bodily fluids, and tissue.
- Occasional interaction with unruly children.
- Occasional evening and/or weekend work.

Compensation and Benefits

Salary, Health, and Welfare Benefits

Employees of Spark Charter Schools shall receive compensation packages that are competitive with local public charter schools. Benefits shall include, but are not limited to, health, dental, and vision. Revenues and expenditures will be reviewed annually, and a recommendation will be made to the Spark Board for cost of living adjustments and incentive pay to remain competitive.

Other Terms and Conditions of Employment

Spark Charter will provide opportunities for teachers and other professionals to continue their professional development. See **Attachment 24**: Employee Development Plan.

Evaluation procedures will be conducted in a manner established by the administration and approved by the Spark Board. Discipline and dismissal procedures for School employees will be developed by the administration and approved by the Spark Board. See **Attachment 25**: Teacher Evaluation Process.

ELEMENT F: HEALTH AND SAFETY

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

Spark Charter School will follow clear procedures to ensure the health and safety of pupils and staff. Spark will adopt and implement a comprehensive set of health, safety, and risk-management policies site in consultation with insurance carriers and risk management experts prior to the school’s opening. A full draft will be provided to the District for review at least 30 days prior to operation.

These policies will be incorporated as appropriate into the School’s student and staff handbooks and will be reviewed on an ongoing basis by the School’s staff and Board, in consultation with families. The handbooks will be distributed to all staff and families.

These policies will at a minimum address the following:

Procedures for Background Checks

Employees and contractors of Spark Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1.

All new employees must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Executive Director of Spark Charter Schools shall monitor compliance with this policy and report to Spark Charter School Board of Directors on a quarterly basis. The Spark Board President shall monitor the fingerprinting and background clearance of the Executive Director.

All volunteers shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District.

TB Testing

Faculty and staff will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406. No student or parent volunteer shall be required to pay for testing.

Immunizations

All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

Medication in School

Spark Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision, Hearing, and Scoliosis

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

Diabetes

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

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

Emergency Preparedness

Spark Charter School will adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall prior to the school opening. This handbook will include, but not be limited to the following responses: fire, flood, earthquake, lockdown, hostile intruder situations, and other natural disasters. If assuming a facility used prior as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for Spark Charter School. If the building has not been used as a school site prior to Spark, the school will design its own Emergency Preparedness Handbook. All staff will be trained on emergency preparedness procedures, including appropriate "first responder" training or its equivalent.

CPR Training

All instructional staff and school leadership will be CPR and first aid certified.

Blood - Borne Pathogens

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

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

Drug Free/Alcohol Free/Smoke Free Environment

Spark Charter School shall function as a drug, alcohol, and tobacco free workplace.

Facility Safety

Spark Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. Spark Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at facility to ensure that they are maintained in an operable condition at all times. Spark Charter School shall conduct fire drills monthly and in conjunction with the district (if using district facility) as required under Education Code Section 32001 and in conjunction with the Sunnyvale School District. Spark Charter School shall obtain certificate of occupancy before the start of school.

Comprehensive Sexual Harassment Policies and Procedures

Spark Charter School 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. Spark Charter School has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at Spark Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with Spark Charter School's sexual harassment policy.

Health Care and Emergencies

Spark recognizes the importance of taking appropriate action whenever an accident or illness threatens the safety, health, or welfare of a student at school or during school-sponsored activities. To facilitate immediate contact with parents/guardians when an accident or illness occurs, Spark Charter School requires parents/guardians to furnish the school with current contact information.

ELEMENT G: RACIAL AND ETHNIC BALANCE

“The description of how the charter will ensure a racial and ethnic balance among its pupils that is reflective of the general population residing in the territorial jurisdiction of the district to which the charter petition is submitted.” - California Education Code 47605(b)(5)(G)

Objective

Spark Charter School is committed to achieving and maintaining a racially and economically diverse student population reflective of the school-age population residing within the Sunnyvale School District. Spark strongly believes that diversity enriches the learning experience of all. Spark will institute a recruitment program to ensure that all Sunnyvale residents are given an equal opportunity to enroll their children at the school.

Spark’s programs and activities shall be free from discrimination. Spark shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other 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).

Plan

Upon authorization, Spark will implement an aggressive recruitment campaign to ensure we are fully enrolled by our proposed August 2014 opening. The recruitment plan will include, but not necessarily be limited to the following element or strategies:

- The development of promotional materials, such as brochures, flyers advertisements and press kids in multiple languages, including Spanish.
- Visits to preschools, community centers, religious organizations, civic and community organizations throughout the City to publicize the school.
- Information booths and information distribution at community and neighborhood events, community centers, local businesses, libraries, and shopping centers to promote the school and meet prospective students and their families.
- Distribution of promotional material to local businesses, the library, and community centers.
- Open house and school tours (once appropriate) on a regular, on-going basis to provide opportunities to students and their families to learn more about the program.
- Inviting local TV, radio and print media, as well as community leaders, to visit the school and learn about the instructional program.

See **Attachment 23** for more information on our Outreach goals and plans.

District Demographic Profile

Spark shall strive, through recruitment and admissions practices, to achieve a racial and ethnic balance among its pupils that is reflective of the general population under 18 years of age residing within the territorial jurisdiction of the District, as presented in the table below, recognizing the legal limitations which prevent racial and ethnic quotas or affirmative action of any kind.

SUNNYVALE UNIFIED SCHOOL DISTRICT COMMUNITY DEMOGRAPHICS, 2010*	
ETHNICITY	PERCENTAGE
African American	1.6%
American Indian/Alaskan Native	0.6%
Asian	29.6%
Latino or Hispanic	28.6%
Pacific Islander	0.05%
White	17%
Two or More Races	8%
Other	14%

* Source: National Center for Educational Statistics, School District Demographics System, most recent data from the U.S. Census Bureau

Achieving Racial and Ethnic Balance

Spark Charter School will keep on file documentation of the efforts made to achieve racial and ethnic balance and the results achieved, as well as an accurate accounting of the ethnic and racial balance of the students enrolled in the school. School leadership will evaluate this data annually and revise the outreach plan as necessary.

Summary

Spark will begin to implement this outreach plan once the charter petition is approved. At that time, an official timeline of events will be drafted, including:

- Dates for community information nights.
- Dates for media and communication submissions and airings.
- Periods for leafleting.

ELEMENT H: ADMISSION REQUIREMENTS

“Admission requirements, if applicable.” - California Education Code Section 47605(b)(5)(H)

Assurances

Spark Charter

- Will be an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.) as outlined in Education Code § 47605(d)(2)(A).
- Will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon 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).
- Will adhere to all state and federal laws regarding the minimum age of students. Admission eligibility will not be determined by the place of residence of a pupil, except as otherwise required by law.

Student Admission Policies and Procedures

Spark Charter School believes that all children should have the opportunity to receive educational services.

Spark shall maintain procedures which provide for the verification of all admissions requirements specified in law and in Spark Charter School policies and regulations.

Spark shall strive, through recruitment and admissions practices, to achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the District.

Students shall be considered for admission without regard to any of the characteristics described in Education Code Section 220.

Spark shall strive to achieve a student population from the District area who understand and value Spark Charter School's mission and vision statements and are committed to Spark Charter School's instructional and operational philosophy.

Spark shall admit all pupils who wish to attend Spark Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the school. Spark Charter School will comply with all laws establishing minimum and maximum age for public school attendance in

charter schools. Admission, except for in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parents.

Spark Charter School's application process is comprised of the following:

1. Parent attendance at a school information meeting.
2. Parent attendance at a school tour (except for applications for the first year of operation).
3. Completion of a student registration packet.

Registration packets for students who are admitted will also gather the following:

1. Enrollment Form.
2. Proof of Immunization.
3. Home Language Survey.
4. Completion of Emergency Medical Information Form.
5. Proof of minimum age requirements, e.g. birth certificate.
6. Release of records.

All parents or guardians shall be encouraged to attend a school information meeting and a school tour to ensure that potential applicants understand the mission and vision of Spark Charter School as set forth in the Charter and can determine if the Charter School would be a good fit for their student(s) and family. If a family cannot attend the scheduled orientation and/or tour, Spark shall offer one-on-one appointments.

Spark shall admit all students who submit a complete enrollment application and wish to enroll in the school subject only to capacity. See **Attachment 27**: Enrollment and Admission Procedures.

Spark will not require parent or family participation, but will encourage parental participation. Parent and/or family inability, unwillingness, and/or failure to volunteer or participate in Spark or its educational program shall not serve as a basis for admission, denial of admission, continued enrollment, or any form of discipline.

Public Random Drawing

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. If the number of students applying for any grade exceeds the expected capacity for that grade, public random drawing shall be conducted for the oversubscribed grades for those applicants who submitted complete application packets during the open enrollment period. Existing students of the School are not subject to the public random drawing and are guaranteed admission in the following school year. See **Attachment 28**: Public Random Drawing Policy.

Public random drawing rules, deadlines, dates and times for the random drawing will be communicated in the enrollment applications, on the Spark website and in the school office. Public

notice for the date and time of the public drawing will also be posted once the application deadline has passed. Spark Charter School will also inform parents of all lottery applicants and all interested parties of the rules to be followed during the lottery process, location, date, and time of the lottery via mail or email at least two weeks prior to the lottery date. Parents do not have to be present at the lottery in order to participate.

Admissions preferences

Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

Year 1:

- A. Founding Families
- B. Children of full-time paid Spark staff
- C. Residents of Sunnyvale School District
- D. All other California residents

Year 2 and Subsequent Years:

- A. Founding Families
- B. Siblings of currently enrolled students
- C. Children of full-time paid Spark staff
- D. Residents of Sunnyvale School District
- E. All other California residents

Currently enrolled students are exempt.

Spark will give founders preference to no more than 10% of school enrollment.

Waitlist

A waiting list of applicants at each grade level shall be maintained to fill vacancies that occur during the school year. Applicants who were waitlisted in the previous year will be given preference within their numbered priority group in a subsequent year's lottery.

During any period of funding under PCSGP, at the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a waitlist carry over to the following school year. The wait list shall be kept by the school clerk. Applications received after the open enrollment period shall be placed on the bottom of the existing wait list. As spots become available, the office manager shall contact the applicants on the wait list in the proper priority order. Students shall have 5 working days to accept or decline the offer. If an offer is declined, then the office manager shall contact the student next on the waiting list.

ELEMENT I: FINANCIAL AUDITS

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

The Spark Board shall select an independent auditor and oversee audit requirements.

An annual audit of the books and records of Spark Charter School shall be conducted as required by Education Code Sections 47605(b)(5)(l) and 47605(m). The books and records of the School shall be kept in accordance with generally accepted accounting principles and as required by applicable law, and the audit shall employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

The Spark Board shall select an independent auditor. The auditor shall have, at a minimum, a CPA and educational institution audit experience and shall be included on the State Controllers list of approved education auditors. To the extent required under applicable federal law, the audit scope shall be expanded to include items and processes specified in applicable federal Office of Management and Budget (“OMB”) Circulars. The audit shall be conducted in accordance with the requirements described within the State Board of Education Regulations and contained in the State Controllers approved audit guide as applicable to charter schools.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor’s findings will be forwarded to the District, the Santa Clara County Superintendent of Schools, the State Controller, and to the California Department of Education by December 15th each year. Spark Charter School’s Executive Director along with the Director of Business Services will review any audit exceptions or deficiencies and report to the School Board with recommendations on how to resolve them. The Spark Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District with an anticipated deadline. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process described in this section of the Charter. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law. The independent financial audit of Spark Charter School is public record to be provided to the public upon request.

ELEMENT J: SUSPENSION/EXPULSION PROCEDURES

“The procedures by which pupils can be suspended or expelled.” - California Education Code 47605(b)(5)(J)

Spark Charter will develop and maintain a comprehensive set of student discipline policies. These policies will clearly describe Spark Charter School’s expectations regarding, among other things, attendance, mutual respect, substance abuse, violence, safety, and work habits.

Each parent/guardian will be required annually to verify that they have reviewed the policies with their student/s and that they understand the policies.

Spark Charter School’s policies will provide all students with an opportunity or due process and will be developed to conform to applicable federal law regarding students with exceptional needs. Spark Charter School will notify the District of any expulsions and will include suspension and expulsion data in its annual performance report.

Spark Charter School acknowledges the responsibility of each student, parent, volunteer, faculty, staff, and administrator to contribute to the well-being of the community by demonstrating responsibility and accountability for individual and group actions. It is Spark Charter School’s goal to enhance the quality of relationships, the quality of learning, and the quality of the community through shared responsibility.

Parent and/or family inability, unwillingness, and/or failure to volunteer or participate in Spark or its educational program shall not serve as a basis for student discipline, including but not limited to suspension and expulsion from the Charter School.

Pupil Suspension and Expulsion Policy and Procedures

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

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School’s policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

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.

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

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

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504, the IDEA, and all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. The Charter School shall notify the District of the suspension of any student identified under the IDEA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504 and work with the District to ensure that all applicable laws related to discipline for students with be provided with the procedural protections as outlined below in this policy.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the School or at any other school or a School sponsored event at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force of violence upon the person of another, except self-defense.

- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage, or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an

immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened, or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including but not limited to, bullying committed by means of an electronic act (defined as the transmission of a communication, including but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager) directed specifically toward a pupil or school personnel. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - 1. Placing a reasonable student (defined as a student, including but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - 2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - 3. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - 4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
3. Discretionary Expellable Offenses: Students may be expelled for any of the following acts when it is determined the pupil:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force of violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage, or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
 - l) Knowingly received stolen school property or private property.
 - m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
 - o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threaten to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened, or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including but not limited to, bullying committed by means of an electronic act (defined as the transmission of a communication, including but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager) directed specifically toward a pupil or school personnel. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 3. Causing a reasonable student to experience substantial interference with his or her academic performance.
 4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
4. Non-Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

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

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

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to:

- (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

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

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for 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 Executive Director or designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Executive Director or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

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

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

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

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the School's disciplinary rules 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.

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her

- choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
 3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
 4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
 5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
 6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
 7. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
 8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
 9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
 10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay 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 expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

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

I. Written Notice to Expel

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

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

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the District.

This notice shall include the following:

- a) The student's name
- b) The specific expellable offense committed by the student

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, the Charter School shall notify the Executive Director 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.

J. Disciplinary Records

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

K. No Right to Appeal

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

L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

M. Rehabilitation Plans

Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the School for readmission.

N. Readmission

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

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

1. Notification of District

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District for the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability who is suspended for more than ten (10) school days during a school year.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general

education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP 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:

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

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

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

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

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter school, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

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

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

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

6. Interim Alternative Educational Setting

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

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

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

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

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent has requested an evaluation of the child.
- c) The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

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

The Charter School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT K: RETIREMENT SYSTEMS

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System or federal social security.” - California Education Code Section 47605(b)(5)(K)

Should the IRS determine that charter schools may continue to participate in the State Teachers Retirement System (STRS) and the Public Employees’ Retirement System (“PERS”), all certificated employees of Spark Charter School shall participate in the State Teachers Retirement System (“STRS”). Employees changing from employment covered by PERS may choose to continue to be covered by PERS or to elect participation in STRS. In the interim, or in the case that the IRS decision is not affirmative, Spark will participate in another retirement or reciprocal program. Non-certificated staff will participate in the federal social security system and will have access to other school-sponsored retirement plans, such as 401k and 403b programs) according to policies adopted by the Spark Board of Directors.

Spark Charter School shall make all employer contributions as required by STRS, PERS, or Social Security, as applicable. The Director of Business Services shall be responsible for ensuring that appropriate arrangements for retirement coverage have been made. The County will cooperate as necessary to forward any required payroll deductions and related data to STRS and PERS. Spark Charter School shall also make contributions for workers compensation insurance, unemployment insurance, and any other payroll obligations of an employer.

Spark will also offer leadership and professional development opportunities for teachers and staff.

ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools” - California Education Code 47605(b)(5)(L)

No pupil shall be required to attend Spark Charter School. Each student enrolled at Spark Charter will be informed on admissions forms that the student has no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in Spark Charter, except to the extent that such a right is extended by the local education agency. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District’s intra and inter-district transfer policies. Parents/guardians of each student enrolled in the charter school will be informed that enrollment in the charter provides no right to enrollment in any other school in the district, except to the extent that such right is extended by existing policy.

ELEMENT M: 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” - California Education Code Section 47605(b)(5)(M)

No public school employee shall be required to work at Spark Charter School. Job applicants for positions at Spark Charter School will be considered through an open process, and if hired, will be individually contracted as approved by the Board.

Employees of the District who choose to leave the employment of the District to work at Spark Charter School will have no automatic rights of return to the District after employment by Spark Charter School unless specifically granted by the District through a leave of absence or other agreement.

Charter School employees shall have any right upon leaving the District to work in Spark Charter School that the District may specify, any rights of return to employment in a school district after employment in Spark Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

ELEMENT N: DISPUTE RESOLUTION

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” - California Education Code Section 47605(b)(5)(N)

Charter School/Chartering Authority Dispute Resolution

The Spark Board and the District agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. All parties shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

The intent of this dispute resolution process is to:

- Resolve disputes within the school pursuant to the school’s policies.
- Minimize oversight burden on the District.
- Ensure a fair and timely resolution to disputes.
- Frame a charter renewal process and timeline so as to avoid disputes regarding renewal.

Disputes Arising From Within the School

Disputes arising from within Spark Charter School, including all disputes between students, staff, parents, volunteers, advisors, partner organizations, and governing board members shall be resolved pursuant to the policies and processes developed by the School.

The District shall not intervene in any such internal disputes without the consent of the Board of Spark Charter and shall refer any complaints or reports regarding such disputes to the Board or the Executive Director of Spark Charter Schools for resolution pursuant to the school’s policies. The District agrees not to intervene or become involved in an internal dispute unless the dispute has given the District reasonable cause to believe that a violation of this charter or laws or issues of student health or safety have occurred, or unless the Board of the School has requested the District to intervene in the dispute.

Should any section of this element pertaining to resolving disputes, be in conflict District policies or desired protocols, then the charter is amenable to altering said areas through the Memorandum of Understanding process to be mutually agreed upon

Disputes Between the School and the District

In the event of a dispute between Spark Charter School and the District, the Board of the School and the District agree to first frame the issue in writing and refer the issue to a District representative and the Executive Director of Spark Charter School. The written notification must identify the nature of the dispute and any supporting facts and the proposed resolution. In the event that the District believes that the dispute relates to an issue that could lead to the revocation of the charter under California Education Code Section 47607, this shall be specifically noted in the written dispute statement. Both parties will not make public comment during this process. If the district believes that

the issue could result in revocation that should be noted in this notice, but participation in the dispute resolution procedures as outlined shall not be interpreted to impede or as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607

The Executive Director and the District representative shall informally meet and confer in a timely fashion (1-2 weeks) to attempt to resolve the dispute. In the event that this first meeting fails to resolve the dispute, a second meeting shall be held within 3-6 weeks from the date of Notice- or as mutually agreed upon. For this second meeting, both parties shall identify two members from their respective Boards who shall jointly meet with the District representative, the Executive Director of Spark Charter Schools, and/or a mutually agreed upon non-binding arbitrator /mediator. Mediation shall occur before a mutually agreeable mediator who is skilled in the interest-based approach to mediating disputes in the public school setting. The format of the mediation session shall be developed jointly by the District representative and the Executive Director, and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. Each party shall bear its own costs and expenses related to the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Any recommendations of the mediator shall be non-binding, unless the Board of Spark Charter School and the District jointly agree to bind themselves.

If mediation is not successful, then the parties agree to settle the controversy, claim, or dispute by arbitration conducted by a single arbitrator in accordance with the rules or guidelines of the American Arbitration Association. The arbitrator must be an active member of the California State Bar or a retired judge of the state or federal judiciary of California. Each party shall bear its own costs and expenses. However, any party who fails or refuses to submit to mediation shall bear all costs and expenses incurred by such other party in connection with arbitration of any controversy, claim, or dispute.

ELEMENT O: EMPLOYEE RELATIONS

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code).” -California Education Code Section 47605(b)(5)(O)

Spark Charter School is the exclusive public school employer of the employees of Spark Charter School for the purpose of the Education Employment Relations Act (“EERA”). Spark Charter School shall comply with the EERA. Spark Charter School understands the rights of employees to unionize and will not impede on those rights.

ELEMENT P: CLOSURE PROTOCOL

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

The following procedures shall apply in the event Spark Charter School closes. The following procedures apply regardless of the reason for closure.

Closure of the School shall be documented by official action of the Spark Board. The action shall identify the reason for closure and shall delegate to the Executive Director the responsibility to manage the closure-related activities and dissolution process.

Should Spark Charter School close, the following procedures will be followed to ensure an orderly closing of the school:

- 1) Notification of the closure of Spark Charter School within 10 days to parents/guardians of students, students, the District, SCCOE, Spark Charter School’s SELPA, the State Teachers Retirement System, the Public Employees Retirement System, or any other qualified retirement system in which the school’s employees participate, and the California Department of Education, providing at least the following:
 - (a) The effective date of the closure;
 - (b) The name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure;
 - (c) The students’ school districts of residence; and
 - (d) The manner in which parents/guardians and students may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements.
- 2) Provision of a list of students in each grade level and the classes they have completed, together with information on the students’ districts of residence, to the responsible entity.
- 3) All academic reporting shall be completed and submitted to the responsible entity.
- 4) As applicable, Spark Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. Transfer and maintenance of all student records, all state assessment results, and any special education records to the custody of responsible entity, except for records and/or assessment results that the charter may require to be transferred to a different entity. Parents will be notified of placement options for their student(s). Employees will be notified of their rights for reemployment.
- 5) All transfers of student records shall be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”), 20 U.S.C. §1232g. 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. Spark Charter School will ask the District to store original records of Charter School students. All records of

the Charter School shall be transferred to the District upon Spark Charter School's closure. If the District will not or cannot store the records, Spark Charter School shall work with the County to determine a suitable alternative location for storage.

- 6) Completion of an independent final audit within six months after the closure of the school that may function as the annual audit. Spark will pay for the final audit. The audit shall be prepared by a State-Controller-approved firm and qualified Certified Public Accountant selected by the Spark Charter School Board and shall be provided to the District promptly upon completion. It shall include at least the following:
 - (a) An accounting of all financial assets, including cash and accounts receivable, and an inventory of property, equipment, and other items of material value.
 - (b) 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.
 - (c) An assessment of the disposition of any restricted funds received by or due to Spark Charter School.

- 6) Disposal of any net assets remaining after all liabilities of Spark Charter School have been paid or otherwise addressed, including but not limited to, the following:
 - (a) Any assets acquired from the District or District property will be promptly returned upon Spark Charter School's closure to the District.
 - (b) The 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.
 - (c) The return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

- 7) Completion and filing of any annual reports required pursuant to Education Code section 47604.33.

- 8) Identification of funding for the activities identified in sections 1) through 8) above.

On closure of Spark Charter School, all assets of Spark Charter School, including, but not limited to, all leaseholds, tangible and intangible personal property, and all ADA apportionments and other revenues generated by students attending the school, remain the sole property of the corporation and shall be distributed in accordance with Spark Charter School's articles of incorporation and applicable law upon dissolution of Spark Charter School. On closure, Spark Charter School shall remain solely responsible for satisfaction of all liabilities arising from the operation of the school.

As Spark Charter School is organized as a nonprofit public benefit corporation under California law, the Board shall follow the provisions set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation, and shall file all necessary filings with the appropriate state and federal agencies.

Additional policies and procedures will be determined as needed by the Spark Board based on the needs of the school and the District.

REQUIRED SUPPLEMENTAL INFORMATION

“The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be utilized by the school, the manner in which administrative services of the school are to be provided, and potential civil liability effects, if any, upon the school and upon the school district” - Education Code 47605(g)

Financial Plan

The founding team of Spark Charter School has developed a conservative financial plan based on the most current public funding projections for the school’s start-up and first five years of operations. The budget documents that accompany this proposal in **Attachment 27** include:

- Budget narrative.
- A start-up budget for the planning year (2014-2015) and annual operating budgets for the school’s first five years.
- Cash flows for each budget year.
- Evidence of a strong reserve fund by year 2.

Spark Charter School shall provide reports to the District as follows, and may provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
2. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of Spark Charter School’s annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
4. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all Spark Charter School’s receipts and expenditures for the preceding fiscal year.

Facilities

“The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate.” - Education Code Section 47605(g).

Classroom and ancillary space for Spark Charter School will be required to house at least 576 students in a minimum of 22 classrooms, including support and office space, for grades K–8. In addition, Spark Charter will need the use of a playground, kitchen, multipurpose room and restrooms.

For the first four years of operation, Spark’s facilities needs will change each year to accommodate growth in ADA and staffing. In the first year, Spark Charter School anticipates it will need approximately 11,850 square feet, growing to 40,800 square feet in years 4 and 5. (Calculation is based on the state standards of 75 square feet per pupil).

In the first year, Spark Charter will need six classrooms: two Kindergarten classrooms, one classroom each for first and second grades, one classroom for a combination third/fourth grade, and one for a combination fourth/fifth grade class. In year two, Spark will need 11 classrooms: three Kindergarten classrooms, two first grade, one classroom each for second through fifth grades, and two sixth grade classrooms. Spark will need 15 classrooms in year three, 19 in year four, 21 in year five, and 22 in year 6.

Spark Charter School shall be located within the boundaries of the Sunnyvale School District.

Spark Charter School requires a fully equipped, contiguous school site to successfully and safely operate its program under this charter. Spark Charter School reserves the right to find alternative facilities, and will inform the District of changes in its facility plans.

Proposition 39

Spark Charter School has sought the support of the Sunnyvale School District in securing a district-owned facility through the annual presentation of a Proposition 39 request. This is a legal requirement for school districts to provide facilities for “in-district” students attending charter schools as provided by Education Code §47614.

The school district may charge Spark a pro-rata share (based on the ratio of space allocated by the school district to the charter divided by the total space of the district) for those district facility costs which the district pays for with unrestricted general fund revenues.

Spark Charter School may also consider leasing private facilities for the operation of the school. Should this be the case, Spark Charter School reserves the right to establish a relationship with a commercial real estate agent for the purposes of searching for and securing an alternate location within the Sunnyvale School District’s boundaries.

The school’s facilities will comply with state and local building codes, federal American Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, and will maintain on-file records documenting such compliance which will be available for inspection. A complete plan for natural disasters such as earthquakes, fire, etc., will be developed prior to the opening of the school. Spark Charter School will obtain the proper Certificate of Occupancy and any other necessary permits under local ordinances for operating a school.

Transportation

Since Spark Charter School is a school of choice, it will be the responsibility of parents/guardians to provide transportation of students to and from the school. Transportation will not be provided to and from school, except as required by law for students with disabilities in accordance with a student's IEP.

Food Services

Spark shall provide free and reduced-price meals in conformity with state and federal law. Spark shall [provide free and reduced-price snacks for this same cohort of students](#).

Impact on the Charter Authorizer

Spark Charter School will be a non-profit, public benefit corporation incorporated in the State of California with a 501(c)(3) designation by the IRS. Spark Charter School will make a good faith effort to keep at a minimum its impact on Sunnyvale School District or any other Authorizing Entity. The following impacts are restated here for clarity.

District Oversight

The district may collect an oversight fee, generally up to 1% of public funds, excluding funds secured by Spark Charter School on its own behalf and restricted funds designated solely for specific purposes, for the actual costs of monitoring and supervision. The operating budget reflects the minimum 1% allocation towards the Authorizing Entity.

Insurance Coverage

Spark Charter School will secure and maintain insurance which is based on the policies that other charter schools in California currently maintain. The estimate included in the budget is based on 252 students in the first year, with an increase annually that reflects the school's grown pattern until it reaches full enrollment.

Before the start of school, Spark Charter School shall obtain

- Commercial General Liability, including Fire Legal Liability
- Workers' Compensation Insurance, including Employers Liability coverage
- Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned
- Errors and Omissions
- Fidelity Bond
- Sexual Molestation and Abuse coverage
- Employment Practices Legal Liability coverage

Liability and Indemnity

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

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of Spark charter school or for claims arising from the performance of acts, errors or omissions by Spark charter school if the authority has complied with all oversight responsibilities required by law. Spark Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District requested protocol to ensure the District shall not be liable for the operation of Spark Charter School. Spark agrees, at its own expense, to hold harmless and indemnify the District from and against any and all claims, demands, actions, debts, judgments, damages, and liabilities, including attorney's fees, arising from or relating to any acts, errors, omissions, debts or obligations of Spark. The corporate bylaws of Spark Charter School shall provide for indemnification of Spark Charter School's Board, officers, agents, and employees, and Spark Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the District and Spark Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of Spark Charter School.

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

Process and Policies between the School and the County

In accordance with Education Code Section 47613, the County may charge for the actual costs of supervisorial oversight not to exceed 1 percent of the revenue of Spark Charter School to be increased to 3 percent of the revenue of the charter school if the charter school is able to obtain substantially rent free facilities from the chartering agency. "Revenue" is defined in accordance with Education Code Section 47613(f) as the general purpose entitlement and categorical block grant, as defined in Education Code Section 47632(a) and (b).

"Supervisorial oversight," as used in Education Code Section 47613 and Education Code Section 47604.32, shall include the following:

- All activities related to the Charter revocation and renewal and processes as described in Section 47607.
- Activities relating to monitoring the performance and compliance of Spark Charter School with respect to the terms of its Charter, related agreements, and all applicable laws.
- Participating in the dispute resolution process described in the Charter.
- Review and timely response to Spark Charter School's Annual Independent Fiscal and Performance Audit.

- Identify at least one Staff member as a contact person for Spark Charter School.
- Visit Spark Charter School at least annually.
- Monitor the fiscal condition of Spark Charter School.
- Provide timely notification to the California Department of Education if any of the following circumstances occur:
 - A renewal of the charter is granted or denied.
 - The charter is revoked.
 - Spark Charter School will cease operation for any reason.

Memorandum of Understanding Regarding Charter School Oversight and Operations

Spark shall execute a mutually agreed upon ([Memorandum of Understanding](#)) MOU with the District. The failure to meet the conditions set forth in the MOU may form a basis for the District's initiation of the process for revocation of the charter as described in Education Code Section 47607(c) if the failure qualifies as a basis for revocation pursuant to Education Code Section 47607(c).

Charter Replication

The Spark Charter School's charter replication is requested for five years. During that period, Spark Charter School is responsible for demonstrating progress and meeting the goals of the Charter. Spark Charter School may present a petition to renew or amend the Charter at any time and the County agrees to respond to such petitions pursuant to the process and timelines specified in Education Code Section 47605 and Education Code Section 47607 or its successors. Each Charter renewal shall be for a period of five years or longer as allowed by law. The progress and accomplishments of Spark Charter School shall be measured according to the criteria specified in the sections of the California Education Code on school performance.

Administrative Services

"The manner in which administrative services of the school are to be provided." - Education Code Section 47605(g).

Spark Charter School anticipates that it will provide or procure most of its own administrative services. These will be in place upon the beginning of staff employment in the spring of 2014. When appropriate, Spark will contract with appropriately qualified and/or credentialed outside providers to provide administrative services as necessary generally in a competitive bidding process.

One of the largest costs in the budget is for Administrative Services (see partial list below). We are looking for experience business partners to work with. EdTec, a business and development company specializing in charter schools, created our budget for this petition. They are endorsed by the California Charter School Association, of which Spark Charter School is a member. We will consider them as a good alternative in providing services to us to support our mission.

Another alternative is that administrative services are to be provided by the Sunnyvale School District. We would like to work as closely as possible where it makes sense (scales of economy) and in various ways which helps give each party a long-term comfort factor.

These administrative services could include but are not limited to the following:

- Accounting and payroll management, including reporting requirements.
- Accounts payable.
- Cash flow management.
- Securing and managing loans.
- Developing best practices for school safety and other school procedures.
- Food services.
- Student health and human services, including access to school mental health and suicide prevention.
- services, support from crisis team, and access to audiology services.
- Fingerprinting and criminal record processing.
- Processing of emergency credentials.
- Bilingual fluency testing.
- Non-stock requisition processing.

- Rubbish disposal.
- District purchasing contracts.
- Environmental health/safety consultation.
- Field trip transportation.
- School mail.
- Student information system.
- Food services.
- Risk management.
- Attendance accounting.

CONCLUSION

By approving this charter, the Sunnyvale School District will be fulfilling the intent of the California Charter Schools Act of 1992, which encourages the development of charter schools to improve student learning, create new professional opportunities for teachers, and provide students and parents with more educational choices. It will also be following the directive of the law to encourage the creation of charter schools. The petitioners are eager to work independently, yet cooperatively, with the district to establish a high bar for what a charter school can and should be and to address our common goal – meeting the educational and social needs of the students in our community. To this end, the petitioners pledge to work cooperatively with the district to resolve any concerns it might have about this proposal. We respectfully ask for the Sunnyvale School District's approval of a five year term, to begin operation in the Fall of 2014.

ENDNOTES

¹ Rockoff W., and Lockwood B., *Stuck in the Middle*, *Education Next*, Fall 2010/Vol 10., No. 4.

² National Governors Association Center for Best Practices, Council of Chief State School Officers, *Common Core State Standards*, Washington D.C., 2010

³ “One of the hallmarks of the new science of learning is its emphasis on learning with understanding,” says *How People Learn Brain, Mind, Experience, and School*, a report by the National Research Council. “The new science of learning does not deny that facts are important for thinking and problem solving ... However, the research also shows clearly that “usable knowledge” is not the same as a mere list of disconnected facts. Experts’ knowledge is connected and organized around important concepts (e.g., Newton’s second law of motion); it is “conditionalized” to specify the contexts in which it is applicable; it supports understanding and transfer (to other contexts) rather than only the ability to remember. The student who has learned geographical information for the Americas in a conceptual framework approaches the task of learning the geography of another part of the globe with questions, ideas, and expectations that help guide acquisition of the new information. Understanding the geographical importance of the Mississippi River sets the stage for the student’s understanding of the geographical importance of the Nile. And as concepts are reinforced, the student will transfer learning beyond the classroom, observing and inquiring, for example, about the geographic features of a visited city that help explain its location and size.” *How People Learn: Brain, Mind, Experience, and School*, by the National Research Council, Expanded Edition (2000)

⁴ Strobel, J. and Barneveld, A., When is PBL More Effective? A Meta-analysis Comparing PBL to Conventional Classrooms, *The Inter-disciplinary Journal of Problem-Based Learning*, volume 3, no. 1, Spring 2009

⁵ *The Impact of Enhancing Students’ Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions*, by Joseph Durlak, Roger Weissberg, Allison Dymnicki, Rebecca Taylor, Kriston Schellinger, *Child Development*, Special issue: Raising Healthy Children, January/February 2011, pages 405-432

⁶ Urban African-American middle school science students: Does standards-based teaching make a difference?, by Jane Butler Kahle, Judith Meece, and Kathryn Scantlebury, *Journal of Research in Science Teaching*, Volume 37, Issue 9, pages 1019–1041, November 2000

⁷ The Relative Effects and Equity of Inquiry-Based and Commonplace Science Teaching on Students’ Knowledge, Reasoning and Argumentation, by Christopher Wilson, Joseph Taylor, Susan Kowalaski, and Janet Carlson, *Journal of Research in Science Teaching*, Volume 47, pages 276-301, 2010.

⁸ *Stuck in the Middle: Impacts of Grade Configuration in Public Schools* by Jonah E. Rockoff, and Benjamin B. Lockwood, *Columbia Business School*, June, 2010; *The Impact of Alternative Grade Configurations on Student Outcomes through Middle and High School* by Guido Schwerdt and Martin West, *Harvard Kennedy School*, July, 2011.

⁹ *Diverse Charter Schools: Can Racial and Socioeconomic Integration Promote Better Outcomes for Students?* by Richard D. Kahlenberg and Halley Potter, May 2012, published by The Poverty & Race Research Action Council and The Century Foundation.

¹⁰ *The Forgotten Middle: Ensuring that All Students are On Target for College and Career Readiness before High School*, published by ACT, 2008.

¹¹ Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D. and Schellinger, K. B. (2011), *The Impact of Enhancing Students’ Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions*. *Child Development*, 82: 405–432. doi: 10.1111/j.1467-8624.2010.01564.x

¹² *Changing Children’s Trajectories of Development: Two-Year Evidence for the Effectiveness of a School-Based Approach to Violence Prevention*, J. Lawrence Aber • Sara Pedersen • Joshua L. Brown Stephanie M. Jones • Elizabeth T. Gershoff December also performed significantly better on standardized academic achievement tests than other children.

¹³ AAAS, Science for All Americans Online, <http://www.project2061.org/publications/sfaa/online/chap13.htm>

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- ¹⁴ Penn AA, Shatz CJ, *Brain waves and brain wiring: the role of endogenous and sensory-driven neural activity in development. Pediatric Research.* 1999 Apr;45(4 Pt 1):447-58
- ¹⁵ *Shaping Early Childhood: Learners, Curriculum, and Contexts* (2003)
- ¹⁶ EdData
- ¹⁷ API scores were not available for one elementary school that year
- ¹⁸ *The Forgotten Middle: Ensuring that All Students are On Target for College and Career Readiness before High School*, published by ACT, 2008.
- ¹⁹ Helping English Learners Increase Achievement Through Inquiry-Based Science Instruction, Amaral, Garrison, And Klentschy, *Bilingual Research Journal*, 26:2, Summer 2002.
- ²⁰ <http://www.apa.org/education/k12/relationships.aspx>.
- ²¹ National Research Council. *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas*. Washington, DC: The National Academies Press, 2012.
- ²² The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions, Durlak, Weissberg, Dymnicki, Taylor, and Schellinger, *Child Development*, January/February, 2011, Volume 82, number 1, pages 405-432.
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- ²⁵ Young children's construction of knowledge, Dockett, S. and Perry, B. (1996) *Australian Journal of Early Childhood*, 21(4):6-11
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- ³⁵ Allington, R., & Cunningham, P. (2002). *Schools that Work: Where All Children read and Write*. Boston: Allyn and Bacon.
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- ³⁷ DiPerna, J. C., & Elliott, S. N. (1999). The development and validation of the Academic Competence Evaluation Scales. *Journal of Psychoeducational Assessment*, 17, 207-225.

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- ³⁹ Wiggins and Tighe, 2005.
- ⁴⁰ *The Bilingual Edge: Why, When and How to Teach Your Child a Second Language*, by Kendall King, Ph.D., and Alison Mackey, Ph.D.
- ⁴¹ Castelli, D. Hillman, C., Buck, S., & Erwin, H. (2007). Physical Fitness and Academic Achievement in Third and Fifth Grade Students. *Journal of Sport and Exercise Psychology*, 239-252
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SPARK CHARTER SCHOOL ATTACHMENTS

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ATTACHMENT 1: COMPLIANCE WITH THE BROWN ACT AND THE PUBLIC RECORDS ACT

Spark Charter School Compliance with the Brown Act and Public Records Act

(As required by County Board Administrative Regulations 6230 Section 2.0 subdivision (d) and subdivision (e).)

Public Records Act¹:

Spark Charter School (the “Charter School”) recognizes and shall comply with applicable requirements under the Public Records Act, California Government Code Section 6251 *et seq.*, including but not limited to the requirements to respond to requests for public records within 10 days and to provide public records within a reasonable amount of time thereafter as required by law. Additionally, Spark Charter School recognizes that Education Code Section 47604.3 requires the Charter School to promptly respond to all inquiries, including, but not limited to, inquiries regarding its financial records from the chartering authority (i.e., the County Board of Education), and the Superintendent of Public Instruction. Spark Charter School fully intends to comply with this Section as it relates to all records of the approved charter. However, it should be noted that the Charter School is cognizant of its responsibility to comply with the Family Educational Rights and Privacy Act (“FERPA”) (20 U.S.C. 1232g) under federal law and other privacy laws related to personnel records (i.e., confidential medical information, etc.).

The Brown Act²:

Spark Charter School, as a parent and community driven effort, values the input from parents and community members regarding the educational design and operation of the Charter School. Spark Charter School is committed to compliance with all applicable state and federal laws. Spark Charter School shall comply with applicable requirements of the Brown Act, Government Code 54950 *et seq.* including, but not limited to the notice requirements, the open meeting requirements, and all requirements for giving the public an opportunity to be heard.

Furthermore, Spark Charter School is committed to compliance with all state and federal laws preventing conflicts of interest.

¹ Administrative Regulation Section 6230, Section 2.0(d) states: “A description of how the charter school will facilitate the sponsoring agency’s compliance with the Public Records Act.” Petitioner is not entirely clear what the County Board intended by this section. In Board Policy 6230 Section 2.1, the sponsoring agency is defined as the school district that denied the petition. We assume, however, for purposes of the charter petition, that the County Board would like a description of how the Charter School intends to comply with the Public Records Act. As such, the following description is intended to outline how the Charter School will comply with the Public Records Act.

² Administrative Regulation Section 6230, Section 2.0(d) states: “A description of how the charter school will facilitate the sponsoring agency’s compliance with the Brown Act.” Petitioner is not entirely clear what the County Board intended by this section. In Board Policy 6230 Section 2.1, the sponsoring agency is defined as the school district that denied the petition. We assume, however, for purposes of the charter petition, that the County Board would like a description of how the Charter School intends to comply with the Brown Act. As such, the following description is intended to outline how the Charter School will comply with the Brown Act.

ATTACHMENT 2: BIOGRAPHIES AND QUALIFICATIONS

Spark Board of Directors and Founders

Laura Stuchinsky

Relevant Work Experience

- 2008-Present **Sustainability Officer**, Dept. of Transportation, City of San José. Manage a variety of projects that seek to advance the City's "green mobility" goals. Project manager for \$1.8 million Automated Transit Network feasibility study. Helped lead City's "smart" streetlight conversion effort, which included revising existing policy; gathering community input; developing adaptive lighting design guide; and negotiating with utility on the development of an adaptive streetlight pilot tariff. Spearheaded City's efforts to draw a car share operator to San José. Represented City in the development of the Bay Area Electric Vehicle (EV) Corridor proposal to the California Energy Commission. This grant and another led to the installation of 49 EV chargers in San José. Co-led launch of department's mode shift team.
- 2000-2008 **Senior Transportation & Land Use Director**, Silicon Valley Leadership Group, San José. Staffed policy committees, analyzed proposed legislation, helped draft bills, organized conferences and developed programs to further organization's policy goals. Spoke on behalf of organization at legislative hearings, public forums, and to the media.
- 1997 - 2000 **Communications Officer**, Association of Bay Area Governments (ABAG), Oakland, CA. Liaison to ABAG's regional planning department. Assisted in strategizing program and educational initiatives that sought to positively influence local policy-makers on regional growth policies. Wrote and produced publications, press releases, op-eds and videos.
- 1997 **Policy Aide**, California Telecommunication Policy Forum, Los Altos, CA. Wrote policy papers analyzing impact on consumers of then-proposed merger of Pacific Telesis and SBC Communications and on legislative efforts to integrate information technology into California's public schools
- 1995-1996 **Research and Special Projects Reporter**, *Metro*, Metro Publishing, San José, CA.
- 1992-1995 **News Editor/Reporter**, *Saratoga News*, Metro Publishing, San José, CA.
- 1987-1991 **Freelance Associate Producer and Feature News Writer**, San Francisco Bay Area
- 1984-1985 **Cooperative Housing Developer**, Reach Community Development Corp., Portland, OR.
- 1983-1984 **Congressional Aide**, Congressman (now Senator) Ron Wyden, Portland, OR.

Education

- 1987 Masters of Arts, Communication, Stanford University, Palo Alto, CA.
- 1980 Bachelor of Arts, Community Development, Beacon College, Boston, MA.

Volunteer

- 2010-2013 Founding Board member, Fairwood Explorer Program, Sunnyvale School District, CA.
- 2001-2008 Citizens Advisory/Measure A Watchdog Committee, Santa Clara Valley Transportation Authority

Gigi Carnunungan

Objective

Develop and teach innovative strategies in the field of education, interactive and socially-oriented learning design, technology integration, and entrepreneurship.

Skills

Building Media and Education Organizations	Curriculum Design	K-14 Education Applications of Digital Media
Education and Media Program Design and Management	Teacher Training	Web-based Media and Animation Production
Partnerships & Fundraising	Teaching K-12	Design Thinking and Entrepreneurship

Experience

Mynerals. 2013-present

CEO, Co-Founder

Developed summer academic enrichment camp vision for ages 9-14 year-olds and curricula, i.e., connecting learning relevant topics in science, social studies, language arts, and math to design entrepreneurship. Formulated marketing strategies resulting in student participation from 36 schools in the Bay Area. Organizing and leading an Executive Team using the lean start-up strategy.

Synapse School. 2007-2013

Vision

Formulated the vision and co-founded a K-8 lab school for gifted/talented learners based on the most recent findings about learning and the brain, educational best practices, and preparedness for the future world. The goal of the school is to create change makers by providing students a cutting-edge educational opportunity to gain the skills and knowledge that distinguishes leaders from followers.

Formulated the framework for a lab school in relation to education reform. The value of Synapse School will be felt beyond its facilities. It will create the framework and curriculum to inspire education reform based on the interaction of research and innovation with hands-on classroom practice.

Parents, inspired by my teaching their children in Helios School, requested that I start a school. Parents were willing to invest in my vision and pedagogy because it turned their children from disinterested and frustrated students to passionate and persevering learners.

Entrepreneurship and Organization

Built a K-8 lab school from a garage in Palo Alto to a 22,000 square foot loft in Menlo Park. Developed the financial model of the school, identified annual target enrollment numbers, budget allocations, and key areas for growth.

Generated parent donations (in addition to the tuition of \$20,000/year): year 1- \$60,000, year 2: \$90,000, year 3: \$120,000, and year 4: \$350,000. *Parents were willing to give based on the everyday results of the curriculum, as demonstrated in the excitement of children towards the school as well as the vision of the lab school as a creative sanctuary for brain-based learning strategies.*

The total revenue of the school with 60 students in year 4 is \$1.6 million. This year Synapse has 90 students and will reach its maximum capacity by next school year with 120 students.

Organized class schedules for K-8 grades levels based on the curricular framework. At Synapse, students

learn three hours of science on Mondays, 3 hours of social studies on Tuesdays, math on Wednesdays, and language arts on Thursdays. With three hours, using the Helical Model, students are able to deepen their level of understanding of themes and topics.

Conceptualized and led the annual transformation of the school into an interactive science-learning lab in partnership with IDEO. The annual labs included student interpretations of the works of eminent scientists including Galileo, Leonardo da Vinci, and Thomas Edison. This year, the school celebrates Rosalind Franklin with all grade levels (K-8) focusing science learning on molecular biology.

Pedagogy

Designed the Helical Model: An inventive pedagogy for academic learning anchored to the most recent neuroscience findings on learning and the brain and the competitive global landscape of 21st century society.

The Helical Model creates a proactive learning environment that nurtures young learners' abilities to achieve higher levels of comprehension. It addresses what students' need to succeed in their future careers in a competitive, dynamic and unpredictable global economy. Through this model, students engage in hands-on projects predicated on the use of information in analytical and creative applications.

Furthermore, the Helical Model guides students in transforming knowledge into real-world projects. Theoretical concepts in the form of hypotheses or social theories as well as creative visions, are grounded in the experience of innovation and creation. Students are exposed to and engage in educational environments that simulate how practitioners and innovators engage in continuous learning in the real world.

Led the development of inquiry-based and project-based curricula for K-8 and collaborated with teachers in the formulation of weekly lesson plans in science, social studies, language arts, visual and performing arts.

Developed a K-8 scope and sequence for math based on new national core standards and best practices presented in Singapore Math and Math Solutions

Published quarterly newsletters for parents about the goals and components of an innovative learning ecosystem, curricular foci, and learning theories that guide the lessons and activities of their children.

Led a team of specialists in developing and implementing curricula in the following fields: Electricity and modern day applications of Thomas Edison's inventions; K-8 lessons on molecular biology; and computational thinking.

Training

Developed and led teacher-training programs, which include integration of big and bold ideas and questions; addressing multiple learning styles in classroom settings; teaching to students strengths; and building emotional intelligence competencies. Trainings include the following topics:

- Creating an inventive curriculum and building the 21st century learning ecosystem
- Integrating curiosity, scientific thinking, and imagination in science lessons
- Extending science, social studies, and math learning through computational thinking
- Teaching strategies that define teachers as leader-facilitators of knowledge and skills learning.
- Anchoring neuroscience and learning in the design of science, social studies, math, and language arts lessons for K-8 students
- Connecting science and social studies topics to real-world applications
- Scaffolding lessons towards analytical and inventive thinking activities

Coached and collaborated with teachers as ways to teach strategies while teaching in the classroom.

Provided teachers with resources (books, articles, videos, games, etc.) that can enrich their classroom

2

practice.

Menlo Atherton High School, Language Arts Teacher, 2000–2002

Taught students who were bused-in from East Palo Alto to MA High School. Most of the students belonged to gangs. Developed a hands-on curriculum where students learned English through multimedia production, original theater production, and poetry, and raised achievement levels within a year.

Our Turf, Founder, 1998–1999

Created Ourturf.com, an online portal by teens for teens. Provided teens with multiple destinations to express themselves, connect with other teens, and develop their passions. Generated 500,000 hits in the first month. Within six months, trained 500 high school students in e-publishing, e-commerce, HTML, and digital design. Elected best education website by Intel Philippines and HP Asia. See <http://www.youtube.com/watch?v=7PQExy8url>

Conceptualized, organized, and led the development of a creative technology after-school program for high school students in Manila, Philippines. Organized and supervised a professional web development team, developed role descriptions, and a timeline of submissions. Organized, supervised, and trained teams of teenagers who organized and facilitated teen weekend training programs on e-publishing, e-commerce, HTML, and digital design. Raised \$450,000 in seed funding for the start-up.

Various other roles, accomplishments, and honors

2007 Innovation in education award from the Philippine-American Society

2005 Co-founder Multipleminds Educational Foundation, a digital media and learning organization www.multipleminds.org

2004 Awarded and completed a grant for a professional development program to produce a manual and train ninety teachers in New Mexico. The program was called *Learning science and tech through the production of documentary movies*.

2003-2004 Wrote and published "Digital Media in the Classroom," garnered 5 stars at amazon.com

2001-2005 Teacher: Digital Media Academy, Stanford University

2000-2004 Adobe Education Leader

2003-2004 Curriculum Design for a Training Manual for Pinnacle Systems

1996-2001 Co-founder and Managing Director of Powerplay Interactive Inc.

1994-1995 Director, Multimedia Production Center, Philippine Women's University

1994 Instructor for Undergraduate and Graduate course on Theater, Ateneo University

1993-1996 Co-founder, Executive Producer, Animasia Studios

1990-1994 Exchange Faculty at the Division of International Development and Department of Drama at the University of Calgary, Alberta Canada

1989-1990 Director for Training, Economic District Management Systems – Foundation for Community Management Technology

1983-1987 Course Designer and Faculty, Sta. Scholastica's College

1982-1987 Program Director, Central Institute of Theater Arts in Southeast Asia

Education

M.A. Education 2006, New Mexico Highlands University

B.A. Southeast Asian Studies 1983, University of the Philippines

Alexandra Zdravkovic

SKILLS

- Project and team management
- Children group leader (Destination Imagination team leader, ski teacher, summer camp leader)
- Non-profit organization board member
- Technical adult training
- Proficient in English, French, German

EXPERIENCE

2004-present While raising two children at home:

- Increased student attendance and lead facility improvement projects at Sunnyvale Parent Preschool while serving as a Board member
- Helped build an active community in and outside of the classroom as well as an organizational board structure while serving as a board member and board chair of the governing council at Fairwood Elementary School Explorer program
- Substitute teacher for elementary school in regular and special education classrooms

2001-2004

Product Manager at Cyra Technologies, San Ramon, CA

- Coordination and management for entire product development cycle
- Managed small group of application engineers
- Researched market for obtaining optimal marketable product line range
- Coordinated Product Marketing
- Conducted training seminars for sales force and key customers
- Created, marketed, and monitored product accessories line with outside vendors

1998-2001

Product Manager at Leica Goesystems, Heerbrugg, Switzerland

- Coordination and management for entire product development cycle
- Researched market for obtaining optimal marketable product line range
- Lead constant assessment and estimation of product application requirements
- Participated in overall product strategic planning
- Performed project management for all tasks related to product testing, marketing, training, and lifecycle
- Conducted training seminars for worldwide sales regions

PREVIOUS EXPERIENCE

1996-1998 Applications Engineer at Leica Goesystems, Heerbrugg, Switzerland

1995-1996 Assistant at the Swiss National Institute for Topography

1994-1995 Professor Assistant at the geodesy department at the Swiss Federal Institute of Technology in Lausanne, Switzerland (EPFL)

EDUCATION

Masters of engineering, Swiss Federal Institute of Technology (EPFL)

Coursework for masters of Business and Engineering, business school St Gallen, CH (FHS)

Christine Hankermeyer-Hernandez

PROFESSIONAL EXPERIENCE

- 2005-Present **Quality Supervisor**
Skeletal Kinetics, Cupertino, CA
- Supervise small group of Quality Technicians
 - Prepare for and participate in FDA and ISO audits
 - Handle all customer product complaints from start to finish, including Verification, Regulatory Reporting, Investigation, and Corrective Action implementation
 - Write all department-related test protocols, SOPs, and validation reports
 - Process all employee training records
 - Perform Internal Audits
- 1999-2005 **Senior Chemist**
Corazon Technologies, Menlo Park, CA
- Second employee of a start-up medical device company
 - Performed vast array of duties to establish company and built chem lab from ground up
 - Co-invented inorganic chemical solution to treat calcific cardiovascular disease
 - Published two research articles for the company, as well as wrote dozens of research reports
- 1998-1999 **Chemist**
Sequoia Analytical Labs, Redwood City, CA
- Performed organic solvent extractions of soil and water samples.
 - Analyzed trace organic pollutants in soil, water, and air samples using GC.

PUBLICATIONS

- Hankermeyer CR, Ohashi KL, Delaney DC, Ross J, Constantz BR. Dissolution rates of carbonated hydroxyapatite in hydrochloric acid. *Biomaterials* 2002;23:743-750.
- Hankermeyer CR, Tjeerdema RS. Polyhydroxyalkanoates: plastics made and degraded by microorganisms. *Reviews of Environmental Contamination and Toxicology* 1999;159:1-24.
- Fulmer MT, Ison IC, Hankermeyer CR, Constantz BR, Ross J. Measurements of the solubilities and dissolution rates of several hydroxyapatites. *Biomaterials* 2002;23:751-755.

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- PATENTS** Constantz BR, Delaney D, Hankermeyer C. Methods for enhancing fluid flow through an obstructed vascular site, and systems and kits for use in practicing the same. US patent #6488671.
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EDUCATION B.S., Chemistry, December 1997
University of California, Santa Cruz
Honors in the major

AWARDS Awarded American Chemical Society's Oliver Senn scholarship based on academic excellence.

Jane Lii

Founder, Fairwood Explorer Magnet Program, Sunnyvale School District. Member of Explorer Governing Council. Received a Sunnyvale Mayor's award for public service in connection to Explorer's creation.

Former journalist, The New York Times Company and the San Jose Mercury news. Covered national and local events, including breaking news, local and national politics, crime and organized crime, immigration and immigrant issues, and the economically under-advantaged.

Spark Charter Founders

Kurt Erikson

CPA with active status and in good standing (ID Nr.: CO 29809). Enrolled Agent in good standing (Federal ID Nr. 2005-83548). Worked as an independent consultant with leadership responsibilities and as an employee in leadership positions in areas of continuous business improvement, controlling, and accounting in companies such as General Electric, Motorola, Walt Disney, and Oracle. Concepts and operational plans affected many thousands of people. University of Michigan in Ann Arbor, MI. Bachelor of Arts – Economics.

Manuel Valerio

Manuel Valerio was born in San Jose, and has been a lifelong resident of Sunnyvale. He is a first generation American of Portuguese descent and is married to Tracy Dawson Valerio. He and his wife have two school-age daughters, and an infant son. Manuel is an alumnus of the Sunnyvale Elementary School District (attended Bishop Elementary School) and graduated from Sunnyvale High School. Manuel earned a B.A. and M.A. in History from San Jose State University.

He served as an aide to State Senator Alfred E. Alquist from 1986-96, and is currently the Community Relations Manager for Fry's Electronics, Inc., in San Jose. Manuel was elected to the Sunnyvale City Council in 1995, and again in 1999. He served as Mayor of Sunnyvale in 1999. Manuel also served on the Valley Transportation Board of Directors from 1996-2003, and was Board Chair in 2001. Manuel is a 1995 graduate of Leadership Sunnyvale and a former Board Member of that organization. He served on the Board of Directors for Sunnyvale Community Services (SCS) from 2006-12, and was the SCS Board President for 2011-12.

Fry's Community Relations Manager

Manuel has been an Associate at Fry's Electronics since 1998. Working closely with the Fry's Partners and senior level management, he manages and coordinates the firm's charitable contributions to non-profit organizations nationwide. His duties include interaction with news media pertaining to Fry's Electronics, and he coordinates communication and activities with elected officials at all levels of government.

Gayatri Chandramohan

Gayatri Chandramohan has a MA in Educational Technology from A&M University in Texas and a BA in Education from Annamalai University in Madras, India and a B.A. in Corporate Secretaryship from Madras University in Madras, India. She currently works as a Learning Program Manager in the Storage Technical Training Group at Hewlett Packard. She is the Co-Founder and Director of Creative Atmosphere, an after school enrichment center in Sunnyvale California for elementary school children. Classes include Hindi language, cooking, fusion dance, public speaking, science and more. When she was living in India, she was the co-founder and director of Anand Vidyashram School, an English Elementary school in the outskirts of a metropolitan city in South India to cater to under-privileged non-English speaking children

Tracy Dawson Valerio

Tracy Valerio has a MS in Counseling from California State University, Sacramento and a BA in Psychology from California State University, Sacramento. She is also a Licensed Marriage and Family Therapist. She currently operates her own business as a professional image and beauty consultant. Prior to this, she worked as a human resources manager for Ambitech International – Hunter Operations, Incorporated and as a Mental Health Program Coordinator and a Community Liaison / Trainer / Senior Mental Health Counselor for the Department of Health and Human Services, County of Sacramento, Sacramento, California. She is a mother of three children.

Jeeta Shah Gandhi

Jeeta Shah Gandhi has a B.S.E. in Computer Science and Engineering, from the University of Pennsylvania and a degree in Operations and Information Management from the Wharton School of the University of Pennsylvania. She currently works as a Sales Operations Manager for Meraki, Inc., and as a Entrepreneur, Event Designer & Planner for Creative Atma. She is the mother of two children.

Mayuri Vasireddi

Mayuri Vasireddi has a MS in Electrical Engineering from Rutgers University and a BS in Electrical Engineering from Andhra University in Visakhapatnam, India. She currently works as a Senior Design Engineer at Intel Corporation in Santa Clara. She has volunteered for many years with the Association for India's Development (AID) focusing on supporting education and empowerment projects in India. In that capacity, she has organized fundraising and social awareness events, treasury management and identified projects in India focused on education and sustainable development. She volunteered in the Explorer program at Fairwood Elementary, working with children in small groups to improve their math skills and coaching students 1:1 coaching who needed a little extra attention.

Kiran Vemuri

Kiran Vemuri has more than 15 years experience in developing Enterprise and Consumer Electronics. He has a MS in electrical engineering from the University of Virginia and a BS in Electronic and Communications from *Osmania University* in India. He has lectured and given presentations on electrical product design at Universities and Elementary Schools and has volunteered at Association for India's development for nine years, focusing on supporting education and sustainable agriculture projects in India. He currently works for ENIMAI as a systems hardware architect.

Susannah Medley

Susannah Medley is the mother of two high-energy children in Sunnyvale. A software engineer with a degree in mathematics-computer science, and a veteran of several parent participation programs, she brings a strong foundation in STEM and real classroom experience to the Spark program. She has received training in social-emotional learning and is active in fundraising for Spark.

Einat Clarke

Einat Clarke has been a practicing attorney for 10 years and is currently serving as Child Protection Counsel at Google Inc. Prior to that, she was an Associate Attorney at Cooley LLP. Before attending Santa Clara University Law School, Ms. Clarke worked in the political arena, in the Global Public Policy department at Sun Microsystems, and on the Al Gore presidential campaign. Ms. Clarke graduated magna cum laude from The George Washington University with a degree in Political Communications.

Stacey Peralta

Stacey Peralta is originally from the Bay Area and currently resides in Sunnyvale. She is passionate about the educational future of her two children and making positive changes in her community. Over the past eight years, Ms. Peralta has been tutoring and teaching K-12 students, and lecturing at the University of Phoenix. In addition to her teaching experiences, she works at Stanford Hospital as a Clinical Laboratory Scientist. She looks forward to using her experiences and Spanish-speaking skills to help Sunnyvale parents achieve their goals for their children at Spark Charter School.

Gordana Neskovic

Gordana Neskovic is a Product Development Engineer at KLA-Tencor, Milpitas. She was born in Belgrade, Serbia, where she finished her B.S. and M.S. in Electrical Engineering, University of Belgrade. After a five-year career as Associate Software Engineer at IMP, Gordana decided it was time for a change and moved to the Bay Area to finish her Ph.D. in Electrical Engineering at Santa Clara University. In addition to pursuing her research, Georgana served as Teaching Assistant and Adjunct Lecturer at Santa Clara University. After graduation, she worked as Independent Consultant before joining KLA-Tencor as Application Engineer. She currently resides in Santa Clara with her husband Dejan and their twin daughters Zola and Lea.

Gina Han

Gina Han is a working mother of two elementary-aged boys. She has lived in Sunnyvale for 15 years, and her husband was born and raised in Sunnyvale. Both are employed in the technology industry and have masters' degrees in Business and Electrical Engineering. They love the diversity in Sunnyvale and intend to stay here.

Jag Kooner

Jag Kooner is a six-year resident of Sunnyvale. He was born in Singapore and moved to the U.S. when he was 16 to pursue higher education here. He is currently the market manager for Northern California and Nevada for Deep Eddy vodka. His wife works for the City of Mountain View Police Department. They have 1 daughter, age 6.

Jeannie Lee

Jeannie Lee is currently the Early Childhood Director at Great Exchange Covenant Church. She received her Bachelor (Marketing and Human Resource Management) and Master degree (MBA) from Hawaii Pacific University. After working 4 years in a business setting in North California and Hong Kong, she got married and followed her passion of teaching children. She started taking Child Development classes at De Anza College while working at the Los Altos United Methodist Church Children Center in Los Altos. After staying at home with her own two children for 6 years, she started working part time at her church as an Early Childhood Director, as well as volunteering regularly in her children's elementary classrooms, including becoming co-leader of the Project Cornerstone ABC program at Fairwood.

Marni McManus

Marni McManus is a mother to two children ages 2 and 7. She has a BS degree in Anthropology and a Masters degree in Archaeology. She worked on a dig in Sicily while she was working on her Bachelor's degree and lived and worked in Ireland as an Archaeologist after finishing her Masters. She is currently working on a certificate in Human Resources Management and is taking classes in Positive Discipline. She is on the community building committee for Spark.

Simon McManus

Simon McManus is a father to two children ages 2 and 7. He has a BS degree in Chemical Engineering and a post graduate diploma in Computer Science. He is currently working at Motorola Mobility as an Engineering Manager. He is also involved in the community building committee for Spark.

May Chen-Slater

May Chen-Slater has a BS/BA major in Finance and French. She has worked in the Financial Services Industry as well as in the Internet/High-Tech Industry where she was a Product Manager for Customer Service and Risk Management products. In her professional roles, May has functioned in a managerial capacity as a lead in cross-functional teams, as an informal mentor to new hires, and as a formal manager of small teams. As a mother of two, she has volunteered extensively at Parent-Participation Preschools in classroom activities and fundraising events. Her Elementary School classroom volunteer experience includes leading classroom projects in Fine Arts subjects, supporting weekly reading workshop exercises, leading classroom Clay projects as a clay docent, as well as strongly supporting and providing material for multi-cultural awareness events.

Dr. Niti Madan

Dr. Niti Madan is currently a Senior Hardware engineer at Oracle. She received her PhD in Computer Science from University of Utah in 2009. She was also an NSF Computing Innovation PostDoc Fellow from 2009-2011 at IBM T.J. Watson Research Center. She has co-authored papers in several top-tier computer architecture conferences and journals. She is an active member of the computer architecture research community and has served on conference program committees as well as publicity chair.

Shashi Guruprasad

Shashi Guruprasad is currently a Senior Technologist at AccelOps which sells computer software in the area of analytics-driven IT operations management. He has over 17 years of experience innovating in a wide variety of high technology areas across several companies. He has a Masters degree in Computer Science from the University of Utah. He is passionate about children's education especially in the development of critical thinking, analytical, and social/emotional skills.

Alyson Abrego

Alyson Abrego was born and raised on O'ahu Hawai'i where she attended a small, community-oriented public elementary and middle schools before joining Punahou, the oldest private school in the western US and alma mater of president Obama. She graduated from Santa Clara University with a Major in Marketing and a Minor in Spanish. Alyson spent part of her college years as an exchange student in Guadalajara, Mexico. After graduation she spent one year as an English teacher in Fukuoka, Japan. Alyson worked in the marketing and communications departments of high tech powerhouses like IBM, Sun Microsystems, Silicon Graphics and Adobe before she enrolled in the MBA program at the Haas School of Business at Berkeley. Alyson is married and has two children. She is an active community member and is actively involved in the fundraising efforts of educational

projects and foundations in Sunnyvale and Mountain View. Alyson is passionate about exploring the mechanisms of innovation and creativity in children.

Gustavo Abrego

Gustavo Hernandez Abrego was born and raised in Mexico City where he graduated college with a bachelor degree on Electronics Engineering. Gustavo moved to Barcelona, Spain, to pursue his PhD in Telecommunications with emphasis on Speech and Language technology. After graduation, he joined Sony Electronics' R&D department, in San Jose, where he worked in speech recognition applied to the entertainment robots AIBO and QRIO. Later, he joined Sony PlayStation to continue his R&D work on speech and language technology in video games. Recently he joined Microsoft Research, in Mountain View, to continue working on natural language understanding and conversational systems. Gustavo is married and has two children. His current research interests include implementing the computational systems to model the natural language mechanisms that enable conversational understanding.

Jugnu Ojha

Jugnu Ojha has a Ph.D. in Engineering Physics, with many years of experience in optical communications; semiconductor circuits, devices and materials; and related areas. He has worked for the Toronto Dominion Bank (Treasury), Nortel Networks, Caspian Networks, Agilent Technologies, and Avago Technologies. He holds three patents, and has authored or co-authored 27 research papers and conference presentations. His experience spans research, development, product management, marketing, strategy, business development, and management of corporate partnerships. He has served as Technical Advisor to an optical networking startup, and as a reviewer of both research grant applications and technical journal papers. Additionally, Dr. Ojha has served in a number of public governance roles, including serving on the Board of Governors, Finance Committee, Audit Committee, and Presidential Performance Review Committee of McMaster University, a premier research institution; and serving as a board member, Treasurer, and Secretary of a 200-unit Home Owners' Association. Dr. Ojha's experience in developing rigorous business cases up to hundreds of millions of dollars, brief experience developing valuation models for complex derivative securities, and life-long experience in hands-on investing have given him a high level of financial analysis and planning skills. He lives in Sunnyvale, California with his wife and two children, and is an active participant in his children's educational program.

Leah Asuncion

Leah Asuncion lives in Sunnyvale with her husband and two children. She operates a family child care center and served on the Sunnyvale childcare staff advisory board. Leah has been in the early childhood education field for nearly 10 years. She is committed to helping children under her care to have a strong foundation for happy successful lives.

Lisa Ferino

Lisa Ferino is a videographer and college lecturer in the subjects of world literature and global issues. She has also worked as a communications and events coordinator and volunteer coordinator, and has taught English to adults in France and to children in Japan.

Karilyn Loui

Karilyn Loui is a senior professional with more than 15 years of experience in the technology industry. She has worked directly with global Fortune 500 and mid-sized firms across a variety of industries. She has served in various roles in Software Development, Support, Operations, and Product Management.

Deborah Calasin Hidalgo

Deborah Calasin Hidalgo has worked as medical assistant and translator for more than 15 years with Latino families in low income clinics in the Bay Area. She has volunteered at several health fairs in different cities. She worked as a child care provider for more than 20 years with children from 5 weeks to 14 years of age and in before and after school programs. She has volunteered in her church's nursery and primary program as well as community service programs for many years. She is currently working as a manager and administrator in her father's restaurant.

Leatrice Hidalgo

Leatrice Hidalgo has worked as a child care provider for more than 17 years. She has organized youth activities for her church and has volunteered at my children's school for several years. She currently works at her family's restaurant as a cashier and at an after school program.

David O'Brien

David O'Brien grew up in Virginia. He has a MS in computer engineering. He moved to California to enroll in a Ph.D. program in Computer Security (ABI). Today he works on operating systems for a router company. He has 20 years experience in the field. He is an open source developer and an avid bicyclist. He is a parent of an active 7 year old.

Lisa Lloyd

Lisa Lloyd has an M.A. in Counseling Education, a B.A. in Psychology (minored in Women's Studies), and an A.A. and certificate in Adaptive Fitness. Her thesis was titled, "Empowered Daughters: Raising the Self-Esteem of Middle School Girls". She has ten years experience working for the Foothill-De Anza Community College District in several different capacities including: an Outreach and Retention Specialist for five years based in the Student Success Center and as an instructor teaching in the areas of Counseling, Cooperative Work Experience and Psychology. During this time she co-founded the International Student Connection, the Foothill Indian Student Association and the Peer Outreach Club. Her specialty was working with at risk populations: Middle College, re-entry, international and special education students. More recently she was the Director of Development for Northern CA for Foundation Fighting Blindness developing four fundraising Boards, coordinating 300-person symposia on retinal degenerative diseases and overseeing a major gifts program. Formerly, she was a paralegal for a general law practice in Palo Alto, an AmeriCorps National Service volunteer with Bay Area Youth Agency Consortium (where she learned about service learning projects) and served for three years on the Palo Alto YWCA's Rape Crisis Speakers Bureau. She has been 'out of the office' and at home fundraising for good causes while raising her two Indian adopted daughters, rehabilitating the second one who is blind and developmentally delayed. She and her husband have moderated a yahoo group for the blind and visually impaired since 2006 and are adoption advocates for children with special needs.

Jeff Clarke

Jeff Clarke is a Sunnyvale parent and resident with roots in the community dating back to the 1950s. A product of the Sunnyvale school system, Jeff worked as a theatre professional for 10 years before transitioning to education. Jeff has worked for Starting Arts, an organization that brings fine arts education to schools with no built-in program, and for the last 6 years has served as the Drama Specialist at Bullis Charter School in Los Altos. He lives in Sunnyvale with his wife Einat, and their two children Max and Ginger.

Masoud Javaheri

Masoud Javaheri has worked as a quality control technician for several years. Prior to that he was the owner and general manager of a café in Berkeley, California. In that capacity he managed the operations and maintenance of the café, including marketing, budgeting, hiring,

training, accounts payable and receivable. The café staff included many young people. Masoud also serves as a volunteer interpreter in the Persian community, assisting those who do not speak or write English with often confidential matters, such as medical appointment, seeking public assistance, or completing applications for citizenship and Passports. He and his wife Tooran have a four year old son.

Tooran Dehnoo

Tooran Dehnoo has more ten years experience providing eligibility- and employment-related services with the Santa Clara County Social Services Agency. She has four years experience in employment educational counseling. Prior to moving to the U.S., Tooran worked as a high school guidance counselor in Shiraz, Iran. She advised students on suitable majors and courses of study in high school based on their aptitude and goals, helped them complete college applications, and coached students in advocating for themselves with school authorities.

ATTACHMENT 3: ADVISORY BOARD AND STRATEGIC PARTNERS

Spark Advisory Board

Barbara M. Vella

~MARKETING DIRECTOR~

Outstandingly creative marketing professional with over 25 years experience producing a wide variety of marketing materials, meetings, programs and events. Exceptional project management and relationship building experience, which has contributed to numerous successful ventures. Effective communicator and public speaker, known for strategic development, messaging, as well as equally offering sound process and logistical backgrounds.

Client Relationship Management • Strategic Planning & Logistics • Team Facilitation • Art Direction & Design

Project Implementation & Management • Event Development and Planning • Budget Management

Marketing • Public Relations • Sales • Process Analysis • Association Management • Microsoft Office Suite

~ACHIEVEMENTS~

Discovery Charter School

- Received recognition from community for opening the school.
- Voted School Board President every term by Board and Administration.

Sun Microsystems

- Recognized yearly as an individual contributor, receiving numerous bonuses and “kudos” from company leadership.

~EXPERIENCE~

Stanford University, Stanford, California *2010 to Present*

Office of Development, Director –Integrated Marketing Services

- Planning and implementation of strategic marketing messages across media channels.
- Responsible for data, analytics, predictive modeling analysis for marketing guidance,
- Management of the mass media solicitations and integration for key Stanford Funds.
- Donor recognition and stewardship for The Stanford Fund.

Discovery Charter School, San Jose, California *2004 to Present*

Charter Founder and School Board President

- Successfully developed and founded public charter Kindergarten through 8th grade school.
- Sought out experts in various fields to build the founding charter group. Found individuals with law, education, human resource, and finance expertise to form non-profit educational group.
- Served as charter author, team facilitation, and association management.
- Business development including strategic, policy, budget/financial planning, and management.
- Collaborate with the city, district, and county agencies for the best interest of school and community.
- Accountable for public relations, marketing, and public speaking, as well as fundraising, planning, and implementation.

Eaglevision Productions, Inc., Campbell, California 1991 to 2010

Marketing Director

- Responsible for business development, including strategic planning and sales lead development.
- Event management for large and small marketing and special events.
- Print and tradeshow design, production, and management.
- Management of \$500 thousand marketing budget.
- Created brand image, including development of website, marketing materials, and direct mail.
- Build strong public relations for the company.

Sun Microsystems, Inc., Mountain View, California 1986 to 1991

Media and Events Marketing Manager, Marketing Communication

- Produced and managed six to nine effective product launch events per year.
- Directed sales incentives, worldwide director meetings, and managed large conferences.
- Supported and worked hand-in-hand with company's top 12 key executives.
- Supervised special projects, and project team facilitation.
- Cross function/business unit organization and management
- Monitored and managed \$8 million yearly budget.

~EDUCATION~

Bachelor of Science in Art Direction San Jose University—San Jose, California

Career Overview

Chief Executive Officer/Synchronous Education

Synchronous Education is the first and only blended learning platform that provides certificate programs and post graduate degrees from a number of U.S. colleges and universities. Partnerships with universities and foreign governmental agencies, along with the engagement of the private business sector will expand its scalable and innovative platform connection, while supporting schools' marketing and recruitment efforts.

Chief Learning Officer, EnabledWare

- Oversee and monitor the design and delivery of blended learning programs for K-20 education, encompassing an array of professional and vocational education programs, including entrepreneurial certificates, master degreed programs, post-graduate courses, English as a Second Language, and TOEFL preparation, in partnership with accredited universities and colleges.
- Advise the instructional design and product management teams with the existing and emerging needs of the K-20 space, reflecting both current research and best practice.
- In partnership with accredited universities and colleges, oversee success of learner-tailored and off-the-shelf courses, using flexible delivery methods, including class discussions, billboards, live or prerecorded streaming, and/or LMS/VLE platforms.
- Advance Synchronous Education/Clouli's goals and strategies as an effective platform to support blended learning across international borders, systems and programs.
- Strategically representing the company at professional conferences, writing articles for professional journals and participating in appropriate educational and industry organizations.

Specialties: Strategic planning, directing, facilitating, implementing, and evaluating educational programs and services, language acquisition, instructional technology, mentoring and coaching.

Chief Executive Officer **Synchronous Education**

April 2013 – Present (6 months) Silicon Valley, California

Chief Executive Officer focused on providing leadership and supporting market demands by assuring that blended learning is customized to meet the educational learning needs of entrepreneurs, healthcare professionals, and a competitive workforce.

Chief Learning Officer **EnabledWare**

July 2012 – Present (1 year 3 months) Silicon Valley, CA

Chief Learning Officer focused on learning services that direct the planning and execution of education, training and development programs to empower stakeholders and ensure that state-of-the-art technology is customized to meet the educational learning needs around the globe.

Vice President
Edison Learning

July 2009 – 2012 (3 years)

Support Edison Learning's primary focus of student achievement in schools through service delivery of all Edison Learning products by collaborating and partnering with district and charter school boards, driving consistently superior achievement gains and profitability within assigned sites. Manage client relationships as well as the operational/financial/budgetary/legal management of the schools in California.

Executive Director
Oakland Diocese, Schools Consortia

April 2008 – July 2009 (1 year 4 months)

Led a unique collaborative between public, charter and private schools within the Oakland Richmond inner city schools in California. The purpose of the consortium was to close the achievement gap for underrepresented students and secure funding for after school programs. As a result, a \$2.1M ASES grant was received.

Doctoral student
University of San Francisco

2008 – 2009 (1 year)

Full-time doctoral student completing dissertation

School Principal
Diocese of San Jose

July 1998 – August 2007 (9 years 2 months)

K-8 School Principal

Assistant Superintendent Curriculum, Instruction & Technology
Alum Rock School District

July 1996 – August 1998 (2 years 2 months)

Assistant Superintendent for K-8 Public School District, overseeing federal and state programs, teacher mentorship, bilingual education, and instructional technology.

Director
San Jose Unified School District

1994 – 1998 (4 years)

Directed a 9-school district consortium in Santa Clara County focused on bridging the gap of underrepresented students attending college. Formed collaboratives with San Jose State University's School of Engineering and secured funding from NSF and local foundations to support middle and high school math programs for both students and professional development for teachers and administrators.

Volunteer Experience & Causes

Vice President

Teatro Vision

December 2011 Civil Rights and Social Action

Teatro Visión is a Chicano/Latino theater company that celebrates culture, nurtures community and inspires vision. Its mission is to move people to feel, think and act to create a better world.

Based in San José, California, it has produced over 54 plays attended by more than 107,000 people, with performances presented in both English and Spanish languages. As a Board Member of Teatro Vision, we are proud to be playing a leading role in the evolution of Chicano/Latino Theater by presenting classics, new works and world premieres by leading Latino playwrights. Likewise, acting classes are provided for our youth.

Candelario Franco

Director, Pre-College TRiO Programs, National Hispanic University. Over 10 years administering Department of Education TRiO grants, which assist low-income first-generation students graduate from high school, apply to and enroll in college.

Prior to NHU, Candelario worked with the University of California, Office of the President and San Jose State University working with educational outreach programs. He has worked in the non-profit and education sector for more than 20 years.

David J. Neighbors

David is a partner in GALLINA LLP's Silicon Valley Tax Practice and has more than 20 years of business experience in Silicon Valley specializing in corporate and individual tax compliance and planning. David has experience in the areas of compensation planning, start-up and emerging growth issues, mergers and acquisitions, accounting for income taxes, research credits and stock option planning.

Prior to joining GALLINA, David was with KPMG Peat Marwick and Ernst and Young in San José. He works with high net worth individuals, closely held businesses, partnerships, limited liability companies, nonprofit organizations and fiduciaries. An area native, David graduated from San José State University with a Bachelor of Science degree in Business with an Accounting emphasis and a Master's degree in Taxation.

David is involved in many professional and civic organizations in the community. He is an active member of the AICPA and Past President of the Silicon Valley/San José Chapter of the California Society of Certified Public Accountants. He is a member of the adjunct faculty at San José State University's Lucas Graduate School of Business; an elected member of the Governing Board of the Berryessa Union School District; a member of the Board of Trustees for The National Hispanic University Foundation and the Beta Alpha Psi Scholarship Committee at San José State University. Additionally, he has served as an appointed member of the East Side Union High School District's Audit Committee. He regularly volunteers his time helping local non-profit organizations with their annual tax filings and has served as a board member of the Big Brothers and Sisters of Santa Clara County and Alum Rock Counseling Center.

Consultant

Alice Hawley: Teacher for 23 years, the Eel River Charter School for 20 years, Director of Student Achievement, part time administrator, author of annual SPSA, LEA documents, Special Education Liaison to the umbrella district, author of young adult novel.

Strategic Partners

California Charter Schools Association

The California Charter Schools Association (CCSA) is a professional membership organization serving more than 500 public charter schools in the State of California. The CCSA mission is to increase student achievement by strengthening and expanding public charter schools throughout California. The Association serves its membership and strengthens the charter school movement through its focus in the areas of advocacy, Leadership and Quality, Membership Services and Products.

EdTec, Inc.

EdTec delivers high-value business, charter development, educational support, and technology services - exclusively to charter schools. Since inception in 2001, EdTec has assisted more than 150 charter schools and developers, allowing school leaders and staff to focus more of their limited resources on classroom instruction and improving student achievement.

EdTec provides charter schools with the expertise they require and has the economies of scale to hire senior experienced personnel who specialize in different areas of school management and can help develop benchmarks of best practices. Their offerings include: Finance and accounting, Business Services, and Human Resources. Additional offerings include: Charter Development, Renewals & Grant Writing, Facilities Assistance, Student Information & Assessment Systems, Governance Training, and Strategic Planning.

Young, Minney & Corr, LLP

The Charter Law team of Young, Minney & Corr, LLP has been providing expert, effective, and responsive legal advice to California's charter school community since the inception of the Charter Schools Act of 1992.

They are the leader in all areas of law that are most significant to the successful development and operation of a charter school such as: labor and employee matters, student discipline, constitutional claims, facilities, finance, and nonprofit corporate issues. The firm has experience with representation before state and federal courts and administrative bodies.

Young, Minney & Corr has assisted hundreds of charter schools in the successful development and operations of charter schools. They currently represent more than half of California's charter schools, charter school associations, insurers, private schools, and businesses providing support services to schools in California.

Young, Minney & Corr emphasize a preventative approach to law by helping their clients anticipate legal difficulties, minimize exposure to legal claims and fees, and prevent operational disruptions. The legal team is well prepared to assist our charter school in every aspect of the school creation, expansion, and operation.

Technology Credit Union

Technology Credit Union has served the high tech workforce and its ecosystem in Silicon Valley and the greater Bay Area for over 50 years. It is recognized as one of the best-managed and strongest financial institutions in the country. A certified Bay Area Green Business, Tech CU is also dedicated to its local communities — providing support to a wide variety of organizations with a focus on education, environmental sustainability, philanthropy and youth wraparound services. Each year, Tech CU employees volunteer countless hours to a variety of worthy causes. Business Services include: treasury operations, payment services, credit, loans, and more.

ATTACHMENT 4: WHAT IS SELF-SCIENCE

Self-Science —so named because emotional intelligence grows from the scientific study of ourselves and our relationships— is one of the few comprehensive, developmental, and research-based curricula for creating a school-wide culture of emotional intelligence. Daniel Goleman studied Self-Science in one school and wrote an entire chapter of his best-selling book, *Emotional Intelligence*, about the concepts.

Goleman writes:

“Self-Science is a pioneer, an early harbinger of an idea that is spreading to schools coast to coast.... A list of the contents of Self-Science is an almost point-for-point match with the ingredients of emotional intelligence — and with the core skills recommended as primary prevention for the range of pitfalls threatening children.... Were he alive today, Aristotle, so concerned with emotional skillfulness, might well approve.” He also calls the program “a model for the teaching of emotional intelligence.”

Self-Science was first published in 1978 and has been used by hundreds of schools around the globe. The *Self-Science* curriculum is built around the Six Seconds Model: students develop skills in the eight EQ fundamentals that help them achieve the curriculum's three main goals: to know yourself, to choose yourself, and to give yourself.

- **Know Yourself** is building self-awareness.
- **Choose Yourself** is strengthening self-management.
- **Give Yourself** is committing to self-direction.

In pursuit of the goal to know yourself, students learn to enhance emotional literacy and how to recognize patterns of behaviors. In pursuit of the goal to choose yourself, students are taught how to apply consequential thinking, to navigate emotions, engage intrinsic motivation, and exercise optimism. In pursuit of the goal to give yourself, students increase their capacity to increase empathy and learn to make daily choices.

The Eight EQ Fundamentals

Enhance Emotional Literacy (EEL): helps students sort and name feelings, and begin to understand their causes and effects. Research suggests that naming emotions helps us calm and manage them.

Recognize Patterns (RCP): aids students in identifying thinking, feeling, and action patterns, which usually operate as an established habit. Often this system of patterns serves us well and at other times it leads us to unconsciously create the opposite of what we want.

Apply Consequential Thinking (ACT): allows students and teachers to be as spontaneous as we truly want to be, but it also allows us to delay gratification when the consequences are

undesirable and/or painful. Consequential thinking is key to evaluating and re-choosing our thoughts, feelings, and actions.

Navigate Emotions (NVE): assists children to slow the reaction process down, carefully engaging both emotion and cognition, in order to generate productive solutions. This EQ competency helps us to carefully choose how we will use the power of our feelings.

Engage Intrinsic Motivation (EIM): empowers students to tap into the part of themselves that has a longer view and find the reward within themselves. This competency frees students from a dependency on feedback from others. As students learn to get validation from inside, they create inner strength and the power to continuously grow independently.

Exercise Optimism (EOP): encourages students to see beyond the present and anticipate the future. This competency is tied to resiliency and to perseverance, two skills that most affect our ability to function despite the stresses and challenges of day-to-day life.

Increase Empathy (EMP): bolsters students' ability to recognize and respond to other people's emotions. Conscious empathy must be carefully banked and fueled through role modeling, reinforcement, and practice. Once we develop empathy on a conscious level, it becomes self-reinforcing because it answers a deep-seated need to build sustaining relationships with others. This skill is the foundation for reducing conflict and improving cooperation and collaboration.

The following graphic shows the three goals and eight competencies. The circular presentation is significant: This is a model intended for action; progress occurs when one continuously cycles through the goals.

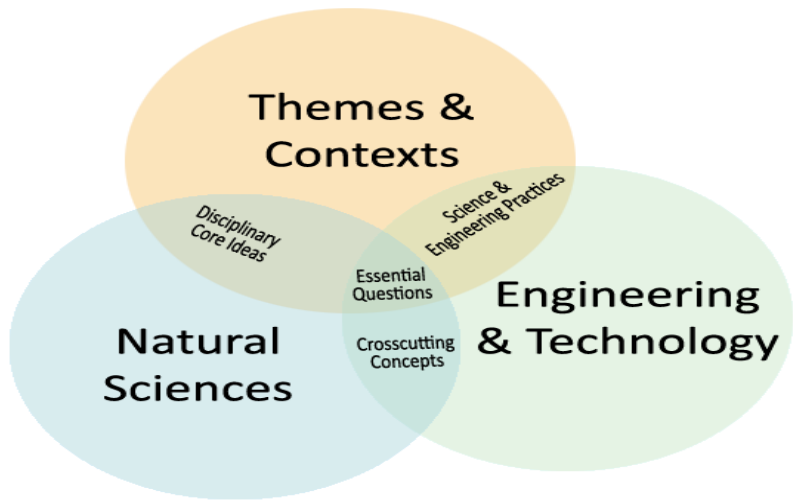
Excerpted from *Self-Science: Getting Started with Social Emotional Learning* by McCown, K.; Jensen, A.; Freedman, J.; Rideout, M.; 2010

ATTACHMENT 5: DRAFT CURRICULUM MAPS

5A: Spark Curriculum Map for Science



Science learning will involve the intersections of crosscutting concepts, disciplinary core ideas, and science and engineering practices. At the end of each Helical Model module, students will design and build projects demonstrating the intersection of the natural sciences, engineering/technology, and reflect on the impact on environment and society.





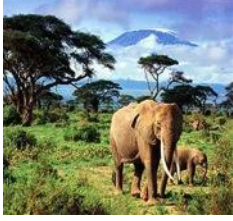


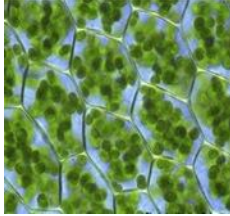
Context thematic each of the levels will deeper

and strands for grade provide and

connected understanding of scientific and engineering concepts and practices as outlined in the Next Generation Science Standards (NGSS). Themes and contexts were determined based on the academic, socio-emotional, and physical developmental levels of students in each grade level.

Themes & Contexts for Each Grade Level

Kindergarten	Grade 1
Animals we care for in our homes Turtles, fish, butterflies, etc. and their habitats	Plants and food we eat Apples, bananas, grapes, corn, sugar, beans, and potatoes, etc.
	
Grade 2	Grade 3
The Savanna & Africa	Oceans & Water Systems

	
Grade 4	Grade 5
The Amazon Forest and South America	Microbial Ecosystem
	

Students will be exposed to physics, chemistry, biology, and earth and geological sciences through simulations, games, experiments, conversations, presentations, observations, reflections, and design activities. These strategies demonstrate multimodal approaches, which will connect science to diverse learning styles, connect to students’ prior knowledge, and build community among learners.

Commencing the year of science learning with physics lays the foundation for better understanding of chemistry, which in turn will lead to more comprehension of biology. Due to the tangible nature of most introductory physics experiments, physics also lends itself well to an introduction to inquiry-based science education, where students are encouraged to probe the workings of the world in which they live

First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Physics	Chemistry	Biology	Earth, Geology, and Planetary Sciences

Physics is the foundation of the physical sciences, involving the study of matter and motion through space and time, and related concepts including energy and force. Physics provides a general analysis of nature and how the universe behaves. Topics of study in this field will involve: forces, motion, acoustics, optics, energy, electricity, and magnetism.

Chemistry is a branch of physical science but distinct from physics. Chemistry is considered the “central science” because it connects physics, geology, and biology. With new discoveries and functionalities, the definition has changed over time. Chemistry today

is the study of the composition, structure, and properties of matter, including its relationship to energy.

Biology is concerned with the study of life and living organisms, including their structure, function, growth, evolution, distribution, and taxonomy. It is based on physics and chemistry. Topics in biology include: cell structure, genetics and heredity, evolution, the definition of species, homeostasis, and consuming and transforming energy. Lessons will also touch on physiology, ecology, and environment.

Earth, Geology, and Planetary Sciences include the study of the atmosphere, hydrosphere, and biosphere, as well as the solid earth. Studies in this field will involve the integration of physics, chemistry, biology, geography, chronology and mathematics.

Resource Materials are assembled from varied sources:

Science Solutions from Pearson, Common Core Updates, Guidelines and lessons from the National Science Teachers Association (NSTA) Learning Center, the National Aeronautics and Space Administration, and the National Institutes of Health (NIH) (http://www.education.umd.edu/EDMS/mislevy/papers/ECD_overview.html),

Multiple methods of student assessment reflect the diversity of learning styles among students and the dynamic nature of learning. These include:

Class work, class discussion, and homework/homework corrections, portfolios, teacher-created tests/formative assessments, through innovation and inquiry in computing and communication (<http://padi.sri.com/>), applications of science in daily life, benchmark tests, and CA science standardized tests

The Next Generation Science Standards will guide the curriculum map and lessons

1. Science education should reflect the interconnected nature of science as it is experienced and practiced in the real world.

The vision presented in the NGSS is new in that students must be engaged at the nexus of the three dimensions:

1.1 Science and engineering practices

1.2 Crosscutting Concepts, and

1.3 Disciplinary Core Ideas

2. The focus is on deeper understanding of content as well as application of content.
3. Science and engineering are integrated in the lessons, as are math and language arts.
4. Focus and coherence of lessons from K-12
5. Science learning should prepare students for college, career, and citizenship.

The eight practices of science and engineering that the NGSS framework identifies as essential for all students to learn and describes in detail, guides design for science learning:

1. Asking questions (for science) and defining problems (for engineering).
2. Developing and using models.
3. Planning and carrying out investigations.
4. Analyzing and interpreting data.
5. Using mathematics and computational thinking.
6. Constructing explanations (for science) and designing solutions (for engineering).
7. Engaging in argument from evidence.
8. Obtaining, evaluating, and communicating information.

The crosscutting concepts of patterns, cause and effect, systems and system models; the interdependence of science, engineering, and technology; and the influence of engineering, technology, and science on society and the natural world are emphasized as organizing concepts for these disciplinary core ideas.

In K-5, students are expected to demonstrate grade-appropriate proficiency in each of these eight tasks.

Curriculum Map

Kindergarten

School Year Kindergarten	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Fields	Physics	Chemistry	Biology	Earth, Geology, and Planetary Sciences
Theme	Animals from the Wild that We Bring to Our Homes Turtles, fish, butterflies, etc. and their habitats			
Essential Question	What happens if you push or pull an object harder?	Why do animals need food to grow?	Where do animals live and why do they live there?	What is the weather like today and how is it different from yesterday?
Topics	Forces & interactions Pushes & pulls Simple machines	Survival & relationships between animals and plants	Interdependent relationships in ecosystems: Animals, plants, and their	Weather and climate Scientific investigations use a variety of methods

School Year Kindergarten	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Fields	Physics	Chemistry	Biology	Earth, Geology, and Planetary Sciences
Theme	Animals from the Wild that We Bring to Our Homes Turtles, fish, butterflies, etc. and their habitats			
	<p>Scientific investigations use a variety of methods</p> <p>Scientists use different ways to study the world. (K-PS2-1)</p>	<p>Scientific knowledge is based on empirical evidence</p> <p>Scientists look for patterns and order when making observations about the world. (K-LS1-1)</p>	<p>environment</p> <p>Scientific knowledge is based on empirical evidence</p> <p>Scientists look for patterns and order when making observations about the world. (K-LS1-1)</p>	<p>Scientists use different ways to study the world. (K-PS3-1)</p> <p>Science knowledge is based on empirical evidence</p> <p>Scientists look for patterns and order when making observations about the world. (K-ESS2-1)</p>
Disciplinary Core Ideas	<p>PS2.A: Forces and motion</p> <p>PS2.B: Types of interactions</p> <p>PS3.C: Relationship between energy and forces</p> <p>ETS1.A: Defining engineering problems</p>	<p>LS1.C: Organization for matter and energy flow in organisms</p>	<p>ESS2.E: Biogeology</p> <p>ESS3.A: Natural resources</p> <p>ESS3.C: Human impacts on Earth systems</p> <p>ETS1.B: Developing possible solutions</p>	<p>PS3.B: Conservation of energy and energy transfer</p> <p>ESS2.D: Weather and climate</p> <p>ESS3.B: Natural hazards</p> <p>ETS1.A: Defining and delimiting an engineering problem</p>
Scope	<p>KPS2-1. K-PS2-2. Pushes and pulls can have different strengths and directions.</p> <p>K-PS2-1. K-PS2-</p>	<p>K-LS1-1: All animals need food in order to live and grow.</p> <p>They obtain their food from</p>	<p>K-ESS2-2. Plants and animals can change their environment and its natural resources.</p>	<p>K-PS3-1. K-PS3-2. Sunlight warms Earth's surface.</p> <p>K-ESS2-1. Weather is the combination of sunlight, wind,</p>

School Year Kindergarten	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Fields	Physics	Chemistry	Biology	Earth, Geology, and Planetary Sciences
Theme	Animals from the Wild that We Bring to Our Homes Turtles, fish, butterflies, etc. and their habitats			
	<p>2. Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it.</p> <p>K-PS2-1. When objects touch or collide, they push on one another and can change motion.</p> <p>K-PS2-1. A bigger push or pull makes things speed up or slow down more quickly.</p> <p>KPS2-2. A situation that people want to change or create can be approached as a problem to be solved through engineering. Such problems may have many acceptable solutions.</p>	<p>plants and/or from other animals.</p>	<p>K-ESS3-1. Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do.</p> <p>K-ESS2-2. K-ESS3-3. Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things.</p> <p>K-ESS3-3. Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in</p>	<p>snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time.</p> <p>K-ESS3-2. Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events.</p> <p>K-ESS3-2. Asking questions, making observations, and gathering information are helpful in thinking about problems.</p>

School Year Kindergarten	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Fields	Physics	Chemistry	Biology	Earth, Geology, and Planetary Sciences
Theme	Animals from the Wild that We Bring to Our Homes Turtles, fish, butterflies, etc. and their habitats			
			communicating ideas for a problem's solutions to other people.	
Science & Engineering Practices	<p>K-PS2-1. Planning and carrying out investigations</p> <p>Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.</p> <p>With guidance, plan and conduct an investigation in collaboration with peers.</p> <p>K-PS2-2. Analyzing and</p>	<p>K-ESS3-1. Developing and using models</p> <p>Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagrams, drawings, physical replicas, dioramas, dramatization, or storyboards) that represent concrete events or design solutions.</p> <p>Use a model to represent relationships in the natural world.</p>	<p>K-ESS3-1. Developing and using models</p> <p>Modeling in K–2 builds on prior experiences and progresses to include using and developing a model (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represents concrete events or design solutions.</p> <p>Use a model to represent relationships in the natural world.</p> <p>K-LS1-1. Analyzing and Interpreting Data Analyzing data in K–2 builds on</p>	<p>Asking questions and defining problems</p> <p>Asking questions and defining problems in grades K–2 builds on prior experiences and progresses to simple descriptive questions that can be tested.</p> <p>K-ESS3-2. Ask questions based on observations to find more information about the designed world.</p> <p>Planning and carrying out Investigations</p> <p>Planning and carrying out investigations to answer questions or test solutions to problems in K–2</p>

School Year Kindergarten	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Fields	Physics	Chemistry	Biology	Earth, Geology, and Planetary Sciences
Theme	Animals from the Wild that We Bring to Our Homes Turtles, fish, butterflies, etc. and their habitats			
	<p>interpreting data.</p> <p>Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations. Analyze data from tests of an object or tool to determine if it works as intended.</p>		<p>prior experiences and progresses to collecting, recording, and sharing observations.</p> <p>Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions.</p> <p>K-ESS2-2. Engaging in argument from evidence</p> <p>Engaging in argument from evidence in K–2 builds on prior experiences and progresses to comparing ideas and representations about the natural and designed world(s).</p> <p>Construct an argument with evidence to</p>	<p>builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.</p> <p>K-PS3-1. Make observations (firsthand or from media) to collect data that can be used to make comparisons.</p> <p>Analyzing and Interpreting data</p> <p>Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.</p> <p>K-ESS2-1. Use observations (firsthand or from media) to describe patterns in the natural world in order to answer</p>

School Year Kindergarten	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Fields	Physics	Chemistry	Biology	Earth, Geology, and Planetary Sciences
Theme	Animals from the Wild that We Bring to Our Homes Turtles, fish, butterflies, etc. and their habitats			
			<p>support a claim.</p> <p>Obtaining, evaluating, and communicating Information</p> <p>K-ESS3-3. Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.</p> <p>Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas.</p>	<p>scientific questions.</p> <p>Constructing explanations and designing solutions</p> <p>Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.</p> <p>K-PS3-2. Use tools and materials provided to design and build a device that solves a specific problem or a solution to a specific problem.</p> <p>Obtaining, evaluating, and communicating information.</p> <p>Obtaining, evaluating, and communicating information in K–2</p>

School Year Kindergarten	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Fields	Physics	Chemistry	Biology	Earth, Geology, and Planetary Sciences
Theme	Animals from the Wild that We Bring to Our Homes Turtles, fish, butterflies, etc. and their habitats			
				<p>builds on prior experiences and uses observations and texts to communicate new information.</p> <p>K-ESS3-2. Read grade-appropriate texts and/or use media to obtain scientific information to describe patterns in the natural world.</p>
Crosscutting Concepts	<p>K-PS2-1. K-PS2-2. <u>Cause and effect</u> Simple tests can be designed to gather evidence to support or refute student ideas about causes.</p>	<p><u>Patterns</u> K-LS1-1. Patterns in the natural and human- designed world can be observed and used as evidence.</p> <p><u>Cause and Effect</u> K-ESS3-3. Events have causes that generate observable patterns. Systems and system <u>models</u> K-ESS2-2. K-ESS3-1.</p>	<p><u>Patterns</u> K-LS1-1. Patterns in the natural and human designed world can be observed and used as evidence.</p> <p><u>Cause and Effect</u> K-ESS3-3. Events have causes that generate observable patterns. Systems and <u>System Models</u> K-ESS2-2. K-ESS3-1. Systems in the natural and</p>	<p><u>Patterns</u> K-ESS2-1. Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.</p> <p><u>Cause and Effect</u> K-PS3-1. K-PS3-2. K-ESS3-2. Events have causes that generate observable patterns.</p>

School Year Kindergarten	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Fields	Physics	Chemistry	Biology	Earth, Geology, and Planetary Sciences
Theme	Animals from the Wild that We Bring to Our Homes Turtles, fish, butterflies, etc. and their habitats			
		Systems in the natural and designed world have parts that work together.	designed world have parts that work together.	
Learning Strategies	<p>K-PS2-1. Scientific investigations use a variety of methods. Scientists use different ways to study the world.</p> <p>K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.</p> <p>K-PS2-2. Analyze data to determine if a design solution works as intended to change the speed or direction</p>	<p>K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.</p>	<p>K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.</p> <p>K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.</p>	<p>K-PS3-1. Make observations to determine the effect of sunlight on Earth's surface.</p> <p>K-PS3-2. Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.</p> <p>K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.</p> <p>K-ESS3-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to severe weather.</p>

School Year Kindergarten	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Fields	Physics	Chemistry	Biology	Earth, Geology, and Planetary Sciences
Theme	Animals from the Wild that We Bring to Our Homes Turtles, fish, butterflies, etc. and their habitats			
	of an object with a push or a pull.			

Curriculum Map

School Year First Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Fields	Physics	Chemistry	Biology	Earth, Geology, and Planetary Sciences
Theme	Relationships of Humans, Plants, & the Environment Everyday Food from Plants: Apples, Corn, Sugar, Beans, Potato, etc.			
Essential Question	What happens when materials vibrate?	What do plants need to grow?	How do plants and animals meet their needs so that they can survive and grow?	What objects are in the sky and how do they seem to move?
Topics	Waves: light and sound Science investigations begin with a question. (1-PS4-1) Scientists use different ways to study the world. (1-PS4-1)	Chemical interactions: Information processing Light and sound waves and plants Scientific knowledge is based on empirical evidence: Scientists look	Structures and functions of organisms Scientific knowledge is based on empirical evidence: Scientists look for patterns and order when making observations	Space systems: Patterns and cycles

School Year First Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Fields	Physics	Chemistry	Biology	Earth, Geology, and Planetary Sciences
Theme	Relationships of Humans, Plants, & the Environment Everyday Food from Plants: Apples, Corn, Sugar, Beans, Potato, etc.			
		for patterns and order when making observations about the world. (1-LS1-2)	about the world. (1-LS1-2)	
Disciplinary Core Ideas	Wave properties (PS4.A) Electromagnetic radiation (PS4.B) Information technologies and instrumentation (PS4.C) Scientific investigations use a variety of methods	Information processing (LS1.D) Inheritance of traits (LS3.A) Variation of traits (LS3.B)	Structure and function (LS1.A) Growth and development of organisms (LS1.B)	The universe and its stars (ESS1.A) Earth and the solar system (ESS1.B)
Scope	1-PS4-1. <u>Wave Properties</u> Sound can make matter vibrate, and vibrating matter can make sound. 1-PS4-B. 1-PS4-3. <u>Electromagnetic Radiation</u>	K-LS1-1. Plants need water and light to live and grow. 1-LS1-1. <u>Information Processing</u> Animals have body parts that capture and	1-LS1-1. <u>Structure and Function</u> All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect	1-ESS1-1. <u>The Universe and its Stars</u> Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted. 1-ESS1-2. <u>Earth and the Solar System</u>

School Year First Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Fields	Physics	Chemistry	Biology	Earth, Geology, and Planetary Sciences
Theme	Relationships of Humans, Plants, & the Environment Everyday Food from Plants: Apples, Corn, Sugar, Beans, Potato, etc.			
	<p>Objects can be seen if light is available to illuminate them or if they give off their own light. Some materials allow light to pass through them, others allow only some light through and others block all the light and create a dark shadow on any surface beyond them, where the light cannot reach. Mirrors can be used to redirect a light beam.</p> <p><i>Boundary: The idea that light travels from place to place is developed through experiences with light sources, mirrors, and shadows, but no attempt is made to discuss the speed of light.</i></p> <p>1-PS4-4. <u>Information Technologies and</u></p>	<p>convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs.</p> <p>1-LS3-1. <u>Inheritance of Traits</u> Young animals are very much, but not exactly, like their parents. Plants also are very much, but not exactly, like their parents.</p> <p>1-LS3-1. <u>Variation of Traits</u> Individuals of the same kind of plant or animal are recognizable as similar but</p>	<p>themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow.</p> <p>1-LS1-2. <u>Growth and Development of Organisms</u></p> <p>Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive.</p>	<p>Seasonal patterns of sunrise and sunset can be observed, described, and predicted.</p>

School Year First Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Fields	Physics	Chemistry	Biology	Earth, Geology, and Planetary Sciences
Theme	Relationships of Humans, Plants, & the Environment Everyday Food from Plants: Apples, Corn, Sugar, Beans, Potato, etc.			
	<u>Instrumentation</u> People also use a variety of devices to communicate (send and receive information) over long distances.	can also vary in many ways.		
Science & Engineering Practices	<u>Planning and Carrying Out Investigations</u> Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions. 1-PS4-1. 1-PS4-3. Plan and conduct investigations collaboratively to produce data to serve as the basis for evidence to	<u>Constructing Explanations and Designing Solutions</u> Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions. 1-LS3-1. Make observations (firsthand or from media) to construct an evidence-based	<u>Constructing Explanations and Designing Solutions</u> Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions. 1-LS3-1. Make observations (firsthand or from media) to construct an evidence-based	<u>Planning and Carrying Out Investigations</u> Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions. 1-ESS1-2. Make observations (firsthand or from media) to collect data that can be used to make comparisons. 1-ESS1-1. Analyzing and Interpreting Data

School Year First Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Fields	Physics	Chemistry	Biology	Earth, Geology, and Planetary Sciences
Theme	Relationships of Humans, Plants, & the Environment Everyday Food from Plants: Apples, Corn, Sugar, Beans, Potato, etc.			
	<p>answer a question. <u>Constructing Explanations and Designing Solutions</u> Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.</p> <p>1-PS4-2. Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena</p> <p>1-PS4-4. Use tools and materials provided to design a device that solves a specific problem.</p>	<p>account for natural phenomena.</p> <p>1-LS1-1. Use materials to design a device that solves a specific problem or a solution to a specific problem.</p> <p><u>Obtaining, Evaluating, and Communicating Information</u> Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.</p> <p>1-LS1-2. Read grade-appropriate texts and use media to obtain scientific information to</p>	<p>account for natural phenomena.</p> <p>1-LS1-1. Use materials to design a device that solves a specific problem or a solution to a specific problem.</p> <p><u>Obtaining, Evaluating, and Communicating Information</u> Obtaining, evaluating, and communicating information in K–2, builds on prior experiences and uses observations and texts to communicate new information.</p> <p>1-LS1-2. Read grade-appropriate texts and use media to obtain scientific information to determine patterns in the natural world.</p>	<p>Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.</p> <p>Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions.</p>

School Year First Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Fields	Physics	Chemistry	Biology	Earth, Geology, and Planetary Sciences
Theme	Relationships of Humans, Plants, & the Environment Everyday Food from Plants: Apples, Corn, Sugar, Beans, Potato, etc.			
		determine patterns in the natural world.		
Crosscutting Concepts	<p><u>Cause and Effect</u> 1-PS4-1. 1-PS4-2. 1-PS4-3 Simple tests can be designed to gather evidence to support or refute student ideas about causes.</p> <p><u>Connections to Engineering, Technology, and Applications of Science Influence of Engineering, Technology, and Science, on Society and the Natural World</u></p> <p>1-PS4-4. People depend on various technologies in their lives; human life would be very different without technology.</p>	<p><u>Patterns</u> 1-LS1-2.1-LS3-1. Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.</p> <p><u>Influence of Engineering, Technology, and Science on Society and the Natural World</u></p> <p>1-LS1-1. Every human-made product is designed by applying some knowledge of the natural world and is built by built using materials derived from the natural world.</p>	<p><u>Structure and Function</u> 1-LS1-1. The shape and stability of structures of natural and designed objects are related to their function(s).</p> <p><u>Influence of Engineering, Technology, and Science on Society and the Natural World</u> 1-LS1-1. Every human-made product is designed by applying some knowledge of the natural world and is built by built using materials derived from the natural world.</p>	<p><u>Patterns</u> 1-ESS1-1. 1-ESS1-2. Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.</p>
Learning	1-PS4-1. Plan and	1-LS3-1. Make	1-LS1-1. Use	1-ESS1-1. Use

School Year First Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Fields	Physics	Chemistry	Biology	Earth, Geology, and Planetary Sciences
Theme	Relationships of Humans, Plants, & the Environment Everyday Food from Plants: Apples, Corn, Sugar, Beans, Potato, etc.			
Strategies	<p>conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.</p> <p>1-PS4-2. Make observations to construct an evidence-based account that objects can be seen only when illuminated.</p> <p>1-PS4-3. Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.</p> <p>1-PS4-4. Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.</p>	<p>observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.</p>	<p>materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.</p> <p>1-LS1-2. Read texts and use other media to determine patterns in behavior of parents and offspring that help offspring survive.</p>	<p>observations of the sun, moon, and stars to describe patterns that can be predicted.</p> <p>1-ESS1-2. Make observations at different times of year to relate the amount of daylight to the time of year.</p>

School Year First Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Fields	Physics	Chemistry	Biology	Earth, Geology, and Planetary Sciences
Theme	Relationships of Humans, Plants, & the Environment Everyday Food from Plants: Apples, Corn, Sugar, Beans, Potato, etc.			

Curriculum Map

Second Grade

School Year Second Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Fields	Physics	Chemistry	Biology	Earth, Geology, and Planetary Sciences
Theme	Connected and Context-Based Science Learning Ecosystem: African Savanna			
Essential Question	How are materials similar and different from one another?	How do the properties of the materials relate to their use?	How many types of living things live in a place?	How does land change and what are some things that cause it to change?
Topics	Observable properties of materials are developed through analysis and classification. Structure and properties of matter affect the African savanna ecosystem. Science models, laws, mechanisms,	Properties of materials affect chemical reactions and impact animal & plant life in the African savanna ecosystem. Science models, laws, mechanisms, and theories explain natural	Compare the diversity of life in different habitats. Understand the African savanna ecosystem past, present, and future. Scientific knowledge is based on empirical evidence;	Wind and water can change the shape of the land. (2-ESS2-1) Design solutions to slow or prevent such change (2-ESS2-1) Information and models help identify and represent the shapes and kinds of land and bodies of

School Year Second Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Fields	Physics	Chemistry	Biology	Earth, Geology, and Planetary Sciences
Theme	Connected and Context-Based Science Learning Ecosystem: African Savanna			
	<p>and theories explain natural phenomena.</p> <p>Science models, laws, mechanisms, and theories explain natural phenomena.</p> <p>Scientists search for cause and effect relationships to explain natural events. (2-PS1-4)</p>	<p>phenomena.</p> <p>Scientists search for cause and effect relationships to explain natural events. (2-PS1-4)</p> <p>Engineering, technology, and science influence society and the natural world. (2-PS1-2)</p>	<p>scientists look for patterns and order when making observations about the world. (2-LS4-1)</p>	<p>water in an area and where water is found on Earth.</p> <p>Developing and using technology has impacts on the natural world. (2-ESS2-1)</p> <p>Scientists study the natural and material world. (2-ESS2-1)</p>
Disciplinary Core Ideas	Structure and properties of matter	Chemical reactions	<p>Interdependent relationships in ecosystems</p> <p>Biodiversity and humans</p> <p>Developing possible solutions</p>	<p>The history of planet Earth</p> <p>Earth, materials and systems</p> <p>Plate tectonics and large-scale system interactions</p> <p>The roles of water in Earth's surface processes</p>

School Year Second Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Fields	Physics	Chemistry	Biology	Earth, Geology, and Planetary Sciences
Theme	Connected and Context-Based Science Learning Ecosystem: African Savanna			
				Optimizing the design solution
Scope	<p>2-PS1-1. Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature.</p> <p>Matter can be described and classified by its observable properties.</p> <p>2-PS1-2. 2-PS1-3. Different properties are suited to different purposes.</p> <p>2-PS1-3. A great variety of objects can be built up from a small set of pieces.</p>	<p>2-PS1-4. Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not.</p>	<p>2-LS2-1. Plants depend on water and light to grow.</p> <p>2-LS2-2. Plants depend on animals for pollination and to move their seeds around.</p> <p>2-LS4-1. There are many different kinds of living things in any area, and they exist in different places on land and in water.</p> <p>2-LS2-2. Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a</p>	<p>2-ESS1-1. Some events happen very quickly; others occur very slowly, over a time period much longer than one person can observe.</p> <p>2-ESS2-1. Wind and water can change the shape of the land.</p> <p>2-ESS2.B: Maps show where things are located.</p> <p>2-ESS2-2. One can map the shapes and kinds of land and water in any area.</p> <p>2-ESS2-3. Water is found in the ocean, rivers, lakes, ponds and the atmosphere. Water exists as solid ice, in liquid form, and vapor.</p> <p>2-ESS2-1. Because there is always more than one possible</p>

School Year Second Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Fields	Physics	Chemistry	Biology	Earth, Geology, and Planetary Sciences
Theme	Connected and Context-Based Science Learning Ecosystem: African Savanna			
			problem's solutions to other people.	solution to a problem, it is useful to compare and test designs.
Science & Engineering Practices	<p>2-PS1-1. <u>Planning and Carrying Out Investigations</u></p> <p>Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.</p> <p>2-PS1-2. Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question.</p> <p>2-PS1-2.</p>	<p>2-PS1-1. <u>Planning and Carrying Out Investigations</u></p> <p>Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.</p> <p>2-PS1-2. Plan and conduct an investigation collaboratively to produce data to serve as the basis for</p>	<p><u>Developing and Using Models</u></p> <p>Modeling in K–2 builds on prior experiences and progresses to include using and developing a model (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represents concrete events or design solutions.</p> <p>2-LS2-2. Develop a simple model based on evidence to represent a proposed object or tool.</p> <p>Planning and carrying out investigations to</p>	<p><u>Developing and Using Models</u></p> <p>Modeling in K–2 builds on prior experiences and progresses to include using and developing a model (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represents concrete events or design solutions.</p> <p>2-ESS2-2. Develop a model to represent patterns in the natural world.</p> <p><u>Constructing Explanations and Designing Solutions</u></p> <p>Constructing explanations and designing solutions in K–2 builds on</p>

School Year Second Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Fields	Physics	Chemistry	Biology	Earth, Geology, and Planetary Sciences
Theme	Connected and Context-Based Science Learning Ecosystem: African Savanna			
	<p><u>Analyzing and Interpreting Data</u> Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.</p> <p>Analyze data from tests of an object or tool to determine if it works as intended.</p> <p>2-PS1-3. <u>Constructing Explanations and Designing Solutions</u></p> <p>Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and</p>	<p>evidence to answer a question.</p> <p>2-PS1-2. <u>Analyzing and Interpreting Data</u> Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.</p> <p>Analyze data from tests of an object or tool to determine if it works as intended.</p> <p>2-PS1-3. <u>Constructing Explanations and Designing Solutions</u></p> <p>Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the</p>	<p>answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.</p> <p>2-LS2-1. Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question.</p> <p>2-LS4-1. Make observations (firsthand or from media) to collect data, which can be used to make comparisons.</p>	<p>prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.</p> <p>2-ESS1-1. Make observations from several sources to construct an evidence-based account for natural phenomena.</p> <p>2-ESS2-1. Compare multiple solutions to a problem.</p> <p>Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.</p> <p>2-ESS2-3. Obtain information using various texts, text features (e.g., headings, tables of contents, glossaries,</p>

School Year Second Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Fields	Physics	Chemistry	Biology	Earth, Geology, and Planetary Sciences
Theme	Connected and Context-Based Science Learning Ecosystem: African Savanna			
	<p>designing solutions.</p> <p>2-PS1-3. Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena.</p> <p>2-PS1-4. <u>Engaging in Argument from Evidence</u></p> <p>Engaging in argument from evidence in K–2 builds on prior experiences and progresses to comparing ideas and representations about the natural and designed world(s).</p> <p>Construct an argument with evidence to support a claim.</p>	<p>use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.</p> <p>2-PS1-3. Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena.</p>		<p>electronic menus, icons), and other media that will be useful in answering a scientific question.</p>
Crosscutting Concepts	<u>Patterns</u> 2-PS1-1. Patterns	<u>Energy and Matter</u>	<u>Cause and Effect</u> 2-LS2-1. Events	<u>Patterns</u> 2-ESS2-2. 2-ESS2-3.

School Year Second Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Fields	Physics	Chemistry	Biology	Earth, Geology, and Planetary Sciences
Theme	Connected and Context-Based Science Learning Ecosystem: African Savanna			
	<p>in the natural and human-designed world can be observed.</p> <p><u>Cause and Effect</u></p> <p>2-PS1-4. Events have causes that generate observable patterns.</p> <p>2-PS1-2. Simple tests can be designed to gather evidence to support or refute student ideas about causes.</p>	<p>2-PS1-3. Objects may break into smaller pieces and be put together into larger pieces, or change shapes.</p> <p><u>Influence of Engineering, Technology, and Science on Society and the Natural World</u></p> <p>2-PS1-2. Every human-made product is designed by applying some knowledge of the natural world and is built using materials derived from the natural world.</p>	<p>have causes that generate observable patterns.</p> <p><u>Structure and Function</u></p> <p>2-LS2-2. The shape and stability of structures of natural and designed objects are related to their function(s).</p>	<p>Patterns in the natural world can be observed.</p> <p><u>Stability and Change</u></p> <p>2-ESS1-1. 2-ESS2-1. Things may change slowly or rapidly.</p> <p>2-ESS2-1. Influence of engineering, technology, and science on society and the natural world:</p> <p>♣ Developing and using technology has impacts on the natural world.</p>
Learning Strategies	<p>2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.</p>	<p>2-PS1-2. Analyze data obtained from testing different materials to determine which materials have the properties that are best</p>	<p>2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow.</p> <p>2-LS2-2. Develop</p>	<p>2-ESS1-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly.</p> <p>2-ESS2-1. Compare</p>

School Year Second Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Fields	Physics	Chemistry	Biology	Earth, Geology, and Planetary Sciences
Theme	Connected and Context-Based Science Learning Ecosystem: African Savanna			
	2-PS1-3. Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.	suited for an intended purpose. 2-PS1-4. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.	a simple model that mimics the function of an animal in dispersing seeds or pollinating plants. 2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.	multiple solutions designed to slow or prevent wind or water from changing the shape of the land. 2-ESS2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area. 2-ESS2-3. Obtain information to identify where water is found on Earth and that it can be solid or liquid.

Curriculum Map

Third Grade

School Year Third Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Fields	Physics	Chemistry	Biology	Earth, Geology, and Planetary Sciences
Theme	Connected and Context-Based Science Learning Ecosystem: Oceans & Water Systems			

School Year Third Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Essential Questions	<p>How do equal and unequal forces on an object affect the object?</p> <p>How can magnets be used?</p>	<p>How do animal organisms vary in their traits?</p>	<p>What happens to organisms when their environment changes?</p>	<p>What is typical weather in different parts of the world and during different times of the year?</p> <p>How can the impact of weather-related hazards be reduced?</p>
Topics	<p>Examine effects of balanced and unbalanced forces on the motion of an object and the cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.</p> <p>Apply understanding of magnetic interactions to define a simple design problem that can be solved with magnets.</p> <p>Science knowledge is based on empirical evidence, such as recognizing patterns. (3-PS2-2)</p>	<p>Organisms have different inherited traits.</p> <p>Construct an explanation using evidence for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.</p> <p>Scientific knowledge is based on empirical evidence.</p> <p>Science findings are based on recognizing</p>	<p>Explore similarities and differences of organisms' life cycles.</p> <p>Environment can affect the traits that an organism develops</p> <p>When the environment changes, some organisms survive and reproduce, some move to new locations, some move into the transformed environment, and some die.</p> <p>Examine types of organisms that lived long ago and the nature of their environments.</p>	<p>Organize and use data to describe typical weather conditions expected during a particular season.</p> <p>By applying their understanding of weather-related hazards, students are able to make a claim about the merit of a design solution that reduces the impacts of such hazards</p> <p>Science affects everyday life. (3-ESS3-1)</p> <p>Influence of Engineering, Technology, and Science on Society and the Natural World</p> <p>Engineers improve existing technologies or</p>

School Year Third Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
	<p>Scientific investigations use a variety of methods, tools, and techniques. (3-PS2-1)</p> <p>Scientific discoveries about the natural world can often lead to new and improved technologies, which are developed through the engineering design process. (3-PS2-4)</p>	<p>patterns. (3-LS1-1)</p>	<p>Scientific knowledge is based on empirical evidence, such as recognizing patterns. (3-LS1-1)</p> <p>Scientific knowledge assumes an order and consistency in natural systems.</p> <p>Science assumes consistent patterns in natural systems. (3-LS4-1)</p> <p>Science, engineering, and technology depend on each other.</p> <p>Knowledge of relevant scientific concepts and research findings is important in engineering. (3-LS4-4)</p>	<p>develop new ones to increase their benefits (e.g., better artificial limbs), decrease known risks (e.g., seatbelts in cars), and meet societal demands (e.g., cell phones). (3-ESS3-1)</p>
<p>Disciplinary Core Ideas</p>	<p>PS2.A: Forces and motion</p> <p>PS2.B: Types of</p>	<p>LS1.B: Growth and development of organisms</p>	<p>LS2.C: Ecosystem dynamics, functioning, and</p>	<p>ESS2.D: Weather and climate</p> <p>ESS3.B: Natural</p>

School Year Third Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
	interactions	LS3.A: Inheritance of traits LS3.B: Variation of traits LS4.B: Natural selection	resilience LS2.D: Social interactions and group behavior LS4.A: Evidence of common ancestry and diversity LS4.C: Adaptation LS4.D: Biodiversity and humans	hazards
Scope	<u>Forces and Motion</u> 3-PS2-1. Each force acts on one particular object and has both strength and a direction. An object at rest typically has multiple forces acting on it, but they add to give zero net force on the object. Forces that do not sum to zero can cause changes in the object's speed or direction of motion. <i>Boundary: Qualitative and conceptual, but not</i>	<u>Growth and Development of Organisms</u> 3-LS1-1 Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles. <u>Inheritance of Traits</u> 3-LS3-1. Many characteristics of organisms	<u>Ecosystem Dynamics, Functioning, and Resilience</u> 3-LS4-4. When the environment changes in ways that affect a place's physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die.	<u>Weather and Climate</u> 3-ESS2-1. Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next. 3-ESS2-2. Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over years.

School Year Third Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
	<p><i>quantitative additions of forces are used at this level.</i></p> <p>3-PS2-2. The patterns of an object's motion in various situations can be observed and measured; when that past motion exhibits a regular pattern, future motion can be predicted from it. <i>Boundary: Technical terms, such as magnitude, velocity, momentum, and vector quantity, are not introduced at this level, but the concept that some quantities need both size and direction to be described is developed.</i></p> <p><u>Types of Interactions</u></p> <p>3-PS2-1. Objects in contact exert forces on each other.</p> <p>3-PS2-3. 3-PS2-4. Electric and magnetic forces</p>	<p>are inherited from their parents.</p> <p>3-LS3-2. Other characteristics result from individuals' interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment.</p> <p><u>Variation of Traits</u></p> <p>3-LS3-1. Different organisms vary in how they look and function because they have different inherited information.</p> <p>3-LS3-2. The environment also affects the traits that an organism develops.</p>	<p><u>Social Interactions and Group Behavior</u></p> <p>3-LS2-1. Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size.</p> <p><u>Evidence of Common Ancestry and Diversity</u></p> <p>3-LS4-1. Some kinds of plants and animals that once lived on Earth are no longer found anywhere.</p> <p>3-LS4-1. Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environments.</p>	<p><u>Natural Hazards</u></p> <p>3-ESS3-1. A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts.</p>

School Year Third Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
	<p>between a pair of objects do not require that the objects be in contact. The sizes of the forces in each situation depend on the properties of the objects and their distances apart and, for forces between two magnets, on their orientation relative to each other.</p>	<p><u>Natural Selection</u></p> <p>3-LS4-2. Sometimes the differences in characteristics between individuals of the same species provide advantages in surviving, finding mates, and reproducing.</p>	<p><u>Adaptation</u></p> <p>3-LS4-3. For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all.</p> <p><u>Biodiversity and Humans</u></p> <p>3-LS4-4. Populations live in a variety of habitats, and change in those habitats affects the organisms living there.</p>	
<p>Science & Engineering Practices</p>	<p><u>Asking Questions and Defining Problems</u></p> <p>Asking questions and defining problems in grades 3–5 builds on grades K–2 experiences and progresses to specifying qualitative relationships.</p> <p>3-PS2-3. Ask questions that can</p>	<p><u>Analyzing and Interpreting Data</u></p> <p>Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations.</p>	<p><u>Developing and Using Models</u></p> <p>Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.</p> <p>3-LS1-1. Develop models to</p>	<p><u>Analyzing and Interpreting Data</u></p> <p>Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be</p>

School Year Third Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
	<p>be investigated based on patterns such as cause and effect relationships.</p> <p>3-PS2-4. Define a simple problem that can be solved through the development of a new or improved object or tool.</p> <p><u>Planning and Carrying Out Investigations</u></p> <p>Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.</p> <p>3-PS2-1. Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which</p>	<p>When possible and feasible, digital tools should be used.</p> <p>3-LS4-1. Analyze and interpret data to make sense of phenomena using logical reasoning.</p> <p>3-LS2-1. Engaging in Argument from Evidence Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed worlds.</p> <p>3-LS4-3. Construct an argument with evidence, data, and/or a model.</p> <p>3-LS4-4. Make</p>	<p>describe phenomena.</p> <p><u>Analyzing and Interpreting Data</u></p> <p>Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used.</p> <p>3-LS3-1. Analyze and interpret data to make sense of phenomena using logical reasoning.</p> <p><u>Constructing Explanations and Designing Solutions</u></p> <p>Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in</p>	<p>used.</p> <p>3-ESS2-1. Represent data in tables and various graphical displays (bar graphs and pictographs) to reveal patterns that indicate relationships.</p> <p><u>Engaging in Argument from Evidence</u></p> <p>Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed worlds.</p> <p>3-ESS3-1. Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem.</p>

School Year Third Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
	<p>variables are controlled and the number of trials considered.</p> <p>3-PS2-2. Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution.</p>	<p>a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem.</p>	<p>constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.</p> <p>3-LS3-2. Use evidence (e.g., observations, patterns) to support an explanation.</p> <p>3-LS4-2. Use evidence (e.g., observations, patterns) to construct an explanation.</p>	<p><u>Obtaining, Evaluating, and Communicating Information</u></p> <p>Obtaining, evaluating, and communicating information in 3–5 builds on K–2 experiences and progresses to evaluating the merit and accuracy of ideas and methods.</p> <p>3-ESS2-2. Obtain and combine information from books and other reliable media to explain phenomena.</p>
<p>Crosscutting Concepts</p>	<p><u>Patterns</u></p> <p>3-PS2-2. Patterns of change can be used to make predictions.</p> <p><u>Cause and Effect</u></p> <p>3-PS2-1. Cause and effect relationships are routinely identified.</p> <p>3-PS2-3. Cause and effect relationships</p>	<p><u>Patterns</u></p> <p>3-LS3-1. Similarities and differences in patterns can be used to sort and classify natural phenomena.</p> <p>3-LS1-1. Patterns of change can be used to make predictions.</p> <p><u>Cause and</u></p>	<p><u>Cause and Effect</u></p> <p>3-LS2-1. 3-LS4-3. Cause and effect relationships are routinely identified and used to explain change.</p> <p><u>Scale, Proportion, and Quantity</u></p> <p>3-LS4-1. Observable phenomena exist</p>	<p><u>Patterns</u></p> <p>3-ESS2-1. 3-ESS2-2. Patterns of change can be used to make predictions.</p> <p><u>Cause and Effect</u></p> <p>3-ESS3-1. Cause and effect relationships are routinely identified, tested, and used to explain change.</p>

School Year Third Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
	are routinely identified, tested, and used to explain change.	<u>Effect</u> 3-LS3-2. 3-LS4-2. Cause and effect relationships are routinely identified and used to explain change.	from very short to very long time periods. <u>Systems and System Models</u> 3-LS4-4. A system can be described in terms of its components and their interactions.	
Learning Strategies	3-PS2-1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. 3-PS2-2. Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion. 3-PS2-3. Ask questions to determine cause and effect relationships of electric or magnetic interactions	3-LS1-1. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. 3-LS3-1. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a	3-LS2-1. Construct an argument that some animals form groups that help members survive. 3-LS4-1. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago. 3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some	3-ESS2-1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. 3-ESS2-2. Obtain and combine information to describe climates in different regions of the world. 3-ESS3-1. Make a claim about the merits of a design solution that reduces the impacts of a weather-related hazard.

School Year Third Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
	<p>between two objects not in contact with each other.</p> <p>3-PS2-4. Define a simple design problem that can be solved by applying scientific ideas about magnets.</p>	<p>group of similar organisms.</p> <p>3-LS3-2. Use evidence to support the explanation that the environment can influence traits.</p> <p>3-LS4-2. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.</p>	<p>cannot survive at all.</p> <p>3-LS4-4. Make a claim about the merits of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.</p>	

Curriculum Map

Fourth Grade

School Year Fourth Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Fields	Physics	Chemistry	Biology	Earth, Geology, and Planetary Sciences

Theme	Connected and Context-Based Science Learning Ecosystem: The Amazon Forest			
Essential Questions	<p>What are waves and what are some things they can do?</p> <p>What is energy and how is it related to motion?</p> <p>How is energy transferred?</p> <p>How can energy be used to solve a problem?"</p>	<p>How do the chemical processes of energy affect everyday life?</p> <p>How can fuel enhance the quality of human life and affect the environment in multiple ways?</p>	<p>How do internal and external structures support the survival, growth, behavior, and reproduction of plants and animals?</p>	<p>How can water, ice, wind and vegetation change the land?</p> <p>What patterns of earth's features can be determined with the use of maps?</p>
Topics	<p>Use evidence to construct an explanation of the relationship between the speed of an object and the energy of that object.</p> <p>Energy can be transferred from place to place by sound, light, heat, and electric currents, or from object to object, through collisions.</p> <p>Science is a human endeavor. Most scientists and engineers work in teams. (4-PS3-4)</p>	<p>Apply the understanding of energy to design, test, and refine a device that converts energy from one form to another.</p> <p>Scientific Knowledge is Based on Empirical Evidence</p> <p>Science findings are based on recognizing patterns. (4-PS4-1)</p>	<p>Plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.</p> <p>Develop a model to describe that an object can be seen when light reflected from its surface enters the eye.</p>	<p>Examine the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. Then apply the knowledge of natural Earth processes to generate and compare multiple solutions to reduce the impacts of such processes on humans. In order to describe patterns of Earth's features, students analyze and interpret data from maps.</p> <p>Science assumes consistent patterns in natural systems. (4-ESS1-1)</p>

School Year Fourth Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Fields	Physics	Chemistry	Biology	Earth, Geology, and Planetary Sciences
Theme	Connected and Context-Based Science Learning Ecosystem: The Amazon Forest			
	Science affects everyday life. (4-PS3-4) Science, engineering, and technology are interdependent:: Knowledge of relevant scientific concepts and research findings is important in engineering. (4-PS4-3)			
Disciplinary Core Ideas	PS4.A: Wave properties PS4.C: Information technologies and instrumentation ETS1.C: Optimizing the design solution PS3.A: Definitions of energy PS3.B: Conservation of energy and energy transfer	PS3.D: Energy in chemical processes and everyday life ESS3.A: Natural resources as sources of energy and fuels Defining chemical problems in engineering	PS4.B: Electromagnetic radiation LS1.A: Structure and function LS1.D: Information processing	ESS1.C: The history of planet Earth ESS2.A: Earth materials and systems ESS2.B: Plate tectonics and large-scale system Interactions ESS2.E: Biogeology ESS3.B: Natural hazards ETS1.B: Designing solutions to engineering

School Year Fourth Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Fields	Physics	Chemistry	Biology	Earth, Geology, and Planetary Sciences
Theme	Connected and Context-Based Science Learning Ecosystem: The Amazon Forest			
	PS3.C: Relationship between energy and forces ETS1.A: Defining engineering problems			problems
Scope	<u>Wave Properties</u> 4-PS4-1. Waves, which are regular patterns of motion, can be made in water by disturbing the surface. When waves move across the surface of deep water, the water goes up and down in place; there is no net motion in the direction of the wave except when the water meets land. 4-PS4-1. Waves of the same type can differ in amplitude (height	<u>Energy in Chemical Processes and Everyday Life</u> 4-PS3-4. The expression “produce energy” typically refers to the conversion of stored energy into a desired form for practical use. <u>Natural Resources</u> 4-ESS3-1. Energy and fuels that humans use are derived from natural sources,	<u>Electromagnetic Radiation</u> 4-PS4-2. An object can be seen when light reflected from its surface enters the eyes. <u>Structure and Function</u> 4-LS1-1. Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. <u>Information</u>	<u>ESS1.C: The History of Planet Earth</u> 4-ESS1-1. Local, regional, and global patterns of rock formations reveal changes over time due to earth forces, such as earthquakes. The presence and location of certain fossil types indicate the order in which rock layers were formed. <u>Earth Materials and Systems</u> 4-ESS2-1. Rainfall helps to shape the land and affects the

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	<p>of the wave) and wavelength (spacing between wave peaks).</p> <p><u>Information Technologies and Instrumentation</u></p> <p>4-PS4-3. Digitized information can be transmitted over long distances without significant degradation.</p> <p>4-PS4-3High-tech devices, such as computers or cell phones, can receive and decode information—convert it from digitized form to voice—and vice versa.</p> <p>ETS1.C: Optimizing The Design Solution 4-PS4-3. Different solutions need to</p>	<p>and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not.</p> <p><u>Defining Engineering Problems</u></p> <p>4-PS3-4. Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria</p>	<p><u>Processing</u></p> <p>4-LS1-2 Different sense receptors are specialized for particular kinds of information, which may be then processed by the animal’s brain. Animals are able to use their perceptions and memories to guide their actions.</p>	<p>types of living things found in a region. Water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them around.</p> <p>ESS2.B: Plate Tectonics and Large-Scale System Interactions</p> <p>4-ESS2-2. The locations of mountain ranges, deep ocean trenches, ocean floor structures, earthquakes, and volcanoes occur in patterns. Most earthquakes and volcanoes occur in bands that are often along the boundaries between continents and oceans. Major mountain chains form inside continents or near their edges. Maps can help locate the</p>

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Fields	Physics	Chemistry	Biology	Earth, Geology, and Planetary Sciences
Theme	Connected and Context-Based Science Learning Ecosystem: The Amazon Forest			
	<p>be tested in order to determine which of them best solves the problem, given the criteria and the constraints.</p> <p><u>Definitions of Energy</u></p> <p>4-PS3-1. The faster a given object is moving, the more energy it possesses.</p> <p>4-PS3-2. 4-PS3-3. Energy can be moved from place to place by moving objects or through sound, light, or electric currents.</p> <p><u>Conservation of Energy and Energy Transfer</u></p> <p>4-PS3-2. 4-PS3-3. Energy is present whenever there are moving objects, sound, light, or heat. When objects collide, energy</p>	<p>for success or how well each takes the constraints into account.</p>		<p>different land and water features areas of Earth.</p> <p><u>Biogeology</u></p> <p>4-ESS2-1. Living things affect the physical characteristics of their regions.</p> <p><u>Natural Hazards</u></p> <p>4-ESS3-2. A variety of hazards result from natural processes (e.g., earthquakes, tsunamis, volcanic eruptions). Humans cannot eliminate the hazards but can take steps to reduce their impacts.</p> <p><u>Designing Solutions to Engineering Problems</u></p> <p>4-ESS3-2. Testing a solution involves investigating how well it performs under a range of likely conditions.</p>

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Fields	Physics	Chemistry	Biology	Earth, Geology, and Planetary Sciences
Theme	Connected and Context-Based Science Learning Ecosystem: The Amazon Forest			
	<p>can be transferred from one object to another, thereby changing their motion. In such collisions. Some energy is typically also transferred to the surrounding air; as a result, the air gets heated and sound is produced.</p> <p>4-PS3-2. Light also transfers energy from place to place.</p> <p>4-PS3-2. 4-PS3-4. Energy can also be transferred from place to place by electric currents, which can then be used locally to produce motion, sound, heat, or light. The currents may have been produced to begin with by transforming the energy of motion</p>			

School Year Fourth Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Fields	Physics	Chemistry	Biology	Earth, Geology, and Planetary Sciences
Theme	Connected and Context-Based Science Learning Ecosystem: The Amazon Forest			
	<p>into electrical energy.</p> <p><u>Relationship Between Energy and Forces</u></p> <p>4-PS3-3. When objects collide, the contact forces transfer energy so as to change the objects' motions.</p> <p>ETS1.A: Defining Engineering Problems</p> <p>4-PS3-4. Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be</p>			

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Fields	Physics	Chemistry	Biology	Earth, Geology, and Planetary Sciences
Theme	Connected and Context-Based Science Learning Ecosystem: The Amazon Forest			
	<p>compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account.</p>			
Science & Engineering Practices	<u>Asking Questions and Defining Problems</u> Asking questions and defining problems in grades 3–5 builds on grades K–2 experiences and progresses to specifying qualitative relationships. 4-PS3-3. Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships. <u>Planning and Carrying Out</u>	<u>Developing and Using Models</u> Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions. 4-PS4-1. Develop a model using an analogy, example, or abstract representation to describe a scientific principle. <u>Constructing</u>	<u>Developing and Using Models</u> Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions. 4-PS4-2. Develop a model to describe phenomena. 4-LS1-2. Use a model to test interactions concerning the functioning of a natural system.	<u>Planning and Carrying Out Investigations</u> Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions. 4-ESS2-1. Make observations and/or measurements to produce data to serve as the basis for evidence for an

School Year Fourth Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Fields	Physics	Chemistry	Biology	Earth, Geology, and Planetary Sciences
Theme	Connected and Context-Based Science Learning Ecosystem: The Amazon Forest			
	<u>Investigations</u> Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions. 4-PS3-2. Make observations to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution. <u>Constructing Explanations and Designing Solutions</u> Constructing explanations and	<u>Explanations and Designing Solutions</u> Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems. 4-PS4-3. Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution.	<u>Engaging in Argument from Evidence</u> Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s). 4-LS1-1 Construct an argument with evidence, data, and/or a model.	explanation of a phenomenon. Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used. 4-ESS2-2. Analyze and interpret data to make sense of phenomena using logical reasoning. <u>Constructing Explanations and Designing Solutions</u> Constructing explanations and designing solutions

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Theme	Connected and Context-Based Science Learning Ecosystem: The Amazon Forest			
	<p>designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.</p> <p>4-PS3-1. Use evidence (e.g., measurements, observations, patterns) to construct an explanation.</p> <p>4-PS3-4. Apply scientific ideas to solve design problems.</p> <p><u>Obtaining, Evaluating, and Communicating Information</u></p> <p>Obtaining, evaluating, and</p>			<p>in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.</p> <p>4-ESS1-1. Identify the evidence that supports particular points in an explanation.</p> <p>4-ESS3-2. Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution.</p>

School Year Fourth Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Fields	Physics	Chemistry	Biology	Earth, Geology, and Planetary Sciences
Theme	Connected and Context-Based Science Learning Ecosystem: The Amazon Forest			
	<p>communicating information in 3–5 builds on K–2 experiences and progresses to evaluate the merit and accuracy of ideas and methods.</p> <p>4-ESS3-1. Obtain and combine information from books and other reliable media to explain phenomena.</p>			
Crosscutting Concepts	<p><u>Patterns</u></p> <p>4-PS4-1. Similarities and differences in patterns can be used to sort and classify natural phenomena.</p> <p>4-PS4-3. Similarities and differences in patterns can be used to sort and classify designed products.</p> <p><u>Cause and Effect</u></p>	<p><u>Cause and Effect</u></p> <p>4-PS4-2. Cause and effect relationships are routinely identified.</p> <p><u>Systems and System Models</u></p> <p>4-LS1-1. LS1-2 A system can be described in terms of its components and their interactions.</p>	<p><u>Cause and Effect</u></p> <p>4-PS4-2. Cause and effect relationships are routinely identified.</p> <p><u>Systems and System Models</u></p> <p>4-LS1-1. LS1-2 A system can be described in terms of its components and their interactions.</p>	<p><u>Patterns</u></p> <p>4-ESS1-1. 4-ESS2-2. Patterns can be used as evidence to support an explanation.</p> <p><u>Cause and Effect</u></p> <p>4-ESS2-1. 4-ESS3-2. Cause and effect relationships are routinely identified, tested, and used to explain change.</p> <p><u>Influence of</u></p>

School Year Fourth Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Fields	Physics	Chemistry	Biology	Earth, Geology, and Planetary Sciences
Theme	Connected and Context-Based Science Learning Ecosystem: The Amazon Forest			
	<p>4-ESS3-1. Cause and effect relationships are routinely identified and used to explain change.</p> <p><u>Energy and Matter</u></p> <p>4-PS3-1. 4-PS3-2. 4-PS3-3. 4-PS3-4. Energy can be transferred in various ways and between objects.</p> <p><u>Interdependence of Science, Engineering, and Technology</u></p> <p>4-ESS3-1. Knowledge of relevant scientific concepts and research findings is important in engineering.</p> <p><u>Influence of Engineering, Technology, and</u></p>			<p><u>Engineering, Technology, and Science on Society and the Natural World</u></p> <p>4-ESS3-2. Engineers improve existing technologies or develop new ones to increase their benefits, to decrease known risks, and to meet societal demands.</p>

School Year Fourth Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Fields	Physics	Chemistry	Biology	Earth, Geology, and Planetary Sciences
Theme	Connected and Context-Based Science Learning Ecosystem: The Amazon Forest			
	<u>Science on Society and the Natural World</u> 4-ESS3-1. Over time, people’s needs and wants change, as do their demands for new and improved technologies. 4-PS3-4. Engineers improve existing technologies or develop new ones.			
Learning Strategies	4-PS4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move. 4-PS4-3. Generate and compare multiple solutions that use patterns to	4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.	4-PS4-2. Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. 4-LS1-1. Construct an argument that plants and	4-ESS1-1. Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. 4-ESS2-1. Make observations and/or measurements to provide evidence of the effects of

School Year Fourth Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Fields	Physics	Chemistry	Biology	Earth, Geology, and Planetary Sciences
Theme	Connected and Context-Based Science Learning Ecosystem: The Amazon Forest			
	<p>transfer information.</p> <p>4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.</p> <p>4-PS3-2. Make observations to provide evidence that sound, light, heat, and electric currents can transfer energy from place to place.</p> <p>4-PS3-3. Ask questions and predict outcomes about the changes in energy that occur when objects collide.</p> <p>4-PS3-4. Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.</p>	<p>4-LS1-2. Use a model to describe how animals receive different types of information through their senses, process the information in their brains, and respond to the information in different ways.</p>	<p>animals have internal and external structures that function to support survival, growth, behavior, and reproduction.</p> <p>4-LS1-2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.</p>	<p>weathering or the rate of erosion by water, ice, wind, or vegetation.</p> <p>4-ESS2-2. Analyze and interpret data from maps to describe patterns of Earth's features.</p> <p>4-ESS3-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.</p>

School Year Fourth Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Fields	Physics	Chemistry	Biology	Earth, Geology, and Planetary Sciences
Theme	Connected and Context-Based Science Learning Ecosystem: The Amazon Forest			
	4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.			

Curriculum Map

Fifth Grade

School Year Fifth Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Fields	Physics	Chemistry	Biology	Earth, Geology, and Planetary Sciences
Theme	Connected and Context-Based Science Learning The Ecosystem of Small: Microbial			
Essential Questions	When matter changes, why doesn't its weight change? How does matter	Can combining other substances create new substances? Where does the	How do the geosphere, biosphere, hydrosphere, and/or atmosphere	How much water can be found in different places on Earth? How do lengths

School Year Fifth Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
	<p>cycle through ecosystems?</p>	<p>energy in food come from and what is it used for?</p>	<p>interact at the microbial level?</p>	<p>and directions of shadows or relative lengths of day and night change from day to day, and how does the appearance of some stars change in different seasons?"</p>
<p>Topics</p>	<p>Describe how matter is made of particles too small to be seen through the development of a model.</p> <p>Regardless of the type of change that matter undergoes, the total weight of matter is conserved.</p>	<p>Determine whether the mixing of two or more substances results in new substances.</p> <p>Using models, students can describe the movement of matter among plants, animals, decomposers, and the environment and that energy in animals' food was once energy from the sun.</p>	<p>Through the development of a model using an example, students are able to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.</p> <p>Describe and graph data to provide evidence about the distribution of water on Earth.</p> <p>Plants get the materials they need for growth chiefly from air and water.</p> <p>Science addresses</p>	<p>Learn patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.</p>

School Year Fifth Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
			<p>questions about the natural and material world</p> <p>Science findings are limited to questions that can be answered with empirical evidence. (5-ESS3-1)</p>	
Disciplinary Core Ideas	<p>PS1.A: Structure and properties of matter</p> <p>Scientific knowledge assumes an order and consistency in natural systems.</p> <p>♣ Science assumes consistent patterns in natural systems. (5-PS1-2)</p>	PS1.B: Chemical reactions	<p>LS2.A: Interdependent relationships in ecosystems</p> <p>LS2.B: Cycles of matter and energy transfer in ecosystems</p> <p>ESS2.A: Earth materials and systems</p> <p>ESS2.C: The roles of water in Earth's surface processes</p> <p>ESS3.C: Human impacts on Earth systems</p>	<p>PS2.B: Types of Interactions</p> <p>ESS1.A: The Universe and its stars</p> <p>ESS1.B: Earth and the solar system</p>
Scope	5-PS1-1. Matter of any type can be subdivided into particles that are too small to see, but even then the matter still exists	5-PS1-4. When two or more different substances are mixed, a new substance with different	<p><u>Interdependent Relationships in Ecosystems</u></p> <p>5-ESS2-1. Earth's major</p>	<p><u>Types of Interactions</u></p> <p>5-PS2-1. The gravitational force of Earth acting on an object near</p>

School Year Fifth Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
	<p>and can be detected by other means. A model showing that gases are made from matter particles that are too small to see and are moving freely around in space can explain many observations, including the inflation and shape of a balloon and the effects of air on larger particles or objects.</p> <p>5-PS1-2. The amount (weight) of matter is conserved when it changes form, even in transitions in which it seems to vanish.</p> <p>5-PS1-3 Measurements of a variety of properties can be used to identify materials. <i>Boundary: At this grade level, mass and weight are not distinguished, and no attempt is made to define the unseen particles or explain the</i></p>	<p>properties may be formed.</p> <p>5-PS1-2. No matter what reaction or change in properties occurs, the total weight of the substances does not change. <i>Boundary: Mass and weight are not distinguished at this grade level.</i></p> <p><u>Energy in Chemical Processes and Everyday Life</u></p> <p>5-PS3-1. The energy released [from] food was once energy from the sun that was captured by plants in the chemical process that forms plant matter (from air and water).</p> <p>5-LS2-1. The food of almost any kind of animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and</p>	<p>systems are the geosphere (solid and molten rock, soil, and sediments), the hydrosphere (water and ice), the atmosphere (air), and the biosphere (living things, including humans).</p> <p><u>The Roles of Water in Earth's Surface Processes</u></p> <p>5-ESS2-2. Nearly all of Earth's available water is in the ocean. Most fresh water is in glaciers or underground; only a tiny fraction is in streams, lakes, wetlands, and the atmosphere.</p> <p><u>Cycles of Matter and Energy Transfer in Ecosystems</u> 5-LS2-1. Matter cycles between the air and soil and among</p>	<p>Earth's surface pulls that object toward the planet's center.</p> <p><u>The Universe and its Stars</u></p> <p>5-ESS1-1. The sun is a star that appears larger and brighter than other stars because it is closer. Stars range greatly in their distance from Earth.</p> <p><u>Earth and the Solar System</u></p> <p>5-ESS1-2. The orbits of Earth around the sun and of the moon around Earth, together with the rotation of Earth about an axis between its North and South poles, cause observable patterns. These include day and night; daily changes in the length and direction of shadows; and different positions of the sun, moon, and stars at different times of</p>

School Year Fifth Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
	<p><i>atomic-scale mechanism of evaporation and condensation.</i></p>	<p>other animals eat the animals that eat plants. Some organisms, such as fungi and bacteria, break down dead organisms (both plants or plants parts and animals) and therefore operate as “decomposers.” Decomposition eventually restores (recycles) some materials back to the soil.</p> <p>Organisms can survive only in environments in which their particular needs are met. A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life. Newly introduced species can damage the balance of an ecosystem.</p> <p><u>Organization for Matter and Energy Flow in Organisms</u></p> <p>5-PS3-1. Food</p>	<p>plants, animals, and microbes as these organisms live and die. Organisms obtain gases and water from the environment, and release waste matter (gas, liquid, or solid) back into the environment.</p> <p><u>Earth Materials and Systems</u></p> <p>5-ESS2-1. Earth’s major systems are the geosphere (solid and molten rock, soil, and sediments), the hydrosphere (water and ice), the atmosphere (air), and the biosphere (living things, including humans).</p> <p>These systems interact in multiple ways to affect Earth’s surface materials and processes. The ocean supports a variety of ecosystems and</p>	<p>the day, month, and year.</p>

School Year Fifth Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
		<p>provides animals with the materials they need for body repair and growth and the energy they need to maintain body warmth and for motion.</p> <p>5-LS1-1. Plants acquire their material for growth chiefly from air and water.</p>	<p>organisms, shapes landforms, and influences climate. Winds and clouds in the atmosphere interact with the landforms to determine patterns of weather.</p> <p><u>Human Impacts on Earth Systems</u></p> <p>5-ESS3-1. Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments.</p>	
<p>Science & Engineering Practices</p>	<p><u>Developing and Using Models</u></p> <p>Modeling in 3–5 builds on K–2</p>	<p><u>Developing and Using Models</u></p> <p>Modeling in 3–5 builds on K–2</p>	<p><u>Developing and Using Models</u></p> <p>Modeling in 3–5 builds on K–2</p>	<p><u>Analyzing and Interpreting Data</u></p> <p>Analyzing data in 3–5 builds on K–2</p>

School Year Fifth Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
	<p>experiences and progresses to building and revising simple models and using models to represent events and design solutions.</p> <p>5-PS1-1. Develop a model to describe phenomena.</p> <p><u>Planning and Carrying Out Investigations</u></p> <p>Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.</p> <p>5-PS1-4. Conduct an investigation collaboratively to produce data to serve as the basis</p>	<p>experiences and progresses to building and revising simple models and using models to represent events and design solutions.</p> <p>5-PS3-1. Use models to describe phenomena.</p> <p>5-LS2-1. Develop a model to describe phenomena.</p> <p><u>Engaging in Argument from Evidence</u></p> <p>Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).</p> <p>5-LS1-1. Support an argument with evidence, data, or</p>	<p>experiences and progresses to building and revising simple models and using models to represent events and design solutions.</p> <p>5-ESS2-1. Develop a model using an example to describe a scientific principle.</p> <p><u>Using Mathematics and Computational Thinking</u></p> <p>Mathematical and computational thinking in 3–5 builds on K–2 experiences and progresses to extending quantitative measurements to a variety of physical properties and using computation and mathematics to analyze data and compare alternative</p>	<p>experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations.</p> <p>When possible and feasible, digital tools should be used.</p> <p>5-ESS1-2. Represent data in graphical displays (bar graphs, pictographs and/or pie charts) to reveal patterns that indicate relationships.</p> <p><u>Engaging in Argument from Evidence</u></p> <p>Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural</p>

School Year Fifth Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
	<p>for evidence, using fair tests in which variables are controlled and the number of trials considered.</p> <p>5-PS1-3. Make observations and measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon.</p> <p><u>Using Mathematics and Computational Thinking</u></p> <p>Mathematical and computational thinking in 3–5 builds on K–2 experiences and progresses to extending quantitative measurements to a variety of physical properties and using computation and mathematics to analyze data and compare alternative design solutions.</p> <p>5-PS1-2. Measure and graph quantities such as</p>	<p>a model.</p>	<p>design solutions.</p> <p>5-ESS2-2. Describe and graph quantities such as area and volume to address scientific questions.</p> <p><u>Obtaining, Evaluating, and Communicating Information</u></p> <p>Obtaining, evaluating, and communicating information in 3–5 builds on K–2 experiences and progresses to evaluating the merit and accuracy of ideas and methods.</p> <p>5-ESS3-1. Obtain and combine information from books and/or other reliable media to explain phenomena or solutions to a design problem.</p>	<p>and designed world(s).</p> <p>5-PS2-1. 5-ESS1-1. Support an argument with evidence, data, or a model.</p>

School Year Fifth Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
	weight to address scientific and engineering questions and problems.			
Crosscutting Concepts	<p><u>Cause and Effect</u></p> <p>5-PS1-4. Cause and effect relationships are routinely identified, tested, and used to explain change.</p> <p><u>Scale, Proportion, and Quantity</u></p> <p>5-PS1-1. Natural objects exist from the very small to the immensely large.</p> <p>5-PS1-2. 5-PS1-3. Standard units are used to measure and describe physical quantities such as weight, time, temperature, and volume.</p>	<p><u>Systems and System Models</u></p> <p>5-LS2-1. A system can be described in terms of its components and their interactions.</p> <p><u>Energy and Matter</u></p> <p>5-LS1-1. Matter is transported into, out of, and within systems.</p> <p>5-PS3-1. Energy can be transferred in various ways and between objects.</p>	<p><u>Scale, Proportion, and Quantity</u></p> <p>5-ESS2-2. Standard units are used to measure and describe physical quantities such as weight, and volume.</p> <p><u>Systems and System Models</u></p> <p>5-ESS2. 5-ESS3-1 A system can be described in terms of its components and their interactions.</p>	<p><u>Patterns</u></p> <p>5-ESS1-2. Similarities and differences in patterns can be used to sort, classify, communicate and analyze simple rates of change for natural phenomena.</p> <p><u>Cause and Effect</u></p> <p>5-ESS1-1. Cause and effect relationships are routinely identified and used to explain change.</p> <p><u>Scale, Proportion, and Quantity</u></p> <p>5-PS2-1. Natural objects exist from the very small to the immensely large.</p>
Learning Strategies	5-PS1-1. Develop a model to describe that matter is made of particles too small	5-PS3-1. Use models to describe how energy in animals' food (used for body	5-ESS2-2. Describe and graph the amounts and percentages of	5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is

School Year Fifth Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
	<p>to be seen.</p> <p>5-PS1-2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.</p> <p>5-PS1-3. Make observations and measurements to identify materials based on their properties.</p> <p>5-PS1-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.</p>	<p>repair, growth, motion, and to maintain body warmth) was once energy from the sun.</p> <p>5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water.</p> <p>5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.</p>	<p>water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.</p> <p>5-ESS2-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and atmosphere interact.</p> <p>5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.</p>	<p>directed downward.</p> <p>5-ESS1-1. Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.</p> <p>5-ESS1-2. Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.</p>

Engineering Design

Engineering design processes and projects are integrated in each of the science (physics, chemistry, and biology) modules, reflecting the intersections of the natural sciences and engineering, technology, and applications of science. This approach highlights modern-day applications of engineering and technology, and provides students exposure to and understanding of professions that integrate both these fields, e.g. chemical engineering, biological engineering, biotechnology, etc. These fields reflect the present and future of

science practices, where technology increasingly plays a critical role in the growth of the sciences.

Performance expectations outlined here are based on elements from the National Research Council (NRC) document: *A Framework for K-12 Science Education*.

GRADES K-2

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

These projects will have three components:

<p>Science and Engineering Practices</p>	<p><u>Asking Questions and Defining Problems</u></p> <p>Asking questions and defining problems in K–2 builds on prior experiences and progresses to simple descriptive questions. K-2-ETS1-1. Ask questions based on observations to find more information about the natural and/or designed world. K-2-ETS1-1. Define a simple problem that can be solved through the development of a new or improved object or tool.</p> <p><u>Developing and Using Models</u></p> <p>Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., a diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions. K-2-ETS1-2. Develop a simple model based on evidence to represent a proposed object or tool.</p> <p><u>Analyzing and Interpreting Data</u></p> <p>Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations. K-2-ETS1-3. Analyze data from tests of an object or tool to determine if it works as intended.</p>
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<p>Disciplinary Core Ideas</p>	<p><u>ETS1.A: Defining and Delimiting Engineering Problems</u></p> <p>K-2-ETS1-1. A situation that people want to change or create can be approached as a problem to be solved through engineering. K-2-ETS1-1. Asking questions, making observations, and gathering information are helpful in thinking about problems. K-2-ETS1-1. Before beginning to design a solution, it is important to clearly understand the problem.</p> <p><u>ETS1.B: Developing Possible Solutions</u></p> <p>K-2-ETS1-2. Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem’s solutions to other people.</p> <p><u>ETS1.C: Optimizing the Design Solution</u></p> <p>K-2-ETS1-3. Because there is always more than one possible solution to a problem, it is useful to compare and test designs.</p>
<p>Crosscutting Concepts</p>	<p><u>Structure and Function</u></p> <p>K-2-ETS1-2. The shape and stability of structures of natural and designed objects are related to their function(s).</p>

GRADES 3-5

Students will be creating projects and students who demonstrate understanding can:

3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

These projects will have three components:

<p>Science and Engineering Practices</p>	<p><u>Asking Questions and Defining Problems</u></p> <p>Asking questions and defining problems in 3–5 builds on grades K–2 experiences and progresses to specifying qualitative relationships.</p> <p>3-5-ETS1-1. Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost.</p> <p><u>Planning and Carrying Out Investigations</u></p> <p>Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.</p> <p>3-5-ETS1-3. Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered.</p> <p><u>Constructing Explanations and Designing Solutions</u></p> <p>Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.</p> <p>3-5-ETS1-2. Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design problem.</p>
<p>Disciplinary Core Ideas</p>	<p><u>Defining and Delimiting Engineering Problems</u></p> <p>3-5-ETS1-1. Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account.</p>

	<p><u>Developing Possible Solutions</u></p> <p>3-5-ETS1-2. Research on a problem should be carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions.</p> <p>3-5-ETS1-2. At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs.</p> <p>3-5-ETS1-3. Tests are often designed to identify failure points or difficulties, which suggest the elements of the design that need to be improved.</p> <p><u>Optimizing the Design Solution</u></p> <p>3-5-ETS1-3. Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints.</p>
Crosscutting Concepts	<p><u>Influence of Science, Engineering, and Technology on Society and the Natural World</u></p> <p>3-5-ETS1-1. People’s needs and wants change over time, as do their demands for new and improved technologies.</p> <p>3-5-ETS1-2. Engineers improve existing technologies or develop new ones to increase their benefits, decrease known risks, and meet societal demands.</p>

Common Core State Standards Connections in Science

Kindergarten

Forces and Interactions: Pushes and Pulls	
ELA/Literacy	<p>RI.K.1 With prompting and support, ask and answer questions about key details in a text. (K-PS2-2)</p> <p>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (K-PS2-1)</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (K-PS2-2)</p>

Mathematics	<p>MP.2 Reason abstractly and quantitatively. (K-PS2-1)</p> <p>K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. (K-PS2-1)</p> <p>K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/”less of” the attribute, and describe the difference. (K-PS2-1)</p>
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Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment

ELA/Literacy	<p>RI.K.1 With prompting and support, ask and answer questions about key details in a text. (K-ESS2-2)</p> <p>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. (K-ESS2-2)</p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (K-ESS2-2), (K-ESS3-3)</p> <p>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (K-LS1-1)</p> <p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. (K-ESS3-1)</p>
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Mathematics	<p>MP.2 Reason abstractly and quantitatively. (K-ESS3-1)</p> <p>MP.4 Model with mathematics. (K-ESS3-1)</p> <p>K.CC Counting and Cardinality (K-ESS3-1)</p> <p>K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/”less of” the attribute, and describe the difference. (K-LS1-1)</p>
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Earth’s Systems: Processes that Shape the Earth

ELA/Literacy	<p>RI.K.1 With prompting and support, ask and answer questions about key details in a text. (K-ESS3-2)</p> <p>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (K-PS3-1),(K-PS3-2),(K-ESS2-1)</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (K-ESS3-2)</p>
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Mathematics	<p>MP.2 Reason abstractly and quantitatively. (K-ESS2-1)</p> <p>MP.4 Model with mathematics. (K-ESS2-1), (K-ESS3-2)</p> <p>K.CC Counting and cardinality. (K-ESS3-2)</p> <p>K.CC.A Know number names and the count sequence. (K-ESS2-1)</p> <p>K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. (K-ESS2-1)</p> <p>K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/”less of” the attribute, and describe the difference. (K-PS31), (KPS3-2)</p> <p>K.MD.B.3 Classify objects into given categories; count the number of objects in each category and sort the categories by count. (K-ESS2-1)</p>
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First Grade

Waves: Light and Sound	
ELA/Literacy	<p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (1-PS4-2)</p> <p>W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). (1-PS4-1), (1-PS4-2), (1-PS4-3),(1-PS4-4)</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (1-PS4-1), (1-PS4-2), 1-PS4-3)</p> <p>SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (1-PS4-1), (1-PS4-2), (1-PS4-3)</p>
Mathematics	<p>MP.5 Use appropriate tools strategically. (1-PS4-4)</p> <p>1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object. (1-PS4-4)</p> <p>1.MD.A.2 Express the length of an object as a whole number of length units, by layering multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. (1-PS4-4)</p>

Structure, Function, and Information Processing	
ELA/Literacy	<p>RI.1.1 Ask and answer questions about key details in a text. (1-LS1-2),(1-LS3-1)</p> <p>RI.1.2 Identify the main topic and retell key details of a text. (1-LS1-2)</p> <p>RI.1.10 With prompting and support, read informational texts appropriately complex for grade. (1-LS1-2)</p> <p>W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). (1-LS1-1),(1-LS3-1)</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (1-LS3-1)</p>
Mathematics	<p>MP.2 Reason abstractly and quantitatively. (1-LS3-1)</p> <p>MP.5 Use appropriate tools strategically. (1-LS3-1)</p> <p>1.NBT.B.3 Compare two two-digit numbers based on the meanings of the tens and one digits, recording the results of comparisons with the symbols $>$, $=$, and $<$. (1-LS1-2)</p> <p>1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning uses. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. (1-LS1-2)</p> <p>1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. (1-LS1-2)</p> <p>1.NBT.C.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. (1-LS1-2)</p> <p>1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object. (1-LS3-1)</p>
Space Systems: Patterns and Cycles	
ELA/Literacy	<p>W.1.7 Participate in shared research and writing projects (e.g., explore a</p>

	<p>number of “how-to” books on a given topic and use them to write a sequence of instructions). (1-ESS1-1),(1-ESS1-2)</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (1-ESS1-1),(1-ESS1-2)</p>
Mathematics	<p>MP.2 Reason abstractly and quantitatively. (1-ESS1-2)</p> <p>MP.4 Model with mathematics. (1-ESS1-2)</p> <p>MP.5 Use appropriate tools strategically. (1-ESS1-2)</p> <p>1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations to represent the problem. (1-ESS1-2)</p> <p>1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. (1-ESS1-2)</p>

Second Grade

Structure and Properties of Matter	
ELA/Literacy	<p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (2-PS1-4)</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (2-PS1-4)</p> <p>RI.2.8 Describe how reasons support specific points the author makes in a text. (2-PS1-2),(2-PS1-4)</p> <p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. (2-PS1-4)</p> <p>W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (2-PS1-1),(2-PS1-2),(2-PS1-3)</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question. (2-PS1-1),(2-PS1-2),(2-PS1-3)</p>
Mathematics	<p>MP.2 Reason abstractly and quantitatively. (2-PS1-2)</p>

	<p>MP.4 Model with mathematics. (2-PS1-1),(2-PS1-2)</p> <p>MP.5 Use appropriate tools strategically. (2-PS1-2)</p> <p>2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (2-PS1-1),(2-PS1-2)</p>
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Interdependent Relationships in Ecosystems

ELA/Literacy	<p>W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (2-LS2-1),(2-LS4-1)</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question. (2-LS2-1),(2-LS4-1)</p> <p>SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (2-LS2-2)</p>
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Mathematics	<p>MP.2 Reason abstractly and quantitatively. (2-LS2-1),(2-LS4-1)</p> <p>MP.4 Model with mathematics. (2-LS2-1),(2-LS2-2),(2-LS4-1)</p> <p>MP.5 Use appropriate tools strategically. (2-LS2-1)</p> <p>2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems. (2-LS2-2),(2-LS4-1)</p>
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Earth’s Systems: Processes that Shape the Earth

ELA/Literacy	<p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (2-ESS1-1)</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (2-ESS1-1),(2-ESS2-1)</p> <p>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic. (2-ESS2-1)</p> <p>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (2-ESS1-1),(2-ESS2-3)</p> <p>W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (2-ESS1-1)</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question. (2-ESS1-1),(2-ESS2-3)</p> <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or</p>
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	<p>information presented orally or through other media. (2-ESS1-1)</p> <p>SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (2-ESS2-2)</p>
Mathematics	<p>MP.2 Reason abstractly and quantitatively. (2-ESS2-1),(2-ESS2-1),(2-ESS2-2)</p> <p>MP.4 Model with mathematics. (2-ESS1-1),(2-ESS2-1),(2-ESS2-2)</p> <p>MP.5 Use appropriate tools strategically. (2-ESS2-1)</p> <p>2.NBT.A Understand place value. (2-ESS1-1)</p> <p>2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. (2-ESS2-2)</p> <p>2.MD.B.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. (2-ESS2-1)</p>

Third Grade

Forces and Interactions	
ELA/Literacy	<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-PS2-1),(3-PS2-3)</p> <p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (3-PS2-3)</p> <p>RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (3-PS2-3)</p> <p>W.3.7 Conduct short research projects that build knowledge about a topic. (3-PS2-1),(3-PS2-2)</p> <p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (3-PS2-1),(3-PS2-2)</p> <p>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (3-PS2-3)</p>
Mathematics	<p>MP.2 Reason abstractly and quantitatively. (3-PS2-1)</p> <p>MP.5 Use appropriate tools strategically. (3-PS2-1)</p>

	<p>3.MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (3-PS2-1)</p>
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Interdependent Relationships in Ecosystems	
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<p>ELA/Literacy</p>	<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-LS2-1),(3-LS4-1),(3-LS4-3),(3-LS4-4)</p> <p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. (3-LS4-1),(3-LS4-3),(3LS4-4)</p> <p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (3-LS2-1),(3-LS4-1),(3-LS4-3),(3-LS4-4)</p> <p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. (3-LS2-1),(3-LS4-1),(3-LS4-3),(3-LS4-4)</p> <p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (3-LS4-1),(3-LS4-3),(3-LS4-4)</p> <p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (3-LS4-1)</p> <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (3-LS4-3),(3-LS4-4)</p>
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<p>Mathematics</p>	<p>MP.2 Reason abstractly and quantitatively. (3-LS4-1),(3-LS4-3),(3-LS4-4)</p> <p>MP.4 Model with mathematics. (3-LS2-1),(3-LS4-1),(3-LS4-3),(3-LS4-4)</p> <p>MP.5 Use appropriate tools strategically. (3-LS4-1)</p> <p>3.NBT Number and Operations in Base Ten (3-LS2-1)</p> <p>3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. (3-LS4-3)</p> <p>3.MD.B.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. (3-LS4-1)</p>
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Inheritance and Variation of Traits: Life Cycles and Traits	
ELA/Literacy	<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-LS3-1),(3-LS3-2),(3-LS4-2)</p> <p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. (3-LS3-1),(3-LS3-2),(3-LS4-2)</p> <p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (3-LS3-1),(3-LS3-2),(3-LS4-2)</p> <p>RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (3-LS1-1)</p> <p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (3-LS3-1),(3-LS3-2),(3-LS4-2)</p> <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (3-LS3-1),(3-LS3-2),(3-LS4-2)</p> <p>SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. (3-LS1-1)</p>
Mathematics	<p>MP.2 Reason abstractly and quantitatively. (3-LS3-1),(3-LS3-2),(3-LS4-2)</p> <p>MP.4 Model with mathematics. (3-LS1-1),(3-LS3-1),(3-LS3-2),(3-LS4-2)</p> <p>3.NBT Number and Operations in Base Ten (3-LS1-1)</p> <p>3.NF Number and Operations—Fractions (3-LS1-1)</p> <p>3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. (3-LS4-2)</p> <p>3.MD.B.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. (3-LS3-1),(3-LS3-2)</p>
Weather and Climate	
ELA/Literacy	<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-ESS2-2)</p> <p>RI.3.9 Compare and contrast the most important points and key details</p>

	<p>presented in two texts on the same topic. (3-ESS2-2)</p> <p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. (3-ESS3-1)</p> <p>W.3.7 Conduct short research projects that build knowledge about a topic. (3-ESS3-1)</p> <p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (3-ESS2-2)</p>
Mathematics	<p>MP.2 Reason abstractly and quantitatively. (3-ESS2-1),(3-ESS2-2),(3-ESS3-1)</p> <p>MP.4 Model with mathematics. (3-ESS2-1),(3-ESS2-2), (3-ESS3-1)</p> <p>MP.5 Use appropriate tools strategically. (3-ESS2-1)</p> <p>3.MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (3-ESS2-1)</p> <p>3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in bar graphs. (3-ESS2-1)</p>

Fourth Grade

Energy	
ELA/Literacy	<p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (4-PS3-1)</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (4-PS3-1)</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (4-PS3-1)</p> <p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (4-PS3-1)</p> <p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. (4-PS3-2),(4-PS3-3),(4-PS3-4),(4-ESS3-1)</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize</p>

	<p>information, and provide a list of sources. (4-PS3-1),(4-PS3-2),(4-PS3-3),(4-PS3-4),(4-ESS3-1)</p> <p>W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (4-PS3-1),(4-ESS3-1)</p>
Mathematics	<p>MP.2 Reason abstractly and quantitatively. (4-ESS3-1)</p> <p>MP.4 Model with mathematics. (4-ESS3-1)</p> <p>4.OA.A.1 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. (4-ESS3-1)</p> <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (4-PS3-4)</p>
Waves and Information	
ELA/Literacy	<p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (4-PS4-3)</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (4-PS4-3)</p> <p>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (4-PS4-1)</p>
Mathematics	<p>MP.4 Model with mathematics. (4-PS4-1)</p> <p>4.G.A.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. (4-PS4-1)</p>
Structure, Function, and Information Processing	
ELA/Literacy	<p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (4-LS1-1)</p> <p>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (4-PS4-2),(4-LS1-2)</p>

Mathematics	<p>MP.4 Model with mathematics. (4-PS4-2)</p> <p>4.G.A.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. (4-PS4-2)</p> <p>4.G.A.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded across the line into matching parts. Identify line symmetric figures and draw lines of symmetry. (4-LS1-1)</p>
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Earth’s Systems: Processes that Shape the Earth

ELA/Literacy	<p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (4-ESS3-2)</p> <p>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (4-ESS2-2)</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (4-ESS3-2)</p> <p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. (4-ESS1-1),(4-ESS2-1)</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (4-ESS1-1),(4-ESS2-1)</p> <p>W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (4-ESS1-1)</p>
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Mathematics	<p>MP.2 Reason abstractly and quantitatively. (4-ESS1-1),(4-ESS2-1),(4-ESS3-2)</p> <p>MP.4 Model with mathematics. (4-ESS1-1),(4-ESS2-1),(4-ESS3-2)</p> <p>MP.5 Use appropriate tools strategically. (4-ESS2-1)</p> <p>4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. (4-ESS1-1),(4-ESS2-1)</p> <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. (4-ESS2-1),(4-ESS2-2)</p>
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	4.OA.A.1 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. (4-ESS3-2)
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Fifth Grade

Structure and Properties of Matter	
ELA/Literacy	<p>RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (5-PS1-1)</p> <p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (5-PS1-2),(5-PS1-3),(5-PS1-4)</p> <p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (5-PS1-2),(5-PS1-3),(5-PS1-4)</p> <p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (5-PS1-2),(5-PS1-3),(5-PS1-4)</p>
Mathematics	<p>MP.2 Reason abstractly and quantitatively. (5-PS1-1),(5-PS1-2),(5-PS1-3)</p> <p>MP.4 Model with mathematics. (5-PS1-1),(5-PS1-2),(5-PS1-3)</p> <p>MP.5 Use appropriate tools strategically. (5-PS1-2),(5-PS1-3)</p> <p>5.NBT.A.1 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. (5-PS1-1)</p> <p>5.NF.B.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. (5-PS1-1)</p> <p>5.MD.A.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real-world problems. (5-PS1-2)</p> <p>5.MD.C.3 Recognize volume as an attribute of solid figures and understands concepts of volume measurement. (5-PS1-1)</p> <p>5.MD.C.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. (5-PS1-1)</p>

Matter and Energy in Organisms and Ecosystems	
ELA/Literacy	<p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (5-LS1-1)</p> <p>RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (5-PS3-1),(5-LS2-1)</p> <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (5-LS1-1)</p> <p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (5-LS1-1)</p> <p>SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (5-PS3-1),(5-LS2-1)</p>
Mathematics	<p>P.2 Reason abstractly and quantitatively. (5-LS1-1),(5-LS2-1)</p> <p>MP.4 Model with mathematics. (5-LS1-1),(5-LS2-1)</p> <p>MP.5 Use appropriate tools strategically. (5-LS1-1)</p> <p>5.MD.A.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. (5-LS1-1)</p>
Earth's Systems	
ELA/Literacy	<p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (5-ESS3-1)</p> <p>RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (5-ESS2-1),(5-ESS2-2),(5-ESS3-1)</p> <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (5-ESS3-1)</p> <p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (5-ESS2-2),(5-ESS3-1)</p> <p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (5-ESS3-1)</p> <p>SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (5-ESS2-1),(5-ESS2-2)</p>

Mathematics	<p>MP.2 Reason abstractly and quantitatively. (5-ESS2-1),(5-ESS2-2),(5-ESS3-1)</p> <p>MP.4 Model with mathematics. (5-ESS2-1),(5-ESS2-2),(5-ESS3-1)</p> <p>5.G.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. (5-ESS2-1)</p>
Space Systems: Stars and the Solar System	
ELA/Literacy	<p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (5-PS2-1),(5-ESS1-1)</p> <p>RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (5-ESS1-1)</p> <p>RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (5-ESS1-1)</p> <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (5-PS2-1),(5-ESS1-1)</p> <p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (5-PS2-1),(5-ESS1-1)</p> <p>SL.5.5 Include multimedia components (e.g., graphics, sound and visual displays) in presentations when appropriate to enhance the development of main ideas or themes. (5-ESS1-2)</p>
Mathematics	<p>MP.2 Reason abstractly and quantitatively. (5-ESS1-1),(5-ESS1-2)</p> <p>MP.4 Model with mathematics. (5-ESS1-1),(5-ESS1-2)</p> <p>5.NBT.A.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. (5-ESS1-1)</p> <p>5.G.A.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. (5-ESS1-2)</p>

Engineering Design

Engineering Design K-2

ELA/Literacy	<p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (K-2-ETS1-1)</p> <p>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (K-2-ETS1-1),(K-2-ETS1-3)</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question. (K-2-ETS1-1),(K-2-ETS1-3)</p> <p>SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (K-2-ETS1-2)</p>
Mathematics	<p>MP.2 Reason abstractly and quantitatively. (K-2-ETS1-1),(K-2-ETS1-3)</p> <p>MP.4 Model with mathematics. (K-2-ETS1-1),(K-2-ETS1-3)</p> <p>MP.5 Use appropriate tools strategically. (K-2-ETS1-1),(K-2-ETS1-3)</p> <p>2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (K-2-ETS1-1),(K-2-ETS1-3)</p>

Engineering Design 3-5	
ELA/Literacy	<p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (3-5-ETS1-2)</p> <p>RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (3-5-ETS1-2)</p> <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (3-5-ETS1-2)</p> <p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (3-5-ETS1-1),(3-5-ETS1-3)</p> <p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (3-5-ETS1-1),(3-5-ETS1-3)</p> <p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (3-5-ETS1-1),(3-5-ETS1-3)</p>
Mathematics	<p>MP.2 Reason abstractly and quantitatively. (3-5-ETS1-1),(3-5-ETS1-2),(3-</p>

	5-ETS1-3) MP.4 Model with mathematics. (3-5-ETS1-1),(3-5-ETS1-2),(3-5-ETS1-3) MP.5 Use appropriate tools strategically. (3-5-ETS1-1),(3-5-ETS1-2),(3-5-ETS1-3) 3-5.OA Operations and Algebraic Thinking (3-5-ETS1-1),(3-5-ETS1-2)
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The Concept of the Ecosystem

*"I bequeath myself to the dirt, to grow from the grass I love;
If you want me again, look for me under your boot-soles."*

- Walt Whitman

In this lesson, we will learn answers to the following questions:

- What is an ecosystem, and how can we study one?
- Is the earth an open or closed system with respect to energy and elements?
- How do we define "biogeochemical cycles," and how are they important to ecosystems?
- What are the major controls on ecosystem function?
- What are the major factors responsible for the differences between ecosystems?

Introduction - What is an Ecosystem?

An ecosystem consists of the biological community that occurs in some locale, and the physical and chemical factors that make up its non-living or abiotic environment. There are many examples of ecosystems -- a pond, a forest, an estuary, a grassland. The boundaries are not fixed in any objective way, although sometimes they seem obvious, as with the shoreline of a small pond. Usually the boundaries of an ecosystem are chosen for practical reasons having to do with the goals of the particular study.

The study of ecosystems mainly consists of the study of certain processes that link the living, or biotic, components to the non-living, or abiotic, components. **Energy transformations** and **biogeochemical cycling** are the main processes that comprise the field of ecosystem ecology. As we learned earlier, ecology generally is defined as the interactions of organisms with one another and with the environment in which they occur. We can study ecology at the level of the individual, the population, the community, and the ecosystem.

Studies of **individuals** are concerned mostly about physiology, reproduction, development or behavior, and studies of **populations** usually focus on the habitat and resource needs of individual species, their group behaviors, population growth, and what limits their abundance or causes extinction. Studies of **communities** examine how populations of many species interact with one another, such as predators and their prey, or competitors that share common needs or resources.

In **ecosystem ecology** we put all of this together and, insofar as we can, we try to understand how the system operates as a whole. This means that, rather than worrying mainly about particular species, we try to focus on major functional aspects of the system.

These **functional aspects** include such things as the amount of energy that is produced by photosynthesis, how energy or materials flow along the many steps in a food chain, or what

controls the rate of decomposition of materials or the rate at which nutrients are recycled in the system.

Components of an Ecosystem

You are already familiar with the parts of an ecosystem. You have learned about climate and soils from past lectures. From this course and from general knowledge, you have a basic understanding of the diversity of plants and animals, and how plants and animals and microbes obtain water, nutrients, and food. We can clarify the parts of an ecosystem by listing them under the headings "abiotic" and "biotic".

ABIOTIC COMPONENTS	BIOTIC COMPONENTS
Sunlight	Primary Producers
Temperature	Herbivores
Precipitation	Carnivores
Water or Moisture	Omnivores
Soil or water chemistry	Detritivores
Etc.	Etc.
All of these vary over space/time	

By and large, this set of environmental factors is important almost everywhere, in all ecosystems.

Usually, biological communities include the "functional groupings" shown above. A **functional group** is a biological category composed of organisms that perform mostly the same kind of function in the system; for example, all the photosynthetic plants or primary producers form a functional group. Membership in the functional group does not depend very much on who the actual players (species) happen to be, only on what function they perform in the ecosystem.

Processes of Ecosystems

This figure with the plants, zebra, lion, and so forth illustrates the two main ideas about how ecosystems function: *ecosystems have energy flows* and *ecosystems cycle materials*. These two processes are linked, but they are not quite the same (see Figure 1).

Figure 1. Energy flows and material cycles.

Energy enters the biological system as light energy, or photons, is transformed into chemical energy in organic molecules by cellular processes including photosynthesis and respiration, and ultimately is converted to heat energy. This energy is dissipated, meaning it is lost to the

system as heat; once it is lost it cannot be recycled. Without the continued input of solar energy, biological systems would quickly shut down. Thus the earth is an *open system* with respect to energy.

Elements such as carbon, nitrogen, or phosphorus enter living organisms in a variety of ways. Plants obtain elements from the surrounding atmosphere, water, or soils. Animals may also obtain elements directly from the physical environment, but usually they obtain these mainly as a consequence of consuming other organisms. These materials are transformed biochemically within the bodies of organisms, but sooner or later, due to excretion or decomposition, they are returned to an inorganic state. Often bacteria complete this process, through the process called decomposition or mineralization (*see previous lecture on microbes*).

During decomposition these materials are not destroyed or lost, so the earth is a *closed system* with respect to elements (with the exception of a meteorite entering the system now and then). The elements are cycled endlessly between their biotic and abiotic states within ecosystems. Those elements whose supply tends to limit biological activity are called *nutrients*.

The Transformation of Energy

The transformations of energy in an ecosystem begin first with the input of energy from the sun. The process of photosynthesis captures energy from the sun. Carbon dioxide is combined with hydrogen (derived from the splitting of water molecules) to produce carbohydrates (CHO). Energy is stored in the high-energy bonds of adenosine triphosphate, or ATP (see lecture on photosynthesis).

Virtually all energy available to organisms originates in plants. Because it is the first step in the production of energy for living things, it is called *primary production*.

Herbivores obtain their energy by consuming plants or plant products, *carnivores* eat herbivores, and *detritivores* consume the droppings and carcasses of us all.

Figure 2 portrays a simple food chain, in which energy from the sun, captured by plant photosynthesis, flows from *trophic level* to trophic level via the *food chain*. A trophic level is composed of organisms that make a living in the same way, that is they are all *primary producers* (plants), *primary consumers* (herbivores) or *secondary consumers* (carnivores). Dead tissue and waste products are produced at all levels. Scavengers, detritivores, and decomposers collectively account for the use of all such "waste" -- consumers of carcasses and fallen leaves may be other animals, such as crows and beetles, but ultimately it is the microbes that finish the job of decomposition. Not surprisingly, the amount of primary production varies a great deal from place to place, due to differences in the amount of solar radiation and the availability of nutrients and water.

For reasons that we will explore more fully in subsequent lectures, *energy transfer through the food chain is inefficient*. This means that less energy is available at the herbivore level than at the primary producer level, less yet at the carnivore level, and so on. The result is a pyramid of energy, with important implications for understanding the quantity of life that can be supported.

Usually when we think of food chains we visualize green plants, herbivores, and so on. These are referred to as **grazer food chains**, because living plants are directly consumed. In many circumstances the principal energy input is not green plants but dead organic matter. These are called **detritus food chains**. Examples include the forest floor or a woodland stream in a forested area, a salt marsh, and most obviously, the ocean floor in very deep areas where all sunlight is extinguished thousands of meters above. In subsequent lectures we shall return to these important issues concerning energy flow.

Finally, although we have been talking about food chains, in reality the organization of biological systems is much more complicated than can be represented by a simple "chain". There are many food links and chains in an ecosystem, and we refer to all of these linkages as a **food web**. Food webs can be very complicated, where it appears that "**everything is connected to everything else**", and it is important to understand what are the most important linkages in any particular food web.

Biogeochemistry

How can we study which of these linkages in a food web are most important? One obvious way is to study the flow of energy or the cycling of elements. For example, the cycling of elements is controlled in part by organisms, which store or transform elements, and in part by the chemistry and geology of the natural world. The term **Biogeochemistry** is defined as the study of how living systems influence, and are controlled by, the geology and chemistry of the earth. Thus biogeochemistry encompasses many aspects of the abiotic and biotic world that we live in.

There are several main **principles and tools** that biogeochemists use to study earth systems. Most of the major environmental problems that we face in our world today can be analyzed using biogeochemical principles and tools. These problems include global warming, acid rain, environmental pollution, and increasing greenhouse gases. The principles and tools that we use can be broken down into 3 major components: **element ratios, mass balance, and element cycling**.

1. Element ratios

In biological systems, we refer to important elements as "**conservative**". These elements are often nutrients. By "conservative" we mean that an organism can change only slightly the amount of these elements in their tissues if they are to remain in good health. It is easiest to think of these conservative elements in relation to other important elements in the organism. For example, in healthy algae the elements C, N, P, and Fe have the following ratio, called the **Redfield ratio** after the oceanographer that discovered it:

$$\mathbf{C : N : P : Fe = 106 : 16 : 1 : 0.01}$$

Once we know these ratios, we can compare them to the ratios that we measure in a sample of algae to determine if the algae are lacking in one of these limiting nutrients.

2. Mass Balance

Another important tool that biogeochemists use is a simple mass balance equation to describe the state of a system. The system could be a snake, a tree, a lake, or the entire

globe. Using a mass balance approach we can determine whether the system is changing and how fast it is changing. The equation is:

$$\text{NET CHANGE} = \text{INPUT} + \text{OUTPUT} + \text{INTERNAL CHANGE}$$

In this equation the net change in the system from one time period to another is determined by what the inputs are, what the outputs are, and what the internal change in the system was. The example given in class is of the acidification of a lake, considering the inputs and outputs and internal change of acid in the lake.

3. Element Cycling

Element cycling describes where and how fast elements move in a system. There are two general classes of systems that we can analyze, as mentioned above: **closed and open systems**.

*A **closed system** refers to a system where the inputs and outputs are negligible compared to the internal changes. Examples of such systems would include a bottle, or our entire globe. There are two ways we can describe the cycling of materials within this closed system, either by looking at the rate of movement or at the pathways of movement.*

1. **Rate** = number of cycles / time * as rate increases, productivity increases
2. **Pathways**-important because of different reactions that may occur

*In an **open system** there are inputs and outputs as well as the internal cycling. Thus we can describe the rates of movement and the pathways, just as we did for the closed system, but we can also define a new concept called the **residence time**. The residence time indicates how long on average an element remains within the system before leaving the system.*

1. **Rate**
2. **Pathways**
3. **Residence time, Rt**

***Rt** = total amount of matter / output rate of matter*

(Note that the "units" in this calculation must cancel properly)

Controls on Ecosystem Function

Now that we have learned something about how ecosystems are put together and how materials and energy flow through ecosystems, we can better address the question of "what controls ecosystem function"? There are two dominant theories of the control of ecosystems. The first, called **bottom-up control**, states that it is the nutrient supply to the primary producers that ultimately controls how ecosystems function. If the nutrient supply is increased, the resulting increase in production of autotrophs is propagated through the food web and all of the other trophic levels will respond to the increased availability of food (energy and materials will cycle faster).

The second theory, called **top-down control**, states that predation and grazing by higher trophic levels on lower trophic levels ultimately controls ecosystem function. For example, if you have an increase in predators, that increase will result in fewer grazers, and that decrease in grazers will result in turn in more primary producers because fewer of them are

being eaten by the grazers. Thus the control of population numbers and overall productivity "cascades" from the top levels of the food chain down to the bottom trophic levels.

So, which theory is correct? Well, as is often the case when there is a clear dichotomy to choose from, the answer lies somewhere in the middle. There is evidence from many ecosystem studies that BOTH controls are operating to some degree, but that NEITHER control is complete. For example, the "top-down" effect is often very strong at trophic levels near to the top predators, but the control weakens as you move further down the food chain. Similarly, the "bottom-up" effect of adding nutrients usually stimulates primary production, but the stimulation of secondary production further up the food chain is less strong or is absent.

Thus we find that both of these controls are operating in any system at any time, and we must understand the relative importance of each control in order to help us to predict how an ecosystem will behave or change under different circumstances, such as in the face of a changing climate.

The Geography of Ecosystems

There are many different ecosystems: rain forests and tundra, coral reefs and ponds, grasslands and deserts. Climate differences from place to place largely determine the types of ecosystems we see. How terrestrial ecosystems appear to us, is influenced mainly by the dominant vegetation.

The word "biome" is used to describe a major vegetation type such as tropical rain forest, grassland, tundra, etc., extending over a large geographic area (Figure 3). It is never used for aquatic systems, such as ponds or coral reefs. It always refers to a vegetation category that is dominant over a very large geographic scale, and so is somewhat broader than an ecosystem.

Figure 3: The distribution of biomes.

We can draw upon previous lectures to remember that temperature and rainfall patterns for a region are distinctive. Every place on earth gets the same total number of hours of sunlight each year, but not the same amount of heat. The sun's rays strike low latitudes directly but high latitudes obliquely. This uneven distribution of heat sets up not just temperature differences, but global wind and ocean currents that in turn have a great deal to do with where rainfall occurs. Add in the cooling effects of elevation and the effects of landmasses on temperature and rainfall, and we get a complicated global pattern of climate.

A schematic view of the earth shows that, complicated though climate may be; many aspects are predictable (Figure 4). High solar energy striking near the equator ensures nearly constant high temperatures and high rates of evaporation and plant transpiration. Warm air rises, cools, and sheds its moisture, creating just the conditions for a tropical rain forest. Contrast the stable temperature but varying rainfall of a site in Panama with the relatively constant precipitation but seasonally changing temperature of a site in New York State. Every location has a rainfall- temperature graph that is typical of a broader region.

Figure 4. Climate patterns affect biome distributions.

We can draw upon plant physiology to know that certain plants are distinctive of certain climates, creating the vegetation appearance that we call biomes. Note how well the distribution of biomes plots on the distribution of climates (Figure 5). Note also that some climates are impossible, at least on our planet. High precipitation is not possible at low temperatures -- there is not enough solar energy to power the water cycle, and most water is frozen and thus biologically unavailable throughout the year. The high tundra is as much a desert as is the Sahara.

Figure 5. The distribution of biomes related to temperature and precipitation.

Summary

- Ecosystems are made up of abiotic (non-living, environmental) and biotic components, and these basic components are important to nearly all types of ecosystems. Ecosystem Ecology looks at energy transformations and biogeochemical cycling within ecosystems.
- Energy is continually input into an ecosystem in the form of light energy, and some energy is lost with each transfer to a higher trophic level. Nutrients, on the other hand, are recycled within an ecosystem, and their supply normally limits biological activity. So, "energy flows, elements cycle".
- Energy is moved through an ecosystem via a food web, which is made up of interlocking food chains. Energy is first captured by photosynthesis (primary production). The amount of primary production determines the amount of energy available to higher trophic levels.
- The study of how chemical elements cycle through an ecosystem is termed biogeochemistry. A biogeochemical cycle can be expressed as a set of stores (pools) and transfers, and can be studied using the concepts of "stoichiometry", "mass balance", and "residence time".
- Ecosystem function is controlled mainly by two processes, "top-down" and "bottom-up" controls.
- A biome is a major vegetation type extending over a large area. Biome distributions are determined largely by temperature and precipitation patterns on the Earth's surface.

Source:

<http://www.globalchange.umich.edu/globalchange1/current/lectures/kling/ecosystem/ecosystem.html>

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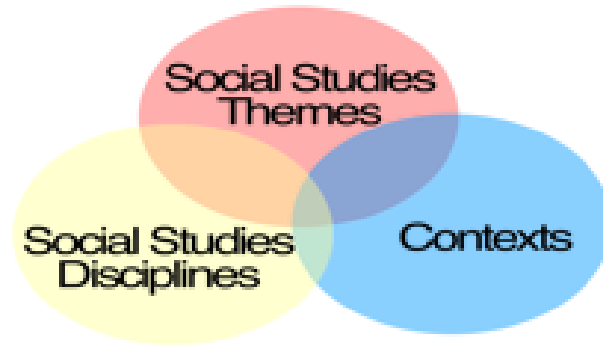
Attachment 5B: Spark Charter Curriculum Map for Social Studies



Social Studies learning features the intersection of ten themes, eleven disciplines, and geographic and historical contexts as these relate to the humanities, mathematics, and natural sciences. At the end of each Helical Model module, students will design and build projects demonstrating tenets of civil society and sustainable growth.

Social Studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and the social sciences.

– Curriculum Standards for Social Studies



The aim of social studies is the promotion of civic competence—the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life. By making civic competence a central aim, NCSS emphasizes the importance of educating students who are committed to the ideas and values of democracy. Civic competence rests on this commitment to democratic values, and requires that citizens have the ability to use their knowledge about their community, nation, and world; to apply inquiry processes; and to employ skills of data collection and analysis, collaboration, decision-making, and problem-solving. **Young people who are knowledgeable, skillful, and committed to democracy are necessary to sustaining and improving our democratic way of life, and participating as members of a global community.**

Context and thematic strands for each of the grade levels will provide deeper and connected understanding of issues, for example, health care, education, race, and equality. Students will be using social studies disciplines as frameworks and strategies for information-gathering and as “analytical lenses” to develop insightful connections about society, community, and individuals. Through this process, students will create an appreciation of the multi-disciplinary nature of issues and contexts, while developing awareness of the knowledge tools in the social sciences that guide the understanding of people and society. The curriculum strategy also provides hands-on experiences that will expose students to professional careers in the social studies fields.

11 Disciplines in Social Studies

Anthropology	Political Science
Archeology	Psychology
Economics	Religion
Geography	Sociology
History	Philosophy
Law	

10 Themes of the Social Studies Standards

1 CULTURE

Through the study of culture and cultural diversity, learners understand how human beings create, learn, share, and adapt to culture, and appreciate the role of culture in shaping their lives and society, as well the lives and societies of others. This theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum.

2 TIME, CONTINUITY, AND CHANGE

Through the study of the past and its legacy, learners examine the institutions, values, and beliefs of people in the past, acquire skills in historical inquiry and interpretation, and gain an understanding of how important historical events and developments have shaped the modern world. This theme appears in courses in history, as well as in other social studies courses for which knowledge of the past is important.

3 GEOGRAPHY, HUMANS, & THE ENVIRONMENT

This theme helps learners develop their spatial views and perspectives of the world, to understand where people, places, and resources are located and why they are there, and to explore the relationship between human beings and the environment. In schools, this theme typically appears in courses dealing with geography and area studies, but it is also important for the study of the geographical dimension of other social studies subjects.

4 INDIVIDUAL DEVELOPMENT AND IDENTITY

Personal identity is shaped by an individual's own choices, family, peers, culture, and institutions. Through this theme, students examine the factors that influence an individual's personal identity, development, and actions. This theme typically appears in courses and units dealing with psychology, anthropology, and sociology.

5 INDIVIDUALS, GROUPS, AND INSTITUTIONS

Institutions, such as families, and civic, educational, governmental, and religious organizations exert a major influence on people's lives. This theme allows students to understand how institutions are formed, maintained, and changed, and to examine their influence. In schools, this theme typically appears in units and courses dealing with sociology, anthropology, psychology, political science, and history.

6 POWER, AUTHORITY, AND GOVERNANCE

One essential component of education for citizenship is an understanding of the historical development and contemporary forms of power, authority, and governance. Through this theme, learners become familiar with the purposes and functions of government, the scope and limits of authority, and the differences between democratic and non-democratic political systems. In schools, this theme typically appears in units and courses dealing with government, history, civics, law, politics, and other social sciences.

7 PRODUCTION, DISTRIBUTION, AND CONSUMPTION

This theme provides for the study of how people organize for the production, distribution,

and consumption of goods and services, and prepares students for the study of domestic and global economic issues. In schools, this theme typically appears in units and courses dealing with economic concepts and issues, though it is also important for the study of the economic dimension of other social studies subjects.

8 SCIENCE, TECHNOLOGY, AND SOCIETY

By exploring the relationships among science, technology, and society, students develop an understanding of past and present advances in science and technology and their impact. This theme appears in a variety of social studies courses, including history, geography, economics, civics, and government.

9 GLOBAL CONNECTIONS

The realities of global interdependence require an understanding of the increasingly important and diverse global connections among world societies. This theme prepares students to study issues arising from globalization. It typically appears in units or courses dealing with geography, culture, economics, history, political science, government, and technology.

10 CIVIC IDEALS AND PRACTICES

An understanding of civic ideals and practices is critical to full participation in society and is an essential component of education for citizenship. This theme enables students to learn about the rights and responsibilities of citizens of a democracy, and to appreciate the importance of active citizenship. In schools, the theme typically appears in units or courses dealing with ethics, civics, history, political science, cultural anthropology, and fields such as global studies, law-related education, and the humanities.

Overview of Themes, Disciplines, and Contexts for Each Grade Level

	Contexts	Themes	Disciplines
Kindergarten	Living and Growing in a Civil Society	Self and Others - Individual Development and Cultural Identity - Geography, Humans, and the Environment - Civic Ideals and Practices - Production, Distribution, and Consumption	Psychology Anthropology Philosophy Economics
Grade 1	History of Multicultural America	My Family and Other Families - Individual Development and Cultural Identity - Culture - Civic Ideals and Practices	Geography History Sociology Economics

		<ul style="list-style-type: none"> -Geography, Humans, and the Environment -Time, Continuity, and Change -Production, Distribution, and Consumption 	
Grade 2	History of India & Egypt	My Community and Other Communities <ul style="list-style-type: none"> - Individual Development and Cultural Identity - Culture - Civic Ideals and Practices -Geography, Humans, and the Environment -Time, Continuity, and Change -Power, Authority, and Governance -Science, Technology, and Society	Archeology History Religion Philosophy Geography Economics
Grade 3	History of Japan & Italy	My Community and Other Communities <ul style="list-style-type: none"> - Individual Development and Cultural Identity - Culture - Civic Ideals and Practices -Geography, Humans, and the Environment -Time, Continuity, and Change -Power, Authority, and Governance -Science, Technology, and Society	Archeology History Religion Philosophy Geography Economics
Grade 4	History of the USA & California	Leadership and the Dynamics of Politics, Economy, and Culture <ul style="list-style-type: none"> - Individuals, Groups, and Institutions - Culture - Civic Ideals and Practices -Geography, Humans, and the Environment -Time, Continuity, and Change -Power, Authority, and Governance -Science, Technology, and Society	History Religion Political Science Law Sociology
Grade 5	History of	Global Connections	History

	East-West Interactions	-Production, Distribution, and Consumption - Science, Technology, and Society, - Time, Continuity, and Change, - Culture -Geography, Humans, and the Environment	Economics Geography Sociology Philosophy
Grade 6	History of Spain and Latin America		
Grade 7	History of China		
Grade 8	USA and the World: History of American Foreign Relations		

GRADE LEVEL CURRICULUM MAP

GRADE K
Self and Others
Living and Growing in A Civil Society

In kindergarten, students will explore their unique identities and build awareness of other students' unique identities. Through creative, collaborative, and reflective hands-on lesson activities, they will create a framework and a set of rules by which people live in a civil society.

Students will form opinions about respect, inclusivity, collaboration, perseverance, equality, generosity, etc., so people can learn well, discover their passions, achieve success, live, play, and work happily and productively. While studying how they live and

the rules under which they live, students learn that other people have identities, cultures, and experiences in the world different from their own. In the final quarter, students will explore the field of economics by creating small business that encapsulate their unique abilities, supported by a cooperative process and guided by the basic rules of business.

In the kindergarten performance expectations, students are expected to demonstrate grade-appropriate proficiency in chronological reasoning and causation; comparison and contextualization; geographic reasoning; gathering, using, and interpreting evidence; and practicing positive connections as individuals in the context of social interaction. Students are expected to use these practices to demonstrate understanding of the core ideas.

Lessons will integrate Common Core Learning Standards for English Language Arts and Literacy in reading for informational text; self-expressions and purposeful writing; and speaking and listening.

School Year Kindergarten	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
ESSENTIAL QUESTIONS	Who am I and who are we? How do we build a positive and productive learning community?	How do children contribute to making a better world?	Where do we live and how do systems and people make our community work, so members can thrive and be happy?	How do businesses support needs and wants of people in a community?
CONTEXTS	Home, School & Community			Community
DISCIPLINES	Psychology	Philosophy	Anthropology	Economics
THEMES:	Individual Development and Cultural Identity	Civic Ideals and Practices	Geography, Humans, and the Environment	Production, Distribution, and Consumption
	<ul style="list-style-type: none"> ◆ Children’s sense of self is shaped by experiences that are unique to them and their families, and by common experiences shared by a community or nation. ◆ A sense of self is developed through physical and cultural characteristics and 	<ul style="list-style-type: none"> ◆ Children and adults have rights and responsibilities at home, at school, in the classroom, and in the community. ◆ Children have basic universal rights or protections as members of a family, school, community, nation, and the world. ◆ Children can be responsible members 	<ul style="list-style-type: none"> ◆ Places, physical features, and man-made structures can be located on a map or globe and described using specific geographic vocabulary. ◆ Students will locate on a map familiar places or buildings in the community (e.g., school, grocery store, train station, hospital). 	<ul style="list-style-type: none"> ◆ People have economic needs and wants. Goods and services can satisfy people’s wants. Scarcity is the condition of not being able to have all of the goods and services that a person needs. ◆ A need is something that a person must have for health and survival, while a want is something a person would like to

School Year Kindergarten	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
	<p>through the development of personal likes, dislikes, talents, and skills.</p> <ul style="list-style-type: none"> ◆ Personal experiences shape our sense of self and help us understand our likes, dislikes, talents, and skills, as well as our connections to others. ◆ Children, families, and communities exhibit cultural similarities and differences. ◆ Each person is unique but also shares common characteristics with other family, school, and community members. ◆ Unique family activities and traditions are important parts of an individual's culture and sense of self. <p>Example: Students will explain how their family celebrates birthdays or other special days.</p> <ul style="list-style-type: none"> ◆ Children and families from 	<p>of a family and classroom and can perform important duties to promote the safety and general welfare of the group.</p> <ul style="list-style-type: none"> ◆ Rules affect children and adults, and people make and change rules for many reasons. ◆ Children and adults must follow rules within the home, school, and community to provide for a safe and orderly environment. Example: Students will discuss rules for fire, water, traffic, school, and home safety, and what would happen if rules were not followed. 	<ul style="list-style-type: none"> ◆ People and communities are affected by and adapt to their physical environment. ◆ Climate, seasonal weather changes, and the physical features associated with the community and region all affect how people live. 	<p>have.</p> <ul style="list-style-type: none"> ◆ Goods are objects that can satisfy people's needs and wants; services are activities that can satisfy people's needs and wants. ◆ Students will identify examples of goods and services ◆ Scarcity is the condition of not be able to have all the goods and services that a person wants or needs.

School Year Kindergarten	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
	<p>different cultures all share some common characteristics, but also have specific differences that make them unique.</p>			
	<p>◆ Rules affect children and adults, and people make and change rules for many reasons.</p> <p>◆People in authority make rules and laws that consider others and provide for the health and safety of all.</p> <p>Example: Students will discuss classroom routines and rules (e.g., raise hand to ask or answer a question during circle time, walk quietly in the halls when going to specials).</p> <p>◆Children and adults have opportunities to contribute to the development of rules and/or laws.</p> <p>Example: Students will be given an opportunity to create new rules as needed for class activities.</p>			

Common Core State Standards Connections
English Language Arts

<p><u>Reading Standards for Informational Text</u></p>	<p>Key Ideas and Details</p>	<ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify the main topic and retell key details of a text. 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
	<p>Craft and Structure</p>	<ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about unknown words in a text. 2. Identify the front cover, back cover, and title page of a book. 3. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
	<p>Integration of Knowledge and Ideas</p>	<ol style="list-style-type: none"> 1. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). 2. With prompting and support, identify the reasons an author gives to support points in a text. 3. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
	<p>Range of Reading and Level of Text Complexity</p>	<p>With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>
<p><u>Writing</u></p>	<p>Text Types and Purposes</p>	<ol style="list-style-type: none"> 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they

<p><u>Standards</u></p>		<p>tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).</p> <p>2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>3. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>
	<p>Production and Distribution of Writing</p>	<p>1. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>2. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
	<p>Research to Build and Present Knowledge</p>	<p>1. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>2. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<p><u>Speaking and Listening Standards</u></p>		<p>1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p> <p>c. Seek to understand and communicate with individuals from different cultural backgrounds.</p> <p>2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not</p>

		understood. 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
<u>Comprehension and Collaboration</u>	Presentation of Knowledge and Ideas	4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. 5. Add drawings or other visual displays to descriptions as desired to provide additional detail. 6. Speak audibly and express thoughts, feelings, and ideas clearly.

Social Studies Practices for Kindergarten

Chronological Reasoning and Causation

Retell an important life event in sequential order.

Identify causes and effects using an example from his/her family life. Identify the relationship between cause and effect.

Identify change over time in his/her life.

Identify events of the past, present and future in his/her life. Identify routines and common occurrences in his/her life.

Comparison and Contextualization

Identify similarities and differences between home and school. Identify similarities and differences between him/herself and others. Describe an event in his/her life.

Understand the concepts of geography, economics and history in relationship to his/her life.

Geographic Reasoning

Ask geographic questions about where places are located and why they are located there using geographic representations such as maps and models and location terms.

Identify natural events (rainstorms) or physical features, such as land, water, air and wind. Describe how environment affects his/her activities.

Identify a pattern.

Recognize that the place where a person lives affects the person's life.

Identify a human activity that changed a place.

Gathering, Using and Interpreting Evidence

Develop questions about him/her.
Recognize forms of evidence used to making meaning in social studies. Identify the creator/author, purpose and format for a piece of evidence. Identify the arguments of others.
Recognize arguments and identify evidence.
Create an understanding of the past.

The Role of the Individual in Social and Political Participation

Demonstrate respect for the rights of others.
Participate in activities that focus on a classroom or school issue or problem. Identify different political systems.
Identify the role of the individual in classroom participation.
Show respect in issues involving difference and conflict. Identify situations in which social actions are required. Identify the school principal and his/her role within the school. Identify and follow rules in the classroom and school.

GRADE 1
My Family and Other Families
History of Multicultural America

In first grade, students will build awareness of the multicultural make-up of the USA. Through creative, collaborative, and reflective hands-on lesson activities, they will develop an understanding of how and why people from different parts of the world immigrated and contributed to the economic and cultural evolution of the US. They will understand how immigrant communities formed the beginnings of multiple cultural families and communities populating different states. Students will formulate their opinions on multicultural issues, for example, diversity and inclusivity and economic opportunities and cultural communities. Students will explore multicultural traditions, for example, food, fashion, language, rituals, celebrations, etc. They will develop appreciation for the multiple challenges and opportunities offered by the tapestry of cultures that are woven into the fabric of the USA.

Students examine families and develop an awareness of diversity within the American culture. Responsible citizenship is introduced as well as the role of authority to make rules and laws. The students will increase their geography skills through the use of maps and directions. Family history provides the basis for examining sources of information

and organizing that information. Economic terminology and principles are introduced in the context of family resources as well as making economic decisions.

In the first grade performance expectations, students are expected to demonstrate grade-appropriate proficiency in chronological reasoning and causation; comparison and contextualization; geographic reasoning; gathering, using, and interpreting evidence; and practicing positive connections as individuals in the context of social interaction. Students are expected to use these practices to demonstrate understanding of the core ideas.

The context and focus of social studies in first grade requires a multi-field approach to gathering and analyzing data. In every quarter, students will learn and apply the frameworks, tools, and strategies of geography, history, sociology, and economics.

Lessons will integrate Common Core Learning Standards for English Language Arts and Literacy in reading for informational text; self-expressions and purposeful writing; and speaking and listening.

School Year GRADE 1	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
ESSENTIAL QUESTIONS				
CONTEXTS	Immigration from Pre-Colonial and Colonial Eras (1775)	Immigration from 1790 to 1850	Immigration from 1851-1930	Immigration from 1931-2010
DISCIPLINES	Geography, History, Sociology, and Economics			
THEMES				
Individual Development and Cultural Identity	<ul style="list-style-type: none"> ◆ Awareness of America’s rich diversity fosters intercultural understanding. ◆ Compare the cultural similarities and differences for various ethnic and cultural groups Describe the unique features of one's nuclear and extended families ◆ Identify and describe ways family, groups, and community influence the individual's daily life and personal choices. ◆ Work independently and cooperatively to accomplish goals. 			
Culture	<ul style="list-style-type: none"> ◆ Identify elements of culture as well as similarities and differences among cultural groups across time and place ◆ Describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture ◆ Give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference ◆ Give examples and describe the importance of cultural unity and diversity within and across groups. ◆ Compare ways in which people from different cultures think about and deal with their 			

School Year GRADE 1	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
	physical environment and social conditions.			
Civic Ideals and Practices	<p>◆ Exercise of democratic freedoms and the pursuit of the common good</p> <p>◆ Identify examples of rights and responsibilities of citizens</p>			
Geography, Humans, and the Environment	<p>◆ Understand the relationship between human populations and the physical world</p> <p>◆ A globe represents Earth, and maps can be used to represent the world as well as local places or specific regions.</p> <p>◆ Interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs, in relation to the USA historical period they are studying;</p> <p>◆ Use appropriate resources, data sources, and geographic tools such as atlases, databases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information</p> <p>◆ Describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like</p>			
Time, Continuity, and Change	<p>◆ Knowing how to read, reconstruct and interpret the past</p> <p>◆ Demonstrate an ability to use correctly vocabulary associated with time such as past, present, future, and long ago; read and construct simple timelines; identify examples of change; and, recognize examples of cause and effect relationships.</p> <p>◆ Identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and others.</p> <p>◆ Demonstrate an understanding that people in different times and places view the world differently.</p>			
Production, Distribution, Consumption	<p>◆ People have wants that often exceed the limited resources available to them</p> <p>◆ Give examples that show how scarcity and choice govern our economic decisions.</p> <p>◆ Distinguish between needs and wants.</p> <p>◆ Give examples of the various institutions that make up economic systems such as families, workers, banks, labor unions, government agencies, small businesses, and large corporations.</p> <p>◆ Describe how we depend upon workers with specialized jobs and the ways in which they contribute to the production and exchange of goods and services.</p>			
Science, Technology, and Society	<p>◆ Science, and its practical application, technology, have had a major influence on social and cultural change, and on the ways people interact with the world.</p> <p>◆ Identify and describe examples that demonstrate how science and technology have changed the lives of people such as in homemaking, childcare, work, transportation, and communication.</p>			

Common Core State Standards Connections for Grade 1 English Language Arts

<p><u>Reading Standards for Informational Text</u></p>	<p>Key Ideas and Details</p>	<ol style="list-style-type: none"> 1. Ask and answer questions about key details in a text. 2. Identify the main topic and retell key details of a text. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
	<p>Craft and Structure</p>	<ol style="list-style-type: none"> 1. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 2. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. 3. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
	<p>Integration of Knowledge and Ideas</p>	<ol style="list-style-type: none"> 1. Use the illustrations and details in a text to describe its key ideas. 2. Identify the reasons an author gives to support points in a text. 3. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
	<p>Range of Reading and Level of Text Complexity</p>	<p>With prompting and support, read informational texts appropriately complex for grade 1.</p>
<p><u>Writing Standards</u></p>	<p>Text Types and Purposes</p>	<ol style="list-style-type: none"> 1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use

		temporal words to signal event order, and provide some sense of closure.
	Production and Distribution of Writing	<ol style="list-style-type: none"> 1. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. 2. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
	Research to Build and Present Knowledge	<ol style="list-style-type: none"> 1. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). 2. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<u>Speaking and Listening Standards</u>		<ol style="list-style-type: none"> 1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. d. Seek to understand and communicate with individuals from different cultural backgrounds. 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
<u>Comprehension and</u>	Presentation of Knowledge and	<ol style="list-style-type: none"> 1. Describe people, places, things, and events with relevant details, expressing ideas and feelings

<u>Collaboration</u>	Ideas	clearly. 2. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. 3. Produce complete sentences when appropriate to task and situation.
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Social Studies Practices

Chronological Reasoning and Causation

Retell a real-life family event in sequential order.

Identify causes and effects using examples from his/her family life. Identify the relationship between cause and effect.

Identify change over time in his/her family.

Identify events of the past, present and future in his/her family life. Recognize and identify patterns of continuity in his/her family.

Comparison and Contextualization

Identify similarities and differences between neighborhoods.

Identify similarities and differences between him/herself and others with detail. Describe an event in his/her family.

Understand the concepts of geography, economics and history in relationship to his/her family.

Geographic Reasoning

Ask geographic questions about where places are located and why they are located there using geographic representations such as maps and models. Describe where places are in relation to each other.

Identify human activities and human-made features; identify natural events or physical features.

Describe how environment affects his/her and other people's activities.

Identify a pattern and a process.

Recognize that the place where a family lives affects the family's life.

Describe how human activities alter places.

Gathering, Using and Interpreting Evidence

Develop questions about his/her family.

Recognize different forms of evidence used to making meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).
 Identify the creator/author, purpose and format for evidence. Identify the arguments of others.
 Recognize arguments and identify evidence.
 Create an understanding of the past by using primary and secondary sources.

The Role of the Individual in Social and Political Participation

Demonstrate respect for the rights of others in discussions regardless of whether one agrees with the other viewpoint.
 Participate in activities that focus on a classroom or school issue or problem. Identify different political systems.
 Identify the role of the individual in classroom and school participation.
 Show respect in issues involving difference and conflict; participate in the resolution of differences and conflict.
 Identify situations in which social actions are required.
 Identify the president of the United States and the school principal and their leadership responsibilities.
 Identify rights and responsibilities within the classroom and school.

GRADE 2
My Country and Other Countries
India and Egypt

In the first semester of second grade, students will learn about the contributions of India and Egypt in the fields of mathematics, writing, architecture, fashion, science, engineering, objects, art, and philosophy. Students will recognize the contributions of ancient civilizations to modern society. They will learn about these countries from context, as they study the everyday lives of the people in ancient communities. Through creative, collaborative, and reflective hands-on lesson activities, students will develop an understanding of how mathematics, writing, architecture, science, fashion, engineering, objects, art, and philosophy take root in the daily lives of people in ancient communities.

In the second semester, students will study their community and learn about characteristics that define urban, suburban and rural communities. Focus on food and man-made everyday objects will generate tangible data and connections to build understanding of the following social studies standards: Interaction with the environment and the changes to the environment and their impact; The concept of change over time

and examining cause and effect; and the availability of resources and the interdependence within and across communities.

Students will compare modern-day mathematics, writing, architecture, science, fashion, engineering, objects, art, and philosophy with the ancient civilizations of India and Egypt and formulate insights that relate to interdependence and time, continuity, and change among cultures and nations.

In the second grade performance expectations, students are expected to demonstrate grade-appropriate proficiency in chronological reasoning and causation; comparison and contextualization; geographic reasoning; gathering, using, and interpreting evidence; and the role of the individual in social and political participation. Students are expected to use these practices to demonstrate understanding of the core ideas.

In the first semester, students will learn and apply the frameworks, tools, and strategies of geography, archeology, philosophy, and history. In the second semester, students will learn and apply the frameworks, tools, and strategies of sociology, economics, and philosophy. Lessons will integrate Common Core Learning Standards for English Language Arts and Literacy in reading for informational text, self-expression, purposeful writing, speaking, and listening.

School Year GRADE 2	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
ESSENTIAL QUESTIONS	How did India's contributions in the sciences, mathematics, writing, food, fashion, and philosophy influence the modern world?	How did Egypt's contributions in the sciences, mathematics, writing, architecture, philosophy, & engineering influence the modern world?	How do sciences, mathematics, writing, architecture, philosophy, & engineering influence human's source and consumption of food?	How do sciences, mathematics, writing, architecture, philosophy, & engineering influence the making and consumption of everyday objects and tools?
CONTEXTS	Ancient India	Ancient Egypt	Food systems connect urban, suburban, and rural communities in a global community	Design & manufacturing of modern tools and objects affect standards of living in urban, suburban, and rural communities
DISCIPLINES	geography, archeology, philosophy, and history		sociology, economics, and philosophy	
THEMES				
Culture	◆ Beliefs, values, institutions, behaviors, traditions and way of life of a group of			

School Year GRADE 2	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
	<p>people; it also encompasses other cultural attributes and products, such as language, literature, music, arts and artifacts, and foods</p> <ul style="list-style-type: none"> ◆ Explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns. ◆ Compare ways in which people from different cultures think about and deal with their physical environment and social conditions. 			
Civic Ideals and Practices	<ul style="list-style-type: none"> ◆ Democratic principles such as dignity for all, equality, fairness, and respect for authority and rules, and how those principles are applied to their community. ◆ Identify examples of rights and responsibilities of citizens. ◆ Explain actions citizens can take to influence public policy decisions. ◆ Describe how public policies are used to address issues of public concern; recognize and interpret how the "common good" can be strengthened through various forms of citizen action. 			
Geography, Humans, and the Environment	<ul style="list-style-type: none"> ◆ The study of people, places, and environments enables us to understand the relationship between human populations and the physical world ◆ Interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs. ◆ Use maps to and locate urban, suburban, and rural communities and identify the geographic characteristics of these communities using symbols, map legends, and geographic vocabulary. ◆ Use appropriate resources, data sources, and geographic tools such as atlases, databases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information. ◆ Estimate distance and calculate scale. ◆ Examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions. Determine how humans modify the environment of their communities through housing, transportation systems, schools, marketplaces, and recreation areas. ◆ Consider existing uses and propose and evaluate alternative uses of resources and land in the home, the school, the community, the region, and beyond. 			
Time, Continuity, and Change	<ul style="list-style-type: none"> ◆ Demonstrate an understanding that people in different times and places view the world differently. ◆ Identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and others. ◆ Compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of 		<ul style="list-style-type: none"> ◆ Demonstrate an understanding that different people may describe the same event or situation in diverse ways, citing reasons for the differences in views. ◆ Use knowledge of facts and concepts, drawn from history, along with elements of historical inquiry, to inform decision-making about and action taking on public issues. 	

School Year GRADE 2	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
	the past.			
Power, Authority, and Governance	<p>◆ Relationships between individual rights and responsibilities, the needs of social groups, and concepts of a just society</p> <ul style="list-style-type: none"> ◆ Examine the rights and responsibilities of the individual in relation to his/her social group such as family, peer group, and school class. ◆ Explore the role of technology in communications, transportation, and information processing. ◆ Identify and describe factors that contribute to cooperation and cause disputes within and among groups and nations. 			
Science, Technology, and Society	<p>◆ Scientific advances and technology have influenced life over the centuries, and modern life</p> <ul style="list-style-type: none"> ◆ Identify and describe examples in which science and technology have led to changes in the physical environment such as the building of dams and levees, offshore oil drilling, medicine from rain forests, and loss of rain forests due to extraction of resources or alternative uses. ◆ Describe instances in which changes in values, beliefs, and attitudes have resulted from new scientific and technological knowledge such as conservation of resources and awareness of chemicals harmful to life and the environment. 			
	<p>◆ Effects of global connections are evident in rapidly changing social, economic, and political institutions and systems</p>			
Global Connections	<ul style="list-style-type: none"> ◆ Explore ways that language, art, music, belief systems, and other cultural elements may facilitate global understanding or lead to misunderstanding. 		<ul style="list-style-type: none"> ◆ Explore causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues such as pollution and endangered species. 	

Common Core State Standards Connections

English Language Arts

<p><u>Reading Standards for Informational Text</u></p>	<p>Key Ideas and Details</p>	<ol style="list-style-type: none"> 1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. 3. Describe the connection between a series of historical events, scientific ideas or concepts, or
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		steps in technical procedures in a text.
	Craft and Structure	<ol style="list-style-type: none"> 1. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. 2. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. 3. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
	Integration of Knowledge and Ideas	<ol style="list-style-type: none"> 1. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. 2. Describe how reasons support specific points the author makes in a text. 3. Compare and contrast the most important points presented by two texts on the same topic.
	Range of Reading and Level of Text Complexity	<ol style="list-style-type: none"> 1. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>Writing Standards</u>	Text Types and Purposes	<ol style="list-style-type: none"> 1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. 2. Write informative/explanatory texts in which they introduce a topic, use facts, and definitions to develop points, and provide a concluding statement or section. 3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal

		event order, and provide a sense of closure.
	Production and Distribution of Writing	<ol style="list-style-type: none"> 1. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. 2. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
	Research to Build and Present Knowledge	<ol style="list-style-type: none"> 3. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record scientific observations). 4. Recall information from experiences or gather information from provided sources to answer a question.
<u>Speaking and Listening Standards</u>	Comprehension and Collaboration	<ol style="list-style-type: none"> 1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. d. Seek to understand and communicate with individuals from different cultural backgrounds. 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through media. 3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
<u>Comprehension and Collaboration</u>	Presentation of Knowledge and Ideas	<ol style="list-style-type: none"> 1. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. 2. Create audio recordings of stories or poems; add

		<p>drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>3. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
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Social Studies Practices

Chronological Reasoning and Causation

Retell a community event in sequential order.

Identify causes and effects using examples from his/her family life or from the community. Identify the relationship between cause and effect.

Identify change over time in his/her community.

Identify events of the past, present and future in his/her community.

Recognize and identify patterns of continuity and change in his/her community.

Comparison and Contextualization

Identify similarities and differences between communities.

Identify similarities and differences between his/her community and other communities.

Describe an event in his/her community.

Recognize the relationships between geography, economics and history in his/her community.

Describe an historical development in his/her community with specific details including time and place.

Geographic Reasoning

Ask geographic questions about where places are located and why they are located there using geographic representations such as maps and models. Describe where places are in relation to each other and describe connections among places.

Distinguish human activities and human-made features from “environments” (natural events or physical features--land, air, and water -- that are not directly made by humans).

Describe how his/her actions affect the environment of the community; describe how environment of the community affects human activities.

Recognize a process that applies to population and a resulting pattern. Describe how human activities alter places in a community.

Gathering, Using and Interpreting Evidence

Develop questions about the community.

Recognize different forms of evidence used to making meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).

Identify and explain creation and/or authorship, purpose and format for evidence. Identify arguments of others.

Recognize arguments and identify evidence.

Create an understanding of the past by using primary and secondary sources.

The Role of the Individual in Social and Political Participation

- Demonstrate respect for the rights of others in discussions and classroom debates regardless of whether one agrees with the other viewpoint.
- Participate in activities that focus on a classroom, school or community issue or problem.
- Identify different political systems.
- Identify the role of the individual in classroom, school and community participation.
- Show respect in issues involving difference and conflict; participate in negotiating and compromising in the resolution of differences and conflict.
- Identify situations in which social actions are required.
- Identify the Governor of New York, the President of the United States and the school principal and their leadership responsibilities.
- Identify rights and responsibilities within the classroom, school and community.

GRADE 3
My Country and Other Countries
History of Japan and Italy

In the first semester of third grade, students will learn about the contributions of Japan and Italy in the fields of mathematics, writing, architecture, fashion, science, engineering, objects, art, and philosophy. Students will recognize the contributions of foreign civilizations to modern society. They will learn about these countries from context, as they study the everyday lives of the people in ancient communities. Through creative, collaborative, and reflective hands-on lesson activities, students will develop an understanding of how mathematics, writing, architecture, science, fashion, engineering, objects, art, and philosophy take root in the daily lives of people during the Renaissance in Italy and in modern-day Japan.

In the second semester, students will study their community and learn about characteristics that define urban, suburban and rural communities. Focus on art, science, and engineering of paper, clothing, electronic gadgets, transportation, media, and communications, will generate tangible data and connections to build understanding of the following social studies standards: Interaction with the environment and the changes to the environment and their impact; The concept of change over time and examining cause and effect; and the availability of resources and the interdependence within and across communities.

Students will connect the contributions of modern Japan and the Italian Renaissance to modernity and formulate insights that relate to interdependence and time, continuity, and change among cultures and nations. Students will make comparisons across time and space, examining different communities and their cultures. Culture includes social

organization, customs and traditions, language, arts and literature, religion, forms of government, and economic systems.

In the third grade, students are expected to demonstrate grade-appropriate proficiency in chronological reasoning and causation; comparison and contextualization; geographic reasoning; gathering, using, and interpreting evidence; and the role of the individual in social and political participation. Students are expected to use these practices to demonstrate understanding of the core ideas.

In the first semester, students will learn and apply the frameworks, tools, and strategies of geography, archeology, philosophy, and history. In the second semester, students will learn and apply the frameworks, tools, and strategies of sociology, economics, and philosophy. Lessons will integrate Common Core Learning Standards for English Language Arts and Literacy in reading for informational text; self-expressions and purposeful writing; and speaking and listening.

School Year GRADE 3	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
ESSENTIAL QUESTIONS	How did Italy’s contributions in the sciences, mathematics, writing, architecture, philosophy, & engineering influence the modern world?	How did modern Japan’s contributions in the sciences, mathematics, writing, food, fashion, and philosophy influence the rest of the world?	How do sciences, mathematics, writing, architecture, philosophy, & engineering influence clothing, paper, and electronic gadgets in modern society?	How do sciences, mathematics, writing, architecture, philosophy, & engineering influence transportation, media, and communications in modern society?
CONTEXTS	Renaissance Italy	Modern Japan	Clothing, paper, and electronic products, connect urban, suburban, and rural communities in a global context	Design & manufacturing of transportation, media, and communications affect standards of living in urban, suburban, and rural communities
DISCIPLINES	geography, archeology, philosophy, and history		sociology, economics, and philosophy	
THEMES				
Individual Development and Cultural Identity	<p>◆ Personal connections to place—especially place as associated with immediate surroundings</p> <p>◆ Explore factors that contribute to one's personal identity such as interests, capabilities, and perceptions.</p>			

School Year GRADE 3	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
	<ul style="list-style-type: none"> ◆ Work independently and cooperatively to accomplish goals. 			
Culture	<ul style="list-style-type: none"> ◆ Similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns ◆ Explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns. ◆ Compare ways in which people from different cultures think about and deal with their physical environment and social conditions. 			
Civic Ideals and Practices	<ul style="list-style-type: none"> ◆ Rights and responsibilities of citizens ◆ Locate, access, organize, and apply information about an issue of public concern from multiple points of view. ◆ Recognize that a variety of formal and informal actors influence and shape public policy. ◆ Describe how public policies are used to address issues of public concern; recognize and interpret how the "common good" can be strengthened through various forms of citizen action. 			
Geography, Humans, and the Environment	<ul style="list-style-type: none"> ◆ Using appropriate resources, data sources, and geographic tools such as atlases, databases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information ◆ Construct and use mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape. ◆ Interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs. ◆ Estimate distance and calculate scale. ◆ Describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like. ◆ Consider existing uses and propose and evaluate alternative uses of resources and land in the home, the school, the community, the region, and beyond. 			
Time, Continuity, and Change	<ul style="list-style-type: none"> ◆ People in different times and places view the world differently ◆ Demonstrate an understanding that different people may describe the same event or situation in diverse ways, citing reasons for the differences in views ◆ Demonstrate an ability to use correctly vocabulary associated with time such as past, present, future, and long ago; read and construct simple timelines; identify examples of change; and, recognize examples of cause and effect relationships. 			

School Year GRADE 3	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
	<ul style="list-style-type: none"> ◆ Identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and others. ◆ Use knowledge of facts and concepts, drawn from history, along with elements of historical inquiry, to inform decision-making about, and action taking on, public issues. 			
Power, Authority, and Governance	<ul style="list-style-type: none"> ◆ How people create and change structures of power, authority, and governance ◆ Examine the rights and responsibilities of the individual in relation to his/her social group such as family, peer group, and school class. ◆ Identify and describe factors that contribute to cooperation and cause disputes within and among groups and nations. ◆ Explore the role of technology in communications, transportation, information processing or other areas as it contributes to or helps resolve conflicts. ◆ Recognize and give examples of the tensions between the wants and needs of individuals and groups, and concepts such as fairness, equity, and justice. 			
Science, Technology, and Society	<ul style="list-style-type: none"> ◆ Relationships among science, technology, and society ◆ Identify and describe examples in which science and technology have changed the lives of people such as in homemaking, childcare, work, transportation, and communication. ◆ Identify and describe examples in which science and technology have led to changes in the physical environment such as the building of dams and levees, offshore oil drilling, medicine from rain forests, and loss of rain forests due to extraction of resources or alternative uses. ◆ Describe instances in which changes in values, beliefs, and attitudes have resulted from new scientific and technological knowledge such as conservation of resources and awareness of chemicals harmful to life and the environment. ◆ Identify examples of laws and policies that govern scientific and technological applications such as the Endangered Species Act and environmental protection policies. ◆ Suggest ways to monitor science and technology in order to protect the physical environment, individual rights, and the common good. 			

Common Core State Standards Connections
English Language Arts

<u>Reading</u>	Key Ideas and	1. Ask and answer questions to demonstrate
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<p><u>Standards for Informational Text</u></p>	<p>Details</p>	<p>understanding of a text, referring explicitly to the text as the basis for the answers. 2. Determine the main idea of a text; recount the key details and explain how they support the main idea. 3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>
	<p>Craft and Structure</p>	<p>4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. 6. Distinguish his or her own point of view from that of the author of a text.</p>
	<p>Integration of Knowledge and Ideas</p>	<p>7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). 9. Compare and contrast the most important points and key details presented in two texts on the same topic.</p>
	<p>Range of Reading and Level of Text Complexity</p>	<p>10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>
<p><u>Writing Standards</u></p>	<p>Text Types and Purposes</p>	<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational</p>

		<p>structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustration when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.</p>
	Production and Distribution of Writing	<p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>
	Research to Build and Present	<p>7. Conduct short research projects that build knowledge about a topic.</p>

	Knowledge	8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
	Range of Writing	9. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.
<u>Speaking and Listening Standards</u>	Comprehension and Collaboration	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> <p>e. Seek to understand and communicate with individuals from different cultural backgrounds.</p> <p>2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>
<u>Comprehension and</u>	Presentation of Knowledge and	4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant,

<u>Collaboration</u>	Ideas	<p>descriptive details, speaking clearly at an understandable pace.</p> <p>5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
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Social Studies Practices

Chronological Reasoning and Causation

Explain how three or more events are related to one another.

Identify causes and effects using examples from his/her life or from a current event or history.

Identify the relationship between causes and effects.

Distinguish between long-term and immediate causes and effects of an event from his/her life or current events or history.

Recognize continuity and change over periods of time. Recognize periods of time such as decades and centuries.

Recognize and identify patterns of continuity and change in world communities.

Comparison and Contextualization

Identify a world region by describing a characteristic that places within it have in common. Identify multiple perspectives by comparing and contrasting people's point of view in differing world communities.

Describe an historical event in a world community.

Recognize the relationship among geography, economics, and history in world communities. Describe an historical development in a world community with specific details including time and place.

Geographic Reasoning

Ask geographic questions about where places are located and why they are located there using geographic representations such as maps and models. Describe where places are in relation to each other and describe connections among places.

Distinguish human activities and human-made features from "environments" (natural events or physical features--land, air, and water -- that are not directly made by humans).

Describe how human activities affect environment of a world community; describe how environment of a specific world community affects the human activities in that community. Recognize a process that applies to population and a resulting pattern.

Describe how human activities alter places and regions.

Gathering, Using and Interpreting Evidence

Develop questions about a world community.

Recognize and use different forms of evidence used to making meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs). Identify and explain creation and/or authorship, purpose and format for evidence; where appropriate, identify point of view.

Identify arguments of others. Identify inferences.

Recognize arguments and identify evidence.

Create an understanding of the past by using primary and secondary sources.

The Role of the Individual in Social and Political Participation

Demonstrate respect for the rights of others in discussions and classroom debates regardless of whether one agrees with the other viewpoint.

Participate in activities that focus on a classroom, school or world community issue or problem.

Identify different types of political systems found in world communities.

Identify opportunities for and the role of the individual in social and political participation in the school, community or world community.

Show respect in issues involving difference and conflict; participate in negotiating and compromising in the resolution of differences and conflict.

- Identify situations in which social actions are required and suggest solutions.
- Identify leaders of world communities and the President of the United States; identify similarities and differences in their roles.
- Identify rights and responsibilities within the community and compare these to those in world communities.

GRADE 4
Leadership and the Dynamics of Politics, Culture, and Economics
History of the USA and California

In the fourth grade, students will study the history of the USA and California, focusing on *Leadership and the Dynamics of Politics, Culture, and Economics*.

Students will learn about different forms of leadership in civic and political organizations, including cultural leadership as reflected in everyday interactions, organizations, visual and performing arts, and media; and leadership in business, financial responsibility, and philanthropy.

Students will learn about the theme in context, through a journey of historical eras in the history of the United States and analyze how leaders influenced the interplay of politics,

culture, and economics, as well as impacted people’s lives and the environment. Students will gather insights from historical data and biographies of influential Americans and generate their own definition of good leadership. To support their learning, students will use reference materials on leadership and interview leaders in various fields.

Through creative, collaborative, and reflective hands-on lesson activities, students will simulate and generate multiple perspectives on historical issues. They will correlate their conclusions with contemporary and relevant issues.

In the fourth grade performance expectations, students are expected to demonstrate grade-appropriate proficiency in chronological reasoning and causation; comparison and contextualization; geographic reasoning; gathering, using, and interpreting evidence; and the role of the individual in social and political participation. Students are expected to use these practices to demonstrate understanding of the core ideas.

Students will learn and apply the frameworks, tools, and strategies of geography, archeology, philosophy, and history. In the second semester, students will learn and apply the frameworks, tools, and strategies of history, religion, political science, law sociology, economics, and philosophy.

Lessons will integrate Common Core Learning Standards for English Language Arts and Literacy in reading for informational text; self-expressions and purposeful writing; and speaking and listening.

School Year Grade 4	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INTERSECTIONS	Social Studies	Math	Science	Genre Project
GENRE	Poetry/ Historical Fiction	Blogs	Essay	Sci-Fi
ESSENTIAL QUESTIONS	How does historical fiction provide insights with imaginative interpretation of historical facts?	How do blogs build interest and popular engagement in mathematical problems?	How do scientific essays enlighten the public about scientific phenomena and biological engineering?	How do sci-fi stories engage readers in literary experiences that touch on science, engineering, and futuristic visions?
Reading Key Ideas and Details	<u>CCSS.ELA-Literacy.RL.4.2</u> Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<u>CCSS.ELA-Literacy.RL.4.1</u> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<u>CCSS.ELA-Literacy.RL.4.1</u> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<u>CCSS.ELA-Literacy.RL.4.2</u> Determine a theme of a story, drama, or poem from details in the text; summarize the text.
Reading	<u>CCSS.ELA-Literacy.RL.4.5</u> Expla	<u>CCSS.ELA-Literacy.RL.4.4</u> Determine	<u>CCSS.ELA-Literacy.RL.4.4</u> Determine the	<u>CCSS.ELA-Literacy.RL.4.5</u> Expla

School Year Grade 4	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INTERSECTIONS	Social Studies	Math	Science	Genre Project
GENRE	Poetry/ Historical Fiction	Blogs	Essay	Sci-Fi
Craft and Structure	<p>in major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p><u>CCSS.ELA-Literacy.RL.4.6</u> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p><u>CCSS.ELA-Literacy.RL.4.4</u> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p>	<p>the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p>	<p>meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p>	<p>in major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p><u>CCSS.ELA-Literacy.RL.4.6</u> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p><u>CCSS.ELA-Literacy.RL.4.4</u> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p>
Reading Integration of Knowledge	<p><u>CCSS.ELA-Literacy.RL.4.7</u> Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p><u>CCSS.ELA-Literacy.RL.4.9</u> Compare and contrast the treatment of similar themes and topics</p>			

School Year Grade 4	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INTERSECTIONS	Social Studies	Math	Science	Genre Project
GENRE	Poetry/ Historical Fiction	Blogs	Essay	Sci-Fi
and Ideas Range of Reading and Level of Text Complexity	(e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. <u>CCSS.ELA-Literacy.RL.4.10</u> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.			
Informational Text Key Ideas and Text		<p><u>CCSS.ELA-Literacy.RI.4.1</u> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><u>CCSS.ELA-Literacy.RI.4.2</u> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><u>CCSS.ELA-Literacy.RI.4.3</u> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p><u>CCSS.ELA-Literacy.RI.4.1</u> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><u>CCSS.ELA-Literacy.RI.4.2</u> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><u>CCSS.ELA-Literacy.RI.4.3</u> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	
		<u>CCSS.ELA-Literacy.RI.4.4</u> Determine the meaning of general academic and	<u>CCSS.ELA-Literacy.RI.4.4</u> Determine the meaning of general academic and domain-	

School Year Grade 4	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INTERSECTIONS	Social Studies	Math	Science	Genre Project
GENRE	Poetry/ Historical Fiction	Blogs	Essay	Sci-Fi
		<p>domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>CCSS.ELA-Literacy.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>CCSS.ELA-Literacy.RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p>specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>CCSS.ELA-Literacy.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>CCSS.ELA-Literacy.RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	

School Year Grade 4	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INTERSECTIONS	Social Studies	Math	Science	Genre Project
GENRE	Poetry/ Historical Fiction	Blogs	Essay	Sci-Fi
<p>Reading Informational Texts</p> <p>Integration of Knowledge and Ideas</p> <p>Range of Reading and Level of Text Complexity</p>	<p><u>CCSS.ELA-Literacy.RI.4.7</u> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p><u>CCSS.ELA-Literacy.RI.4.8</u> Explain how an author uses reasons and evidence to support particular points in a text.</p> <p><u>CCSS.ELA-Literacy.RI.4.9</u> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><u>CCSS.ELA-Literacy.RI.4.10</u> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>			
<p>Reading Foundational Skills</p> <p>Phonics and Word Recognition</p> <p>Fluency</p>	<p><u>CCSS.ELA-Literacy.RF.4.3</u> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><u>CCSS.ELA-Literacy.RF.4.3a</u> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p><u>CCSS.ELA-Literacy.RF.4.4</u> Read with sufficient accuracy and fluency to support comprehension.</p> <p><u>CCSS.ELA-Literacy.RF.4.4a</u> Read grade-level text with purpose and understanding.</p> <p><u>CCSS.ELA-Literacy.RF.4.4b</u> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>CCSS.ELA-Literacy.RF.4.4c</u> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>			
<p>Writing</p> <p>Text Types and Purposes</p> <p>Production and</p>	<p><u>CCSS.ELA-Literacy.W.4.3</u> Write narratives to develop real or imagined experiences or events using effective technique,</p>	<p><u>CCSS.ELA-Literacy.W.4.1</u> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p><u>CCSS.ELA-Literacy.W.4.2</u> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p><u>CCSS.ELA-Literacy.W.4.3</u> Write narratives to develop real or imagined experiences or events using effective technique,</p>

School Year Grade 4	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INTERSECTIONS	Social Studies	Math	Science	Genre Project
GENRE	Poetry/ Historical Fiction	Blogs	Essay	Sci-Fi
Distribution of Writing Research to Build and Present Knowledge	<p>descriptive details, and clear event sequences.</p> <p><u>CCSS.ELA-Literacy.W.4.3a</u> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p><u>CCSS.ELA-Literacy.W.4.3b</u> Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p><u>CCSS.ELA-Literacy.W.4.3c</u> Use a variety of transitional words and phrases to manage the sequence of events.</p> <p><u>CCSS.ELA-Literacy.W.4.3d</u> Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p><u>CCSS.ELA-Literacy.W.4.3e</u> Provide a conclusion that follows from the</p>	<p><u>CCSS.ELA-Literacy.W.4.1a</u> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p><u>CCSS.ELA-Literacy.W.4.1b</u> Provide reasons that are supported by facts and details.</p> <p><u>CCSS.ELA-Literacy.W.4.1c</u> Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p><u>CCSS.ELA-Literacy.W.4.1d</u> Provide a concluding statement or section related to the opinion presented.</p> <p><u>CCSS.ELA-Literacy.W.4.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><u>CCSS.ELA-Literacy.W.4.9b</u> App</p>	<p><u>CCSS.ELA-Literacy.W.4.2a</u> Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p><u>CCSS.ELA-Literacy.W.4.2b</u> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p><u>CCSS.ELA-Literacy.W.4.2c</u> Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p><u>CCSS.ELA-Literacy.W.4.2d</u> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><u>CCSS.ELA-Literacy.W.4.2e</u> Provide a concluding statement or section</p>	<p>descriptive details, and clear event sequences.</p> <p><u>CCSS.ELA-Literacy.W.4.3a</u> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p><u>CCSS.ELA-Literacy.W.4.3b</u> Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p><u>CCSS.ELA-Literacy.W.4.3c</u> Use a variety of transitional words and phrases to manage the sequence of events.</p> <p><u>CCSS.ELA-Literacy.W.4.3d</u> Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p><u>CCSS.ELA-Literacy.W.4.3e</u> Provide a conclusion that follows from the</p>

School Year Grade 4	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INTERSECTIONS	Social Studies	Math	Science	Genre Project
GENRE	Poetry/ Historical Fiction	Blogs	Essay	Sci-Fi
	narrated experiences or events. <u>CCSS.ELA-Literacy.W.4.9a</u> Apply grade 4 reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).	ly grade 4 reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).	related to the information or explanation presented. <u>CCSS.ELA-Literacy.W.4.7</u> Conduct short research projects that build knowledge through investigation of different aspects of a topic. <u>CCSS.ELA-Literacy.W.4.8</u> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. <u>CCSS.ELA-Literacy.W.4.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research. <u>CCSS.ELA-Literacy.W.4.9b</u> Apply grade 4 reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).	narrated experiences or events.
Writing	<u>CCSS.ELA-Literacy.W.4.10</u> Write routinely over extended time frames (time for research,			

School Year Grade 4	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INTERSECTIONS	Social Studies	Math	Science	Genre Project
GENRE	Poetry/ Historical Fiction	Blogs	Essay	Sci-Fi
Range of Writing	reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			
Speaking and Listening	<u>CCSS.ELA-Literacy.SL.4.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.			
Comprehension and Collaboration	<u>CCSS.ELA-Literacy.SL.4.1a</u> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.			
	<u>CCSS.ELA-Literacy.SL.4.1b</u> Follow agreed-upon rules for discussions and carry out assigned roles.			
	<u>CCSS.ELA-Literacy.SL.4.1c</u> Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.			
	<u>CCSS.ELA-Literacy.SL.4.1d</u> Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.			
	<u>CCSS.ELA-Literacy.SL.4.2</u> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.			
	<u>CCSS.ELA-Literacy.SL.4.3</u> Identify the reasons and evidence a speaker provides to support particular points.			
Speaking and Listening	<u>CCSS.ELA-Literacy.SL.4.4</u> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.			
Presentation of Knowledge and Ideas	<u>CCSS.ELA-Literacy.SL.4.5</u> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.			
	<u>CCSS.ELA-Literacy.SL.4.6</u> Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)			
Language	<u>CCSS.ELA-Literacy.L.4.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
Conventions	<u>CCSS.ELA-Literacy.L.4.1a</u> Use relative pronouns (<i>who, whose, whom, which, that</i>) and			

School Year Grade 4	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INTERSECTIONS	Social Studies	Math	Science	Genre Project
GENRE	Poetry/ Historical Fiction	Blogs	Essay	Sci-Fi
of Standard English	<p>relative adverbs (<i>where, when, why</i>).</p> <p><u>CCSS.ELA-Literacy.L.4.1b</u> Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p><u>CCSS.ELA-Literacy.L.4.1c</u> Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p><u>CCSS.ELA-Literacy.L.4.1d</u> Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p><u>CCSS.ELA-Literacy.L.4.1e</u> Form and use prepositional phrases.</p> <p><u>CCSS.ELA-Literacy.L.4.1f</u> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p><u>CCSS.ELA-Literacy.L.4.1g</u> Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).</p> <p><u>CCSS.ELA-Literacy.L.4.2</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><u>CCSS.ELA-Literacy.L.4.2a</u> Use correct capitalization.</p> <p><u>CCSS.ELA-Literacy.L.4.2b</u> Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p><u>CCSS.ELA-Literacy.L.4.2c</u> Use a comma before a coordinating conjunction in a compound sentence.</p> <p><u>CCSS.ELA-Literacy.L.4.2d</u> Spell grade-appropriate words correctly, consulting references as needed.</p>			
Language Knowledge of Language	<p><u>CCSS.ELA-Literacy.L.4.3</u> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><u>CCSS.ELA-Literacy.L.4.3a</u> Choose words and phrases to convey ideas precisely.</p> <p><u>CCSS.ELA-Literacy.L.4.3b</u> Choose punctuation for effect.</p> <p><u>CCSS.ELA-Literacy.L.4.3c</u> Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>			
Language	<u>CCSS.ELA-Literacy.L.4.4</u> Determine or clarify the meaning of unknown and multiple-meaning			

School Year Grade 4	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INTERSECTIONS	Social Studies	Math	Science	Genre Project
GENRE	Poetry/ Historical Fiction	Blogs	Essay	Sci-Fi
Vocabulary Acquisition and Use	<p>words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p><u>CCSS.ELA-Literacy.L.4.4a</u> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p><u>CCSS.ELA-Literacy.L.4.4b</u> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).</p> <p><u>CCSS.ELA-Literacy.L.4.4c</u> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p><u>CCSS.ELA-Literacy.L.4.5</u> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><u>CCSS.ELA-Literacy.L.4.5a</u> Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p> <p><u>CCSS.ELA-Literacy.L.4.5b</u> Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p><u>CCSS.ELA-Literacy.L.4.5c</u> Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p><u>CCSS.ELA-Literacy.L.4.6</u> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>			

Common Core State Standards Connection English Language Arts

<u>Reading Standards for Informational</u>	Key Ideas and Details	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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<u>Text</u>		<p>2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>
	Craft and Structure	<p>4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>6. Compare and contrast a first-hand and second-hand account of the same event or topic; describe the differences in focus and the information provided.</p>
	Integration of Knowledge and Ideas	<p>7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>8. Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>
<u>Writing Standards</u>	Text Types and Purposes	<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p>2. Write informative/explanatory texts to examine a</p>

		<p>topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
	<p>Production and Distribution of Writing</p>	<ol style="list-style-type: none"> 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single

		sitting.
	Research to Build and Present Knowledge	<p>7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 4 Reading standards to literature, e.g., describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text, such as a character’s thoughts, words, or actions..</p> <p>b. Apply grade 4 Reading standards to informational texts, e.g., explain how an author uses reasons and evidence to support particular points in a text.</p>
	Range of Writing	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.
<u>Speaking and Listening Standards</u>	Comprehension and Collaboration	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p>

		<p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>e. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.</p> <p>2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3. Identify the reasons and evidence a speaker provides to support particular points.</p>
<u>Comprehension and Collaboration</u>	Presentation of Knowledge and Ideas	<p>4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>6. e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p>

Social Studies Practices

Chronological Reasoning and Causation

Explain how events are related chronologically to one another.

Identify causes and effects using examples from his/her life or from a current event or history.

Identify the relationship between multiple causes and multiple effects.

Distinguish between long-term and immediate causes and effects of a current event or an event in history.

Recognize dynamics of historical continuity and change over periods of time.

Use periods of time such as decades and centuries to put events into chronological order.

Recognize and identify patterns of continuity and change in New York.

Comparison and Contextualization

Identify a region in New York State by describing a characteristic that places within it have in common, and then compare other regions.

Identify multiple perspectives about an historical event. Describe and compare New York State historical events.

Recognize the relationship among geography, economics, and history in social studies. Describe an historical development in New York State with specific details including time and place.

Geographic Reasoning

Use location terms and use geographic representations (maps and models) to describe where places are in relation to each other, to describe connections among places, and to evaluate the benefits of particular places for purposeful activities.

Distinguish human activities and human-made features from “environments” (natural events or physical features--land, air, and water -- that are not directly made by humans). Identify how environments affect human activities and how human activities affect physical environments.

Recognize relationships among patterns and processes. Describe how human activities alter places and regions.

Gathering, Using and Interpreting Evidence

Develop questions about New York State, its history, geography, economics and government.

Recognize, use and analyze different forms of evidence used to making meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).

Identify and explain creation and/or authorship, purpose and format for evidence; where appropriate, identify point of view.

Identify arguments of others. Identify inferences.

Recognize arguments and identify evidence.

Create an understanding of the past by using primary and secondary sources.

The Role of the Individual in Social and Political Participation

Demonstrate respect for the rights of others in discussions and classroom debates regardless of whether one agrees with the other viewpoint.

Participate in activities that focus on a classroom, school, community, state or national issue or problem.

Identify different types of political systems used at various times in New York State history and where appropriate, United States history.

Identify opportunities for and the role of the individual in social and political participation in the school, local, and state community.

Show respect in issues involving difference and conflict; participate in negotiating and compromising in the resolution of differences and conflict.

Identify situations in which social actions are required and suggest solutions.

Identify people in positions of power and how they can influence people's rights and freedom.

Identify rights and responsibilities as a citizen within your community and state.

GRADE 5
Global Connections
History of East-West Interactions

In the fifth grade, students will learn about the history and types of East-West interactions.

Students will learn about how the quests for economic opportunities were supported by technological and communications innovations.

Students will learn about the theme in context, through an exploration of historical journeys and interactions, which led to East-West connections, influenced the evolution of inter-racial populations, global trade, religious expansion, and cultural fusions.

Through first-hand data sources, including personal letters, speeches, stories, and other evidence, students will learn about the history of East-West connections and how these influenced the evolution of nations. They will learn how trade and political policies and organizations impacted the development of first, second, and third world nations—where the first world led and prospered through domination of economies and where third world nations fell into deeper poverty and a wider divide between the have and have-nots. Students will form their insights and predictions about globalization and how the interconnections among nations and cultures will evolve.

Students will also study the role of the Internet in the globalization of communities and nations and predict the future they will face as young adults as a result of technological innovations.

Through creative, collaborative, and reflective hands-on lesson activities, students will simulate and generate multiple perspectives on issues spurred by Western imperialism in the form of wars, trade, and political maneuvers. Students will also study the reasons that created the spectrum of developed, developing, and underdeveloped nations, and how China has configured a combination of communist-capitalist form of government and emerged as a global power.

In the fifth grade performance expectations, students are expected to demonstrate grade-appropriate proficiency in chronological reasoning and causation; comparison and contextualization; geographic reasoning; gathering, using, and interpreting evidence; and the role of the individual in social and political participation. Students are expected to use these practices to demonstrate understanding of the core ideas.

Students will learn and apply the frameworks, tools, and strategies of history, geography, religion, economics, political science, and philosophy in the context of East-West

historical interactions and in the understanding of bipolar political, cultural, and economic issues.

Lessons will integrate Common Core Learning Standards for English Language Arts and Literacy in reading for informational text; self-expressions and purposeful writing; and speaking and listening.

School Year GRADE 5	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
ESSENTIAL QUESTIONS				
CONTEXTS	Land Bridges & the Silk Road	Water Transportation, Mail, and Western Expansion	Air Transportation, Industrial Machinery, and the Creation of First, Second, and Third Worlds	Internet and the Globalization of National Economies
DISCIPLINES	history, geography, religion, economics, political science, and philosophy			
THEMES				
GLOBAL CONNECTIONS	<ul style="list-style-type: none"> ◆ Global connections and interdependence ◆ Explore ways that language, art, music, belief systems, and other cultural elements may facilitate global understanding or lead to misunderstanding. ◆ Give examples of conflict, cooperation, and interdependence among individuals, groups, and nations. ◆ Examine the effects of changing technologies on the global community. ◆ Explore causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues such as pollution and endangered species. ◆ Examine the relationships and tensions between personal wants and needs, and various global concerns such as use of imported oil, land use, and environmental protection. ◆ Investigate concerns, issues, standards, and conflicts related to universal human rights, such as the treatment of children and religious groups and the effects of war. 			
PRODUCTION, DISTRIBUTION, AND CONSUMPTION	<ul style="list-style-type: none"> ◆ How people organize for the production, distribution, and consumption of goods and services ◆ Give examples that show how scarcity and choice govern our economic decisions. ◆ Distinguish between needs and wants. ◆ Give examples of the various institutions that make up economic systems such as families, workers, banks, labor unions, courts, government agencies, small businesses, and large corporations. 			

School Year GRADE 5	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
	<ul style="list-style-type: none"> ◆ Describe how we depend upon workers with specialized jobs and the ways in which they contribute to the production and exchange of goods and services. ◆ Explain and demonstrate the role of money in everyday life. ◆ Describe the relationship of price to supply and demand. ◆ Use economic concepts such as supply, demand, and price to help explain events in the community and nation. 			
SCIENCE, TECHNOLOGY, AND SOCIETY	<ul style="list-style-type: none"> ◆ Changes in values, beliefs, and attitudes have resulted from new scientific and technological knowledge ◆ Identify and describe examples in which science and technology have led to changes in the physical environment such as the building of dams and levees, offshore oil drilling, medicine from rain forests, and loss of rain forests due to extraction of resources or alternative uses. ◆ Suggest ways to monitor science and technology in order to protect the physical environment, individual rights, and the common good. 			
TIME, CONTINUITY, AND CHANGE	<ul style="list-style-type: none"> ◆ Ways human beings view themselves over time ◆ Demonstrate an ability to use correctly vocabulary associated with time such as past, present, future, and long ago; read and construct simple timelines; identify examples of change; and, recognize examples of cause and effect relationships. ◆ Demonstrate an understanding that people in different times and places view the world differently. ◆ Identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and others. 			
CULTURE	<ul style="list-style-type: none"> ◆ Explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns. 			

Common Core State Standards Connections English Language Arts

<u>Reading Standards for Informational</u>	Key Ideas and Details	<ol style="list-style-type: none"> 1. Cite specific textual evidence to support analysis of primary and secondary sources. 2. Determine the central ideas or information of a
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<u>Text</u>		<p>primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).</p>
	Craft and Structure	<p>4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>5. Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p>
	Integration of Knowledge and Ideas	<p>7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>8. Distinguish among fact, opinion and reasoned judgment in a text.</p> <p>9. Analyze the relationship between a primary and secondary source on the same topic.</p>
	Range of Reading and Level of Text Complexity	<p>10. By the end of grade 8, read and comprehend history/social studies texts in the grade 5 text complexity band independently and proficiently.</p>
<u>Writing Standards</u>	Text Types and Purposes	<p>1. Write arguments focused on discipline-specific content.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate, data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p>

		<p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows and supports the argument presented.</p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>a. Introduce a topic, clearly previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
	<p>Production and Distribution of Writing</p>	<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>

	Research to Build and Present Knowledge	<p>7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citations.</p> <p>9. Draw evidence from informational texts to support analysis reflection, and research.</p>
	Range of Writing	<p>10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Note: Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.</p>

Social Studies Practices

Chronological Reasoning and Causation

Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events.

Identify causes and effects using examples from current grade level content and historical ideas and events.

Identify, analyze, and evaluate relationship between multiple causes and effects.

Distinguish between long-term and immediate causes and effects (time, continuity, and change).

Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time.

Recognize that changing the periodization affects the historical narrative. Relate patterns of continuity and change to larger historical processes and themes. Identify and describe models of historical periodization that historians use to categorize events.

Comparison and Contextualization

Identify similarities and differences among geographic regions using specific geographic vocabulary.

Identify and compare multiple perspectives on a given historical experience.

Identify similarities and differences between historical developments over time within a similar cultural and geographical context.

Describe, compare, and evaluate multiple historical developments (within societies; across and between societies; in various chronological and geographical contexts).

Describe the relationship between geography, economics, and history as a context for events and movements.

Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes.

Geographic Reasoning

Ask geographic questions about where places are located and why their location is important.

Identify and describe the relationship between people, places, and the environment using geographic tools to place them in a spatial content.

Identify, analyze, and evaluate the relationship between the environment and human activities, how the physical environment is modified by human activities, and how human activities are also influenced by Earth's physical features and processes.

Recognize and interpret (at different scales) the relationships among patterns and processes.

Recognize and analyze how place and region influence the social, cultural, and economic characteristics of civilizations.

Characterize and analyze changing interconnections among places and regions.

Gathering, Using, and Interpreting Evidence

Define and frame questions about events and the world in which we live and use evidence to answer these questions.

Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).

Analyze evidence in terms of content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and audience in presenting arguments or evidence.

Describe and analyze arguments of others.

Make inferences and draw conclusions from evidence.

Recognize an argument and identify evidence that supports the argument; examine arguments related to a specific Social Studies topic from multiple perspectives; deconstruct arguments, recognizing the perspective of the argument and identifying evidence used to support that perspective.

Create meaningful and persuasive understandings of the past by fusing disparate and relevant evidence from primary and secondary sources.

The Role of the Individual in Social and Political Participation

Demonstrate respect for the rights of others in discussions and classroom; respectfully disagree with other viewpoints.

Participate in activities that focus on a classroom, school, community, state, or national issue or problem.

Explain differing philosophies of social and political participation and the role of the individual leading to group-driven philosophies.

Identify, describe, and contrast the role of the individual in opportunities for social and political participation in different societies.

Participate in persuading, negotiating, and compromising in the resolution of conflicts and differences; introduce and examine the elements of debate.

Identify situations in which social actions are required and determine an appropriate course of action.

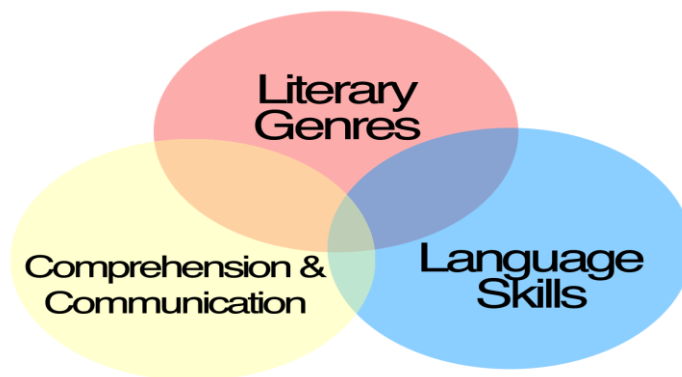
Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights.

Fulfill social and political responsibilities associated with citizenship in a democratic society and interdependent global community by developing awareness and/or engaging in the political process.

Attachment 5C: Spark Charter Curriculum Map for English Language Arts & Literacy



English language arts and literacy learning will weave content disciplines and mathematics with English language learning and media communications. Through reading, writing, and speaking, literary genres, and informational texts in fiction and non-fiction, students will gain a broader and deeper understanding of concepts, processes, instructions, imaginative worlds, figurative language, and the human psyche. The Helical Model will enable students to build communications, literacy, and comprehension skills using language in both oral and written forms with a working understanding of literary genres and media literacy skills as they intersect with content. They will publish literary works and contribute to the library of texts, graphic novels, picture books, scientific and social research, documentaries, creative writing pieces, digital movies, poetry anthologies, and new iterations of communications media.



The Common Core State Standards for English Language Arts & Literacy An Integrated Model of Literacy

The Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines.

As a natural outgrowth of meeting the charge to define college and career readiness, the Standards also lay out a vision of what it means to be a literate person in the twenty-first century. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace.

Students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language. They:

- Readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature.
- Habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally.
- Actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that build knowledge, enlarge experience, and broaden worldviews.
- Reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic.

Research and Media skills blended into the Standards as a Whole

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new. The ability to conduct research, and to produce and wisely consume media, is embedded into every aspect of today's curriculum. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section.

Focus and coherence in instruction and assessment

While the Standards delineate specific expectations in reading, writing, speaking, listening, and language, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by a single rich task. For example, When drawing evidence from literary and informational texts, students are also demonstrating their comprehension skill in relation to specific standards in Reading. When discussing something they have read or written, students are also demonstrating their speaking and listening skills.

College and Career Readiness (CCR) Anchor Standards

<p>Reading</p>	<p>To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.</p>
<p>Key ideas and Details</p>	
<p>CCSS.ELA-Literacy.CCRA.R.1</p>	<p>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>
<p>CCSS.ELA-Literacy.CCRA.R.2</p>	<p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>
<p>CCSS.ELA-Literacy.CCRA.R.3</p>	<p>Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p>
<p>Craft and Structure</p>	
<p>CCSS.ELA-Literacy.CCRA.R.4</p>	<p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>
<p>CCSS.ELA-Literacy.CCRA.R.5</p>	<p>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>

CCSS.ELA-Literacy.CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas	
CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CCSS.ELA-Literacy.CCRA.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
CCSS.ELA-Literacy.CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Range of Reading and Level of Text Complexity	
CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.

Writing	To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.
Text Types and Purposes	
CCSS.ELA-Literacy.CCRA.W.1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CCSS.ELA-Literacy.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
Production and Distribution of Writing	
CCSS.ELA-Literacy.CCRA.R.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.CCRA.R.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CCSS.ELA-Literacy.CCRA.R.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Research to Build and Present Knowledge	
CCSS.ELA-Literacy.CCRA.R.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
CCSS.ELA-Literacy.CCRA.R.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CCSS.ELA-Literacy.CCRA.R.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing	
CCSS.ELA-Literacy.CCRA.R.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

<p>Speaking and Listening</p>	<p>To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.</p> <p>New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.</p>
<p>Comprehension and Collaboration</p>	
<p>CCSS.ELA-Literacy.CCRA.SL.1</p>	<p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p>
<p>CCSS.ELA-Literacy.CCRA.SL.2</p>	<p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p>CCSS.ELA-Literacy.CCRA.SL.3</p>	<p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p>
<p>Presentation of Knowledge and Ideas</p>	
<p>CCSS.ELA-Literacy.CCRA.SL.4</p>	<p>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning, and the organization, development, and style are appropriate to task, purpose, and audience.</p>
<p>CCSS.ELA-Literacy.CCRA.SL.5</p>	<p>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>
<p>CCSS.ELA-Literacy.CCRA.SL.6</p>	<p>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>

Language	To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.
Conventions of Standard English	
CCSS.ELA-Literacy.CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Knowledge of Language	
CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Vocabulary Acquisition and Use	
CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CCSS.ELA-Literacy.CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Overview of Core Subject Intersections for Each Grade Level

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Intersection	Social Studies	Math	Science	Genre Project
Kindergarten	Poetry	Greeting Cards	Fable	Biography
Intersections with other subjects	Individual Development and Cultural Identity	Count to answer “How many?” questions as 20 things arranged in a line, rectangle array, or a circle, or as many as ten things in a scattered configuration; given a number from 1-20, count out that many objects. Solve addition word problems, and add within 10, e.g., by using objects or drawings to represent the problem. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment	
Grade 1	Poetry/Historical Fiction	Instructions	Legend	Letter
Intersections with other subjects	History of Multicultural America: Pre-Colonial Era & Colonial Era to 1775	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings,	Structures and Functions of Organisms Scientific Knowledge is Based on Empirical Evidence:	

		<p>and equations with a symbol for the unknown number to represent the problem.</p> <p>Tell and write time in hours and half-hours using analog and digital clocks.</p>	<p>Scientists look for patterns and order when making observations about the world.</p>	
Grade 2	Fantasy (Mythology)	Instructions	News reports	Poetry/Folklore
Intersections with other subjects	The Alphabet, Literacy, and Ancient India	<p>Solve simple put together, take-apart, and compare problems using information presented in a bar graph.</p> <p>Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p>	<p>Compare the diversity of life in different habitats</p> <p>Understanding the African Savanna Ecosystem Past, Present, and Future</p>	
Grade 3	Mystery	Short Story	Letters	Speech
	Renaissance Italy	<p>Understand properties of multiplication and the relationship between multiplication and division.</p> <p>(Commutative property of multiplication.)</p>	<p>When the environment changes some organisms survive and reproduce, some move to new locations, some move into the transformed environment, and some die.</p> <p>Interdependence of</p>	

		Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	Science, Engineering, and Technology	
Grade 4	Poetry/Historical Fiction	Blogs	Essay	Sci-Fi
Intersections with other subjects	Leadership in the Pre-Columbian and Colonial Era	<p>Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted.</p> <p>Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.</p> <p>Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing</p>	<p>Plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.</p> <p>Developing a model, then describe that an object can be seen when light reflected from its surface enters the eye.</p>	

		measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.		
Grade 5	Mystery	Instructions/Fiction	Essay	Magical Realism
Intersections with other subjects	Writings in Ancient Civilizations Land Bridges & the Silk Road	How do visual fraction models create story contexts equations? Read, write, and compare decimals to thousandths.	Through the development of a model using an example, students are able to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact Describe and graph data to provide evidence about the distribution of water on Earth. Plants get the materials they need for growth chiefly from air and water Science Addresses Questions About the Natural and Material World Science findings are limited to questions that can be answered with empirical evidence.	

GRADE LEVEL CURRICULUM MAP

GRADE K

In kindergarten, language arts and literacy learning will weave content disciplines and mathematics with English language learning and media communications. Specifically, lesson modules in each quarter of the school year will be intersecting with a subject. In this way, ELA and literacy activities will focus reading, writing, and speaking applications that enhance students' understanding and learning in each of the subjects. This type of intersection underscores the importance of language and communications in learning with a variety of the genres that illuminate different elements of understanding. For this grade level, students will intersect themes and projects in the Social Studies: *Individual development and cultural identity*; Math: *Counting, addition word problems, and naming shapes in the environment*; and Science: *Interdependent relationships in ecosystems: animals, plants, and their environment*.

In every language arts module, students will read at least one storybook. Stories will be aligned with the designated genre for the quarter. The students will have multiple experiences, for example, with poetry and be exposed to different types of poems. Through reading, writing, and speaking literary genres, focusing on poetry, greeting cards text, fables, and biographies, students will be exposed, practice, make meanings, and communicate thoughts, ideas, and emotions using words, phrases, and simple sentences. They will learn literary composition with beginning, middle, and end as the basic structure for communicating to audiences and for different purposes.

Students will perform and publish literary works. They will write poetry and publish a class poem anthology. Free form writing will be integrated into greeting cards, which they will publish for Thanksgiving and other holidays, including birthdays, and more. Student teams will publish fables and perform these in class and on Portfolio Day. The year will culminate with individual biographies.

In the kindergarten performance expectations, students are expected to demonstrate grade-appropriate proficiency in chronological reasoning and causation; comparison and contextualization; geographic reasoning; gathering, using, and interpreting evidence; and practicing positive connections as individuals in the context of social interaction. Students are expected to use these practices to demonstrate understanding of the core ideas.

School Year Kindergarten	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INTERSECTIONS	Social Studies	Math	Science	Genre Project
GENRE	Poetry	Greeting Cards	Fable	Biography
ESSENTIAL QUESTIONS	How do we learn about individuals and families through words and phrases?	How can expressing one's emotions using language and illustrations build positive human connections?	How can fables communicate big ideas and life lessons and teach about animals, plants, and their environment?	How can writing and publishing literary works about growing up express views and enlighten readers and writers about the world of children?
THEMES:	Individuals and Families	Positive Emotions for Special Occasions	Animals tell stories and teach us about big ideas and life lessons	Children writers about children
<p>Reading Fiction and Informational Texts</p> <p>Key Ideas and Details</p> <p>Craft and Structure</p> <p>Integration of Knowledge and Ideas</p>	<p>Narrative stories are a great way to introduce new words and ideas into a child's language.</p> <p>Poetry is musical language. Children are hard-wired to musical language – taking pleasure in the rhythm, rhyme, repetition and other patternings of language that are a marked feature of childhood.</p> <p>(See more at: http://www.cam.ac.uk/research/discussion/the-case-for-children%E2%80%99s-poetry#sthash.4QxJGaRC.dpuf)</p>	<p>When children read stories that contain feelings it can help them understand and accept their own feelings.</p> <p>Students will explore emotions and special occasions in greeting cards, and expand vocabulary.</p>	<p>Stories play a vital role in the growth and development of children. The animal characters they get to know through fables can become like friends. Students will read and discuss fables.</p> <p>CCSS.ELA-Literacy.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>CCSS.ELA-Literacy.RI.K.5 Identif</p>	<p>Children will understand that there are other children who feel the same way and have common experiences and they are not alone. Students will read and discuss biographies.</p> <p>CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>CCSS.ELA-Literacy.RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>CCSS.ELA-Literacy.RI.K.4 With prompting and support, ask and</p>

School Year Kindergarten	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INTERSECTIONS	Social Studies	Math	Science	Genre Project
GENRE	Poetry	Greeting Cards	Fable	Biography
			<p>y the front cover, back cover, and title page of a book.</p> <p>CCSS.ELA-Literacy.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>CCSS.ELA-Literacy.RI.K.6 Name</p>	<p>answer questions about unknown words in a text.</p> <p>CCSS.ELA-Literacy.RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>
	<p>Students will build vocabulary and communicate with words and pictures with a variety of poetic forms using elements of poetry including rhythm, rhyme, etc.</p> <p>CCSS.ELA-Literacy.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>CCSS.ELA-Literacy.RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>	<p>Students will build vocabulary and communicate with words and pictures with a variety of poetic forms using elements of poetry including rhythm, rhyme, etc.</p> <p>CCSS.ELA-Literacy.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>CCSS.ELA-Literacy.RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>	<p>the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>CCSS.ELA-Literacy.RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.</p>	

School Year Kindergarten	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INTERSECTIONS	Social Studies	Math	Science	Genre Project
GENRE	Poetry	Greeting Cards	Fable	Biography
Writing	<p>Students will write poetry.</p> <p>“Every possible effort should be made to promote the appreciation of poetry, and encourage its creation.” --Sir Andrew Motion, Poet Laureate of the United Kingdom 1999- 2009</p> <p>CCSS.ELA-Literacy.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p>Students will express emotions in freestyle genre for greeting cards.</p> <p>“Through the mingled sense and non-sense of poetry, through the charge of its rhythms and the magnetism of its rhymes, through the various colorations and configurations of its language, it allows children to feel a profound sense of connection with their interior spaces, and also to make links with the wider world which lies around them.” --Andrew Motion, poet laureate</p>	<p>Students will write fables in teams.</p> <p>Fables are children’s first introduction to allegory. They can also be described as tales, which have a message in their narrative such as a parable might have.</p> <p>CCSS.ELA-Literacy.W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p>Students will write and draw individual biographies</p> <p>CCSS.ELA-Literacy.W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>CCSS.ELA-Literacy.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>
<p>Speaking & Listening</p> <p>Comprehension and Collaboration</p> <p>Presentation of Knowledge and Ideas</p>	<p>Students will listen and perform poetry. They will discuss share insights, feelings, experiences, and emotions from poems.</p> <p>CCSS.ELA-Literacy.SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>	<p>Students will explore emotions and language by listening to and performing greeting cards text. They will discuss share insights, feelings, experiences, and emotions from greeting cards texts.</p> <p>CCSS.ELA-Literacy.SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking</p>	<p>Student teams will perform fables using tableaux, with narrative and conversational texts. They will discuss share insights, feelings, experiences, and emotions from fables.</p> <p>CCSS.ELA-Literacy.SL.K.2 Confirm understanding of a text read aloud or information</p>	<p>Students will narrate biographies with photos and presentation software. They will discuss and share insights, feelings, experiences, and emotions about biographies.</p> <p>CCSS.ELA-Literacy.SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking</p>

School Year Kindergarten	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INTERSECTIONS	Social Studies	Math	Science	Genre Project
GENRE	Poetry	Greeting Cards	Fable	Biography
	<p>CCSS.ELA-Literacy.SL.K.1b Continue a conversation through multiple exchanges.</p> <p>CCSS.ELA-Literacy.SL.K.4 Describe familiar people, places, things, and events and, with prompting, support and provide additional detail.</p> <p>CCSS.ELA-Literacy.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>CCSS.ELA-Literacy.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>about the topics and texts under discussion).</p> <p>CCSS.ELA-Literacy.SL.K.1b Continue a conversation through multiple exchanges.</p> <p>CCSS.ELA-Literacy.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>CCSS.ELA-Literacy.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>CCSS.ELA-Literacy.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>CCSS.ELA-Literacy.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>CCSS.ELA-Literacy.SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>CCSS.ELA-Literacy.SL.K.1b Continue a conversation through multiple exchanges.</p> <p>CCSS.ELA-Literacy.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>CCSS.ELA-Literacy.SL.K.5 Add drawings or other</p>	<p>turns speaking about the topics and texts under discussion).</p> <p>CCSS.ELA-Literacy.SL.K.1b Continue a conversation through multiple exchanges.</p> <p>CCSS.ELA-Literacy.SL.K.4 Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.</p> <p>CCSS.ELA-Literacy.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>CCSS.ELA-Literacy.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>CCSS.ELA-Literacy.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details</p>

School Year Kindergarten	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INTERSECTIONS	Social Studies	Math	Science	Genre Project
GENRE	Poetry	Greeting Cards	Fable	Biography
			visual displays to descriptions as desired to provide additional detail. CCSS.ELA-Literacy.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.	and requesting clarification if something is not understood.
Language Conventions of Standard English Knowledge of Language Vocabulary Acquisition and Use	CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). CCSS.ELA-Literacy.L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships. CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters. CCSS.ELA-Literacy.L.K.1b Use frequently- occurring nouns and verbs. CCSS.ELA-Literacy.L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. CCSS.ELA-Literacy.L.K.6 Use words and phrases	CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). CCSS.ELA-Literacy.L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships. CCSS.ELA-Literacy.L.K.1c Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). CCSS.ELA-Literacy.L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). CCSS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and	CCSS.ELA-Literacy.L.K.1d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). CCSS.ELA-Literacy.L.K.1e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). CCSS.ELA-Literacy.L.K.1f Produce and expand complete sentences in shared language activities. CCSS.ELA-Literacy.L.K.2a Capitalize the first word in a sentence and the pronoun I. CCSS.ELA-Literacy.L.K.2b Recognize and name end punctuation.	CCSS.ELA-Literacy.L.K.1d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). CCSS.ELA-Literacy.L.K.1e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). CCSS.ELA-Literacy.L.K.1f Produce and expand complete sentences in shared language activities. CCSS.ELA-Literacy.L.K.2a Capitalize the first word in a sentence and the pronoun I. CCSS.ELA-Literacy.L.K.2b Recognize and

School Year Kindergarten	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INTERSECTIONS	Social Studies	Math	Science	Genre Project
GENRE	Poetry	Greeting Cards	Fable	Biography
	acquired through conversations, reading and being read to, and responding to texts.	responding to texts.	<p>CCSS.ELA-Literacy.L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>CCSS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>name end punctuation.</p> <p>CCSS.ELA-Literacy.L.K.1f Produce and expand complete sentences in shared language activities.</p> <p>CCSS.ELA-Literacy.L.K.5d Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p> <p>CCSS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading, being read to, and responding to texts.</p>

GRADE 1

In first grade, language arts and literacy learning will weave content disciplines and mathematics with English language learning and media communications. Specifically, lesson modules in each quarter of the school year will be intersecting with a subject. In this way, ELA and literacy activities will focus reading, writing, and speaking applications that enhance students’ understanding and learning in each of the subjects. This type of intersection underscores the importance of language and communications in learning with a variety of the genres that illuminate different elements of understanding. For this grade level, students will intersect themes and projects in the Social Studies: *History of multicultural America: pre-colonial and colonial eras*; Math: *Solving for word*

problems that call for addition of whole numbers and telling time; and Science: Structures and functions of organisms, and presenting empirical evidence and patterns.

In every language arts module, students will read at least one storybook. Stories will be aligned with the designated genre for the quarter. Students will have multiple experiences, for example, with historical fiction and will be exposed to different types of historical fiction stories relevant to their topics of study. Through reading, writing, and speaking literary genres, focusing on poetry, historical fiction, instructions, legends, and letters, students will be exposed, practice, make meanings, and communicate thoughts, ideas, and emotions using words, phrases, and simple sentences. They will learn literary composition with beginning, middle, and end as the basic structure for communicating to audiences and for different purposes.

Students will perform and publish literary works. They will write poetry and publish a class poem anthology. They will also write historical fiction in teams, integrating imaginative insights and characters based on historical characters and events and perform these. They will write instructions for different purposes. Specifically, they will write their own versions of Thanksgiving recipes, which include math word problems. Students will also write schedules integrating instructions on how to read analog and digital clocks. They will write legends in teams about what they learned in science, integrating real science in a fictional format in a humorous presentation of what’s science and what’s legend. Finally, students will learn to write personal letters describing highlights of their learning experiences in school. All these works will be presented on Portfolio Day.

In the first grade performance expectations, students are expected to demonstrate grade-appropriate proficiency in chronological reasoning and causation; comparison and contextualization; geographic reasoning; gathering, using, and interpreting evidence; and practicing positive connections as individuals in the context of social interactions. Students are expected to use these practices to demonstrate understanding of the core ideas.

School Year Grade 1	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INTERSECTIONS	Social Studies	Math	Science	Genre Project
GENRE	Poetry/Historical Fiction	Instructions	Legend	Letters
ESSENTIAL QUESTIONS	How does historical fiction highlight insights and points of view of historical events, places, and characters?	How do instructions help in guiding people to prepare for the Thanksgiving meal using addition of whole	How can legends present imaginative and fictionalized understanding of science?	How can letters be used as a way to communicate memories, events, stories, thoughts, etc.?

School Year Grade 1	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INTERSECTIONS	Social Studies	Math	Science	Genre Project
GENRE	Poetry/Historical Fiction	Instructions	Legend	Letters
		numbers and telling time?		
THEMES:	History of multicultural America: Pre- colonial and colonial eras.	Solve word problems that call for addition of whole numbers and telling time.	Legends present people’s subjective interpretations of science without empirical evidence.	Letters are written forms of communication among people.
Reading Fiction and Informational Texts Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas	<p>CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text.</p> <p>CCSS.ELA-Literacy.RL.1.2 Re-tell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>CCSS.ELA-Literacy.RL.1.6 Identify who is telling the story at various points in a text.</p> <p>CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p>CCSS.ELA-Literacy.RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>CCSS.ELA-Literacy.RL.1.6 Identify who is telling the story at various points in a text.</p> <p>CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>CCSS.ELA-Literacy.RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p>	<p>CCSS.ELA-Literacy.RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.</p>	

School Year Grade 1	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INTERSECTIONS	Social Studies	Math	Science	Genre Project
GENRE	Poetry/Historical Fiction	Instructions	Legend	Letters
	<p>CCSS.ELA-Literacy.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>			
<p>Reading Foundational Skills</p> <p>Print Concepts</p> <p>Phonological Awareness</p> <p>Phonics and Word Recognition</p> <p>Fluency</p>	<p>CCSS.ELA-Literacy.RF.1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>CCSS.ELA-Literacy.RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word capitalization, ending punctuation).</p> <p>CCSS.ELA-Literacy.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>CCSS.ELA-Literacy.RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>CCSS.ELA-Literacy.RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)</p> <p>CCSS.ELA-Literacy.RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>CCSS.ELA-Literacy.RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>CCSS.ELA-Literacy.RI.1.8 Identify the reasons an author gives to support points in</p>		<p>CCSS.ELA-Literacy.RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>CCSS.ELA-Literacy.RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>CCSS.ELA-Literacy.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p> <p>CCSS.ELA-Literacy.RF.1.3f Read words with inflectional endings.</p> <p>CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>CCSS.ELA-Literacy.RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>CCSS.ELA-Literacy.RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>CCSS.ELA-Literacy.RI.1.8 Identify the reasons an author gives to support points in a text.</p> <p>CCSS.ELA-Literacy.RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>CCSS.ELA-Literacy.RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.</p>	

School Year Grade 1	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INTERSECTIONS	Social Studies	Math	Science	Genre Project
GENRE	Poetry/Historical Fiction	Instructions	Legend	Letters
	<p>a text.</p> <p>CCSS.ELA-Literacy.RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>CCSS.ELA-Literacy.RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.</p> <p>CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words.</p> <p>CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding.</p> <p>CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>		<p>CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words.</p> <p>CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding.</p> <p>CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	
<p>Writing</p> <p>Text Types and Purposes</p> <p>Production and Distribution of Writing</p> <p>Research to Build and Present Knowledge</p> <p>Range of Writing</p>	<p>CCSS.ELA-Literacy.W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>CCSS.ELA-Literacy.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some</p>	<p>CCSS.ELA-Literacy.W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p>	<p>CCSS.ELA-Literacy.W.1.2 Write informative/explanatory texts in which students name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>CCSS.ELA-Literacy.W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<p>CCSS.ELA-Literacy.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>

School Year Grade 1	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INTERSECTIONS	Social Studies	Math	Science	Genre Project
GENRE	Poetry/Historical Fiction	Instructions	Legend	Letters
	sense of closure. CCSS.ELA-Literacy.W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.			
Speaking and Listening Comprehension and Collaboration Presentation of Knowledge and Ideas	<p>CCSS.ELA-Literacy.SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>CCSS.ELA-Literacy.SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>CCSS.ELA-Literacy.SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>CCSS.ELA-Literacy.SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>CCSS.ELA-Literacy.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>CCSS.ELA-Literacy.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>CCSS.ELA-Literacy.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>CCSS.ELA-Literacy.SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>CCSS.ELA-Literacy.SL.1.6 Produce complete sentences when appropriate to task and situation.</p>			
Language	<p>CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters.</p> <p>CCSS.ELA-Literacy.L.1.1b Use common, proper, and possessive nouns.</p> <p>CCSS.ELA-Literacy.L.1.1c Use singular</p>		<p>CCSS.ELA-Literacy.L.1.1f Use frequently occurring adjectives.</p> <p>CCSS.ELA-Literacy.L.1.1g Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p>	

School Year Grade 1	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INTERSECTIONS	Social Studies	Math	Science	Genre Project
GENRE	Poetry/Historical Fiction	Instructions	Legend	Letters
	<p>and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>CCSS.ELA-Literacy.L.1.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>CCSS.ELA-Literacy.L.1.1e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home)</p> <p>CCSS.ELA-Literacy.L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>CCSS.ELA-Literacy.L.1.5b Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p>		<p>CCSS.ELA-Literacy.L.1.1h Use determiners (e.g., articles, demonstratives).</p> <p>CCSS.ELA-Literacy.L.1.1i Use frequently occurring prepositions (e.g., <i>during</i>, <i>beyond</i>, <i>toward</i>).</p> <p>CCSS.ELA-Literacy.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>CCSS.ELA-Literacy.L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>CCSS.ELA-Literacy.L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>CCSS.ELA-Literacy.L.1.4b Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>CCSS.ELA-Literacy.L.1.4c Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i>, <i>looked</i>, <i>looking</i>).</p>	
				<p>CCSS.ELA-Literacy.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCSS.ELA-Literacy.L.1.2a Capitalize dates and names of people.</p> <p>CCSS.ELA-Literacy.L.1.2b Use end punctuation for sentences.</p> <p>CCSS.ELA-Literacy.L.1.2c Use commas in dates and to separate single words in a series.</p> <p>CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>CCSS.ELA-Literacy.L.1.5 With guidance and support from adults, demonstrate</p>

School Year Grade 1	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INTERSECTIONS	Social Studies	Math	Science	Genre Project
GENRE	Poetry/Historical Fiction	Instructions	Legend	Letters
	<p>understanding of word relationships and nuances in word meanings.</p> <p>CCSS.ELA-Literacy.L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>CCSS.ELA-Literacy.L.1.5b Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p> <p>CCSS.ELA-Literacy.L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> <p>CCSS.ELA-Literacy.L.1.5d Distinguish shades of meaning among verbs differing in manner (e.g., <i>look</i>, <i>peek</i>, <i>glance</i>, <i>stare</i>, <i>glare</i>, <i>scowl</i>) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p> <p>CCSS.ELA-Literacy.L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>			

GRADE 2

In second grade, language arts and literacy learning will weave content disciplines and mathematics with English language learning and media communications. Specifically, lesson modules in each quarter of the school year will be intersecting with a subject. In this way, ELA and literacy activities will focus reading, writing, and speaking applications that enhance students’ understanding and learning in each of the subjects. This type of intersection underscores the importance of language and communications in learning with a variety of the genres that illuminate different elements of understanding. For this grade level, students will intersect themes and projects in the Social Studies: *The alphabet, literacy, and ancient India*; Math: *Simple put-together, take-apart, and compare problems using information presented in a bar graph*; and Science: *Diversity of life in different habitats and the African savanna ecosystems—past, present, and future*.

In every language arts module, students will read at least one storybook. While students will be introduced to chapter books, stories in class will be recited with pictures. Stories will be aligned with the designated genre for the quarter. The students will have multiple experiences, for example, with mythology, and be exposed to different types of classical, folk, and modern mythical writings. Through reading, writing, and speaking literary

genres, focusing on fantasy, mythology, instructions, news reports, and poetry/folklore, students will be exposed, practice, make meanings, and communicate thoughts, ideas, and emotions using words, phrases, and simple sentences. They will learn literary composition with beginning, middle, and end as the basic structure for communicating to audiences and for different purposes. Performance of literary pieces will be integral to English language and literacy learning.

Students will perform and publish literary works. They will write modern fantasy stories that mirror the culture of today’s generation. They will create science news reports and modern folklore combining poetic and free form narratives. Student teams will publish mythology, write instructions for math problems, publish a class science newspaper and perform poetry and folklore in class and on Portfolio Day.

In the second grade performance expectations, students are expected to demonstrate grade-appropriate proficiency in chronological reasoning and causation; comparison and contextualization; geographic reasoning; gathering, using, and interpreting evidence; and practicing positive connections as individuals in the context of social interaction. Students are expected to use these practices to demonstrate understanding of the core ideas.

School Year Grade 2	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INTERSECTIONS	Social Studies	Math	Science	Genre Project
GENRE	Fantasy/ Mythology	Instructions	News Report	Poetry/Folklore
ESSENTIAL QUESTIONS	How did the creation of the alphabet inform multiple generations about stories and philosophical ideas in mythology?	How can instructions document the process of put together, take apart, and comparative math problems?	How do news reports build awareness and responsible action in the world?	How do metaphors keep communities together, expand imaginations, and inform society?
Reading Key Ideas and Details Craft and Structure	CCSS.ELA-Literacy.RL.2.1 Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	CCSS.ELA-Literacy.RL.2.1 Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	CCSS.ELA-Literacy.RL.2.1 Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	CCSS.ELA-Literacy.RL.2.1 Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.

School Year Grade 2	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INTERSECTIONS	Social Studies	Math	Science	Genre Project
GENRE	Fantasy/ Mythology	Instructions	News Report	Poetry/Folklore
Integration of Knowledge and Ideas	<p>CCSS.ELA-Literacy.RL.2.2 Re-count stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>CCSS.ELA-Literacy.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>CCSS.ELA-Literacy.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>CCSS.ELA-Literacy.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue</p>			<p>CCSS.ELA-Literacy.RL.2.2 Re-count stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>CCSS.ELA-Literacy.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>CCSS.ELA-Literacy.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>CCSS.ELA-Literacy.RL.2.6 Acknowledge differences in the points of view of characters,</p>

School Year Grade 2	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INTERSECTIONS	Social Studies	Math	Science	Genre Project
GENRE	Fantasy/ Mythology	Instructions	News Report	Poetry/Folklore
	<p>aloud.</p> <p>CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>CCSS.ELA-Literacy.RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>			<p>including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>CCSS.ELA-Literacy.RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>
Range of Reading and Level of text Complexity	<p>CCSS.ELA-Literacy.RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>			
Reading Foundational Skills Phonics and	<p>CCSS.ELA-Literacy.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS.ELA-Literacy.RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p>			

School Year Grade 2	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INTERSECTIONS	Social Studies	Math	Science	Genre Project
GENRE	Fantasy/ Mythology	Instructions	News Report	Poetry/Folklore
Word Recognition Fluency	<p>CCSS.ELA-Literacy.RF.2.3b Know spelling-sound correspondences for additional common vowel teams.</p> <p>CCSS.ELA-Literacy.RF.2.3c Decode regularly spelled two-syllable words with long vowels.</p> <p>CCSS.ELA-Literacy.RF.2.3d Decode words with common prefixes and suffixes.</p> <p>CCSS.ELA-Literacy.RF.2.3e Identify words with inconsistent but common spelling-sound correspondences.</p> <p>CCSS.ELA-Literacy.RF.2.3f Recognize and read grade-appropriate irregularly spelled words.</p> <p>CCSS.ELA-Literacy.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>CCSS.ELA-Literacy.RF.2.4a Read grade-level text with purpose and understanding.</p> <p>CCSS.ELA-Literacy.RF.2.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>CCSS.ELA-Literacy.RF.2.4c Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.</p>			
Writing Text Types and Purposes Research to Build and Present Knowledge Range of Writing	CCSS.ELA-Literacy.W.2.3 Write narratives in which students recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	CCSS.ELA-Literacy.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. CCSS.ELA-Literacy.W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include	CCSS.ELA-Literacy.W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	CCSS.ELA-Literacy.W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

School Year Grade 2	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INTERSECTIONS	Social Studies	Math	Science	Genre Project
GENRE	Fantasy/ Mythology	Instructions	News Report	Poetry/Folklore
		<p>details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>CCSS.ELA-Literacy.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>CCSS.ELA-Literacy.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>CCSS.ELA-Literacy.W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p>	
Production and Distribution of Writing	<p>CCSS.ELA-Literacy.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>CCSS.ELA-Literacy.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>			
Speaking and Listening Comprehension and Collaboration	<p>CCSS.ELA-Literacy.SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>CCSS.ELA-Literacy.SL.2.1a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>CCSS.ELA-Literacy.SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>CCSS.ELA-Literacy.SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>CCSS.ELA-Literacy.SL.2.2 Recount or describe key ideas or details from a text read aloud or</p>			

School Year Grade 2	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INTERSECTIONS	Social Studies	Math	Science	Genre Project
GENRE	Fantasy/ Mythology	Instructions	News Report	Poetry/Folklore
	information presented orally or through other media. CCSS.ELA-Literacy.SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.			
Language	CCSS.ELA-Literacy.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. CCSS.ELA-Literacy.SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. CCSS.ELA-Literacy.SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)			

GRADE 3

In third grade, language arts and literacy learning will weave content disciplines and mathematics with English language learning and media communications. Specifically, lesson modules in each quarter of the school year will be intersecting with a subject. In this way, ELA and literacy activities will focus reading, writing, and speaking applications that enhance students' understanding and learning in each of the subjects. This type of intersection underscores the importance of language and communications in learning with a variety of the genres that illuminate different elements of understanding. For this grade level, students will intersect themes and projects in the Social Studies: *Renaissance in Italy*; Math: *Properties of multiplication and division and algorithms based on place value, properties of operations, and/or relationship between subtraction and addition*; and Science: *Interdependence of environment and organisms and science, engineering, and technology*.

In every language arts module, students will read at least one literary work or a chapter of an extended work. These literary works will be aligned with the designated genre for the quarter. Students will have multiple experiences, for example, with different mystery stories. Through reading, writing, and speaking literary genres, focusing on mystery

stories, short stories, letters, and speeches, students will be exposed, practice, make meanings, and communicate thoughts, ideas, and emotions using words, phrases, and increasingly complex sentences. They will learn literary composition with beginning, middle, and end as the basic structure for communicating to audiences and for different purposes.

Students will perform and publish literary works. They will write modern mythologies in teams and present creative narratives using presentation software and publish a class anthology of their mystery stories, short stories, letters, and speeches. Short stories will be written inspired by mathematical problems. Student teams will write letters and read with matching music and body movement in class and on Portfolio Day. The year will culminate with individual speeches.

In the third grade, students are expected to demonstrate grade-appropriate proficiency in chronological reasoning and causation; comparison and contextualization; geographic reasoning; gathering, using, and interpreting evidence; and practicing positive connections as individuals in the context of social interaction. Students are expected to use these practices to demonstrate understanding of the core ideas.

School Year Grade 3	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INTERSECTIONS	Social Studies	Math	Science	Genre Project
GENRE	Mystery	Short Story	Letters	Speech
ESSENTIAL QUESTIONS	How do mystery stories engage human emotions and logic in an imaginative interpretation of reality?	How can stories make math learning more creative and interesting?	How can science essays inform the public about scientific findings?	How do speeches move public opinion on issues?
Reading Key ideas and details				
	CCSS.ELA-Literacy.RL.3.2 Recount stories, including fables,	CCSS.ELA-Literacy.RL.3.2 Recount stories, including fables,	CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to	CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate

School Year Grade 3	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INTERSECTIONS	Social Studies	Math	Science	Genre Project
GENRE	Mystery	Short Story	Letters	Speech
	<p>folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events</p>	<p>folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events</p>	<p>demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>understanding of a text, referring explicitly to the text as the basis for the answers.</p>
<p>Reading</p> <p>Craft and Structure</p>	<p>CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>CCSS.ELA-Literacy.RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>CCSS.ELA-Literacy.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	<p>CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	
<p>Reading</p> <p>Range of Reading and Level of Text</p>	<p>CCSS.ELA-Literacy.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>			

School Year Grade 3	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INTERSECTIONS	Social Studies	Math	Science	Genre Project
GENRE	Mystery	Short Story	Letters	Speech
Complexity				
Reading Informational Text Key Ideas and Details	<p>CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>CCSS.ELA-Literacy.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>			
Reading Informational Text Craft and Structure	<p>CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>CCSS.ELA-Literacy.RI.3.6 Distinguish their own point of view from that of the authors of a text.</p>			
Reading Informational Text Integration of Knowledge and Ideas	<p>CCSS.ELA-Literacy.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>CCSS.ELA-Literacy.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>CCSS.ELA-Literacy.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p>			
Range of Reading and Level of Text Complexity	<p>CCSS.ELA-Literacy.RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>			
Reading	<p>CCSS.ELA-Literacy.RF.3.3 Know and apply grade-level phonics and word analysis skills</p>			

School Year Grade 3	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INTERSECTIONS	Social Studies	Math	Science	Genre Project
GENRE	Mystery	Short Story	Letters	Speech
Foundational Skills Phonics and Word Recognition	<p>in decoding words.</p> <p>CCSS.ELA-Literacy.RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>CCSS.ELA-Literacy.RF.3.3b Decode words with common Latin suffixes.</p> <p>CCSS.ELA-Literacy.RF.3.3c Decode multisyllable words.</p> <p>CCSS.ELA-Literacy.RF.3.3d Read grade-appropriate irregularly spelled words.</p>			
Reading Foundational Skills Fluency	<p>CCSS.ELA-Literacy.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>CCSS.ELA-Literacy.RF.3.4a Read grade-level text with purpose and understanding.</p> <p>CCSS.ELA-Literacy.RF.3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>CCSS.ELA-Literacy.RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>			
Writing Text Types and Purposes	<p>CCSS.ELA-Literacy.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>CCSS.ELA-Literacy.W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>CCSS.ELA-Literacy.W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>CCSS.ELA-Literacy.W.3.3c Use temporal words and phrases to signal event order.</p> <p>CCSS.ELA-Literacy.W.3.3d Provide a sense of closure.</p>		<p>CCSS.ELA-Literacy.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>CCSS.ELA-Literacy.W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>CCSS.ELA-Literacy.W.3.1b Provide reasons that support the opinion.</p> <p>CCSS.ELA-Literacy.W.3.1c Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p> <p>CCSS.ELA-Literacy.W.3.1d Provide a concluding statement or section.</p> <p>CCSS.ELA-Literacy.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	

School Year Grade 3	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INTERSECTIONS	Social Studies	Math	Science	Genre Project
GENRE	Mystery	Short Story	Letters	Speech
			<p>CCSS.ELA-Literacy.W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>CCSS.ELA-Literacy.W.3.2b Develop the topic with facts, definitions, and details.</p> <p>CCSS.ELA-Literacy.W.3.2c Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p>CCSS.ELA-Literacy.W.3.2d Provide a concluding statement or section.</p>	
<p>Writing</p> <p>Production and Distribution of Writing</p> <p>Research to Build and Present Knowledge</p> <p>Range of Writing</p>	<p>CCSS.ELA-Literacy.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.)</p> <p>CCSS.ELA-Literacy.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>CCSS.ELA-Literacy.W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>CCSS.ELA-Literacy.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>CCSS.ELA-Literacy.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>			
<p>Speaking and Listening</p> <p>Comprehen-</p>	<p>CCSS.ELA-Literacy.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to</p>			

School Year Grade 3	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INTERSECTIONS	Social Studies	Math	Science	Genre Project
GENRE	Mystery	Short Story	Letters	Speech
sion and Collaboration	<p>explore ideas under discussion.</p> <p>CCSS.ELA-Literacy.SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>CCSS.ELA-Literacy.SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>CCSS.ELA-Literacy.SL.3.1d Explain their own ideas and understanding in light of the discussion.</p> <p>CCSS.ELA-Literacy.SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CCSS.ELA-Literacy.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>			
Speaking and Listening Presentation of Knowledge and Ideas	<p>CCSS.ELA-Literacy.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>CCSS.ELA-Literacy.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>CCSS.ELA-Literacy.SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)</p>			
Language Conventions of Standard English	<p>CCSS.ELA-Literacy.L.3 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-Literacy.L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>CCSS.ELA-Literacy.L.3.1b Form and use regular and irregular plural nouns.</p> <p>CCSS.ELA-Literacy.L.3.1c Use abstract nouns (e.g., <i>childhood</i>).</p> <p>CCSS.ELA-Literacy.L.3.1d Form and use regular and irregular verbs.</p> <p>CCSS.ELA-Literacy.L.3.1e Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</p> <p>CCSS.ELA-Literacy.L.3.1f Ensure subject-verb and pronoun-antecedent agreement.</p> <p>CCSS.ELA-Literacy.L.3.1g Form and use comparative and superlative adjectives and</p>			

School Year Grade 3	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INTERSECTIONS	Social Studies	Math	Science	Genre Project
GENRE	Mystery	Short Story	Letters	Speech
	<p>adverbs, and choose between them depending on what is to be modified.</p> <p>CCSS.ELA-Literacy.L.3.1h Use coordinating and subordinating conjunctions.</p> <p>CCSS.ELA-Literacy.L.3.1i Produce simple, compound, and complex sentences.</p> <p>CCSS.ELA-Literacy.L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCSS.ELA-Literacy.L.3.2a Capitalize appropriate words in titles.</p> <p>CCSS.ELA-Literacy.L.3.2b Use commas in addresses.</p> <p>CCSS.ELA-Literacy.L.3.2c Use commas and quotation marks in dialogue.</p> <p>CCSS.ELA-Literacy.L.3.2d Form and use possessives.</p> <p>CCSS.ELA-Literacy.L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p> <p>CCSS.ELA-Literacy.L.3.2f Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.</p> <p>CCSS.ELA-Literacy.L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>			
Language Knowledge of Language	<p>CCSS.ELA-Literacy.L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>CCSS.ELA-Literacy.L.3.3a Choose words and phrases for effect.</p> <p>CCSS.ELA-Literacy.L.3.3b Recognize and observe differences between the conventions of spoken and written standard English.</p>			
Language Vocabulary Acquisition and Use	<p>CCSS.ELA-Literacy.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>CCSS.ELA-Literacy.L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>CCSS.ELA-Literacy.L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p> <p>CCSS.ELA-Literacy.L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p> <p>CCSS.ELA-Literacy.L.3.4d Use glossaries or beginning dictionaries, both print and digital,</p>			

School Year Grade 3	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INTERSECTIONS	Social Studies	Math	Science	Genre Project
GENRE	Mystery	Short Story	Letters	Speech
	<p>to determine or clarify the precise meaning of key words and phrases.</p> <p>CCSS.ELA-Literacy.L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>CCSS.ELA-Literacy.L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>CCSS.ELA-Literacy.L.3.5b Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p>CCSS.ELA-Literacy.L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>).</p> <p>CCSS.ELA-Literacy.L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>			

GRADE 4

In fourth grade, language arts and literacy learning will weave content disciplines and mathematics with English language learning and media communications. Specifically, lesson modules in each quarter of the school year will be intersecting with a subject. In this way, ELA and literacy activities will focus reading, writing, and speaking applications that enhance students' understanding and learning in each of the subjects. This type of intersection underscores the importance of language and communications in learning with a variety of the genres that illuminate different elements of understanding. For this grade level, students will intersect themes and projects in the Social Studies: *Leadership and the dynamics of culture, economics, and politics in the Pre-Columbian era*; Math: *Solve multi-step word problems including problems in which remainders must be interpreted and using the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving fractions and decimals*; and Science: *Internal and external structures of plants and animals and modeling with light*.

In every language arts module, students will read at least one literary work or a chapter of an extended work. These literary works will be aligned with the designated genre for the quarter. Students will have multiple experiences, for example, with a variety of historical

fiction stories. Through reading, writing, and speaking literary genres, focusing on poetry, historical fiction, blogs, science essays and sci-fi stories, students will be exposed, practice, make meanings, and communicate thoughts, ideas, and emotions using words, phrases, and increasingly complex sentences. They will learn literary composition with beginning, middle, and end as the basic structure for communicating to audiences and for different purposes.

Students will perform and publish literary works. They will write historical fiction integrated with poetry in teams, pair and individual blogs, team scientific essays, and individual sci-fi stories. Team brainstorming and support will provide individualized projects with techniques, flow, and other types of creative and technical fuel. Blogs will be written inspired by mathematical problems. Student teams will write and build an anthology of science essays. The year will culminate with creative presentations and an anthology of sci-fi stories.

In fourth grade performance expectations, students are expected to demonstrate grade-appropriate proficiency in chronological reasoning and causation; comparison and contextualization; geographic reasoning; gathering, using, and interpreting evidence; and practicing positive connections as individuals in the context of social interaction. Students are expected to use these practices to demonstrate understanding of the core ideas.

School Year Grade 4	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INTERSECTIONS	Social Studies	Math	Science	Genre Project
GENRE	Poetry/ Historical Fiction	Blogs	Essay	Sci-Fi
ESSENTIAL QUESTIONS	How does historical fiction provide insights with imaginative interpretation of historical facts?	How do blogs build interest and popular engagement in mathematical problems?	How do scientific essays enlighten the public about scientific phenomena and biological engineering?	How do sci-fi stories engage readers in literary experiences that touch on science, engineering, and futuristic visions?
Reading Key Ideas and Details	CCSS.ELA-Literacy.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	CCSS.ELA-Literacy.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when	CCSS.ELA-Literacy.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and	CCSS.ELA-Literacy.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the

School Year Grade 4	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INTERSECTIONS	Social Studies	Math	Science	Genre Project
GENRE	Poetry/ Historical Fiction	Blogs	Essay	Sci-Fi
		drawing inferences from the text.	when drawing inferences from the text.	text.
Reading Craft and Structure	<p>CCSS.ELA-Literacy.RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>CCSS.ELA-Literacy.RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>CCSS.ELA-Literacy.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in</p>	<p>CCSS.ELA-Literacy.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p>	<p>CCSS.ELA-Literacy.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p>	<p>CCSS.ELA-Literacy.RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>CCSS.ELA-Literacy.RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>CCSS.ELA-Literacy.RL.4.4 Determine the meaning of words and phrases as they are used in a</p>

School Year Grade 4	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INTERSECTIONS	Social Studies	Math	Science	Genre Project
GENRE	Poetry/ Historical Fiction	Blogs	Essay	Sci-Fi
	mythology (e.g., Herculean).			text, including those that allude to significant characters found in mythology (e.g., Herculean).
Reading Integration of Knowledge and Ideas Range of Reading and Level of Text Complexity	<p>CCSS.ELA-Literacy.RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p>CCSS.ELA-Literacy.RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>CCSS.ELA-Literacy.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>			
Informational Text Key Ideas and Text		<p>CCSS.ELA-Literacy.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS.ELA-Literacy.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>CCSS.ELA-Literacy.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific,</p>	<p>CCSS.ELA-Literacy.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS.ELA-Literacy.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>CCSS.ELA-Literacy.RI.4.3 Explain events,</p>	

School Year Grade 4	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INTERSECTIONS	Social Studies	Math	Science	Genre Project
GENRE	Poetry/ Historical Fiction	Blogs	Essay	Sci-Fi
		or technical text, including what happened and why, based on specific information in the text.	procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	
		<p>CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>CCSS.ELA-Literacy.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>CCSS.ELA-Literacy.RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the</p>	<p>CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>CCSS.ELA-Literacy.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>CCSS.ELA-Literacy.RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or</p>	

School Year Grade 4	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INTERSECTIONS	Social Studies	Math	Science	Genre Project
GENRE	Poetry/ Historical Fiction	Blogs	Essay	Sci-Fi
		differences in focus and the information provided.	topic; describe the differences in focus and the information provided.	
Reading Informational Texts Integration of Knowledge and Ideas Range of Reading and Level of Text Complexity	<p>CCSS.ELA-Literacy.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>CCSS.ELA-Literacy.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>CCSS.ELA-Literacy.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>CCSS.ELA-Literacy.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>			
Reading Foundational Skills Phonics and Word Recognition Fluency	<p>CCSS.ELA-Literacy.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS.ELA-Literacy.RF.4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>CCSS.ELA-Literacy.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>CCSS.ELA-Literacy.RF.4.4a Read grade-level text with purpose and understanding.</p> <p>CCSS.ELA-Literacy.RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>CCSS.ELA-Literacy.RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>			
Writing Text Types and Purposes	CCSS.ELA-Literacy.W.4.3 Write narratives to develop real or imagined	CCSS.ELA-Literacy.W.4.1 Write opinion pieces on topics or texts,	CCSS.ELA-Literacy.W.4.2 Write informative/	CCSS.ELA-Literacy.W.4.3 Write narratives to develop real or

School Year Grade 4	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INTERSECTIONS	Social Studies	Math	Science	Genre Project
GENRE	Poetry/ Historical Fiction	Blogs	Essay	Sci-Fi
Production and Distribution of Writing Research to Build and Present Knowledge	<p>experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>CCSS.ELA-Literacy.W.4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>CCSS.ELA-Literacy.W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>CCSS.ELA-Literacy.W.4.3c Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>CCSS.ELA-Literacy.W.4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	<p>supporting a point of view with reasons and information.</p> <p>CCSS.ELA-Literacy.W.4.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>CCSS.ELA-Literacy.W.4.1b Provide reasons that are supported by facts and details.</p> <p>CCSS.ELA-Literacy.W.4.1c Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p>CCSS.ELA-Literacy.W.4.1d Provide a concluding statement or section related to the opinion presented.</p> <p>CCSS.ELA-Literacy.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-</p>	<p>explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CCSS.ELA-Literacy.W.4.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>CCSS.ELA-Literacy.W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>CCSS.ELA-Literacy.W.4.2c Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>CCSS.ELA-Literacy.W.4.2d Use precise language</p>	<p>imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>CCSS.ELA-Literacy.W.4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>CCSS.ELA-Literacy.W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>CCSS.ELA-Literacy.W.4.3c Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>CCSS.ELA-Literacy.W.4.3d Use concrete words and phrases and sensory details to convey experiences and events</p>

School Year Grade 4	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INTERSECTIONS	Social Studies	Math	Science	Genre Project
GENRE	Poetry/ Historical Fiction	Blogs	Essay	Sci-Fi
	<p>CCSS.ELA-Literacy.W.4.3e Provide a conclusion that follows from the narrated experiences or events.</p> <p>CCSS.ELA-Literacy.W.4.9a Apply grade 4 reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p>	<p>Literacy.W.4.9b Apply grade 4 reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>and domain-specific vocabulary to inform about or explain the topic.</p> <p>CCSS.ELA-Literacy.W.4.2e Provide a concluding statement or section related to the information or explanation presented.</p> <p>CCSS.ELA-Literacy.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>CCSS.ELA-Literacy.W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>CCSS.ELA-Literacy.W.4.9 Draw evidence from literary or informational texts to support analysis,</p>	<p>precisely.</p> <p>CCSS.ELA-Literacy.W.4.3e Provide a conclusion that follows from the narrated experiences or events.</p>

School Year Grade 4	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INTERSECTIONS	Social Studies	Math	Science	Genre Project
GENRE	Poetry/ Historical Fiction	Blogs	Essay	Sci-Fi
			reflection, and research. CCSS.ELA-Literacy.W.4.9b Apply grade 4 reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).	
Writing Range of Writing	CCSS.ELA-Literacy.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			
Speaking and Listening Comprehension and Collaboration	<p>CCSS.ELA-Literacy.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.SL.4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>CCSS.ELA-Literacy.SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>CCSS.ELA-Literacy.SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>CCSS.ELA-Literacy.SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>CCSS.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CCSS.ELA-Literacy.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p>			

School Year Grade 4	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INTERSECTIONS	Social Studies	Math	Science	Genre Project
GENRE	Poetry/ Historical Fiction	Blogs	Essay	Sci-Fi
Speaking and Listening Presentation of Knowledge and Ideas	<p>CCSS.ELA-Literacy.SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>CCSS.ELA-Literacy.SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>CCSS.ELA-Literacy.SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)</p>			
Language Conventions of Standard English	<p>CCSS.ELA-Literacy.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-Literacy.L.4.1a Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p>CCSS.ELA-Literacy.L.4.1b Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p>CCSS.ELA-Literacy.L.4.1c Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>CCSS.ELA-Literacy.L.4.1d Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>CCSS.ELA-Literacy.L.4.1e Form and use prepositional phrases.</p> <p>CCSS.ELA-Literacy.L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>CCSS.ELA-Literacy.L.4.1g Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).</p> <p>CCSS.ELA-Literacy.L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCSS.ELA-Literacy.L.4.2a Use correct capitalization.</p> <p>CCSS.ELA-Literacy.L.4.2b Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>CCSS.ELA-Literacy.L.4.2c Use a comma before a coordinating conjunction in a compound sentence.</p> <p>CCSS.ELA-Literacy.L.4.2d Spell grade-appropriate words correctly, consulting references as needed.</p>			

School Year Grade 4	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INTERSECTIONS	Social Studies	Math	Science	Genre Project
GENRE	Poetry/ Historical Fiction	Blogs	Essay	Sci-Fi
Language Knowledge of Language	<p>CCSS.ELA-Literacy.L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>CCSS.ELA-Literacy.L.4.3a Choose words and phrases to convey ideas precisely.</p> <p>CCSS.ELA-Literacy.L.4.3b Choose punctuation for effect.</p> <p>CCSS.ELA-Literacy.L.4.3c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>			
Language Vocabulary Acquisition and Use	<p>CCSS.ELA-Literacy.L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>CCSS.ELA-Literacy.L.4.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>CCSS.ELA-Literacy.L.4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).</p> <p>CCSS.ELA-Literacy.L.4.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>CCSS.ELA-Literacy.L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>CCSS.ELA-Literacy.L.4.5a Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p> <p>CCSS.ELA-Literacy.L.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>CCSS.ELA-Literacy.L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>CCSS.ELA-Literacy.L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal</p>			

School Year Grade 4	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INTERSECTIONS	Social Studies	Math	Science	Genre Project
GENRE	Poetry/ Historical Fiction	Blogs	Essay	Sci-Fi
	preservation).			

GRADE 5

In the fifth grade, language arts and literacy learning will weave content disciplines and mathematics with English language learning and media communications. Specifically, lesson modules in each quarter of the school year will be intersecting with a subject. In this way, ELA and literacy activities will focus reading, writing, and speaking applications that enhance students' understanding and learning in each of the subjects. This type of intersection underscores the importance of language and communications in learning with a variety of the genres that illuminate different elements of understanding. For this grade level, students will intersect themes and projects in the Social Studies: *Writings in ancient civilizations: land bridges and the Silk Road*; Math: *Creating story contexts for equations involving visual fraction models and decimals to thousandths*; and Science: *Describing ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact and how science, through collection and analysis of empirical evidence addresses questions about the natural and material world.*

In every language arts module, students will read at least one literary work or a chapter of an extended work. These literary works will be aligned with the designated genre for the quarter. Students will have multiple reading, writing, and performance experiences, for example, with a variety of magical realism stories. Through reading, writing, and speaking literary genres, focusing on historical and science essays, instructions and general fiction, and magical realism, students will be exposed, practice, make meanings, and communicate thoughts, ideas, and emotions using words, phrases, and increasingly complex sentences. They will learn literary composition with beginning, middle, and end as the basic structure for communicating to audiences and for different purposes.

Students will perform and publish literary works. They will write mystery stories integrated in teams, pair math fiction stories, team scientific essays, and individual magical realism stories. Team brainstorming and support will provide individualized projects with techniques, flow, and other types of creative and technical fuel. Fiction

stories will demonstrate intersection of fact and imagination. These will be written inspired by mathematical problems, ancient history, and the formulation of scientific thought with empirical evidence and insight. Student teams will write and build an anthology of science essays. The year will culminate with creative presentations and an anthology of magical realism stories.

In fifth grade performance expectations, students are expected to demonstrate grade-appropriate proficiency in chronological reasoning and causation; comparison and contextualization; geographic reasoning; gathering, using, and interpreting evidence; and practicing positive connections as individuals in the context of social interaction. Students are expected to use these practices to demonstrate understanding of the core ideas.

School Year Grade 5	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INTERSECTIONS	Social Studies	Math	Science	Genre Project
GENRE	Mystery	Instructions/Fiction	Essay	Magical realism
ESSENTIAL QUESTIONS	How does mystery entice the reader into fascination for ancient history?	How do instructions and math stories clarify, and popularize mathematical reasoning, concepts, and applications?	How can essays promote scientific understanding of climate change and global connectivity?	How does magical realism highlight perspectives, settings, characters, and events towards the author's purpose?
Reading Key Ideas and Details	<p><u>CCSS.ELA-Literacy.RL.5.2</u> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p><u>CCSS.ELA-Literacy.RL.5.3</u> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>	<p><u>CCSS.ELA-Literacy.RL.5.1</u> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p><u>CCSS.ELA-Literacy.RL.5.1</u> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p><u>CCSS.ELA-Literacy.RL.5.2</u> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p><u>CCSS.ELA-Literacy.RL.5.3</u> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>

School Year Grade 5	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INTERSECTIONS	Social Studies	Math	Science	Genre Project
GENRE	Mystery	Instructions/Fiction	Essay	Magical realism
Reading Craft and Structure	<p><u>CCSS.ELA-Literacy.RL.5.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p><u>CCSS.ELA-Literacy.RL.5.5</u> Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.</p>	<p><u>CCSS.ELA-Literacy.RL.5.6</u> Describe how a narrator’s or speaker’s point of view influences how events are described.</p>	<p><u>CCSS.ELA-Literacy.RL.5.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p><u>CCSS.ELA-Literacy.RL.5.5</u> Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.</p>	<p><u>CCSS.ELA-Literacy.RL.5.6</u> Describe how a narrator’s or speaker’s point of view influences how events are described.</p>
Reading Integration of Knowledge and Ideas	<p><u>CCSS.ELA-Literacy.RL.5.7</u> Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p><u>CCSS.ELA-Literacy.RL.5.9</u> Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>			<p><u>CCSS.ELA-Literacy.RL.5.7</u> Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p><u>CCSS.ELA-Literacy.RL.5.9</u> Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>

School Year Grade 5	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INTERSECTIONS	Social Studies	Math	Science	Genre Project
GENRE	Mystery	Instructions/Fiction	Essay	Magical realism
Range of Reading and Level of Text Complexity	CCSS.ELA-Literacy.RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.			
Reading: Informational Text Key Ideas and Details	CCSS.ELA-Literacy.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	CCSS.ELA-Literacy.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	CCSS.ELA-Literacy.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	CCSS.ELA-Literacy.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Reading: Informational Text Craft and Structure	CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> . CCSS.ELA-Literacy.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. CCSS.ELA-Literacy.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.			
Reading: Informational Text Integration of	CCSS.ELA-Literacy.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which	CCSS.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a	CCSS.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or	CCSS.ELA-Literacy.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which

School Year Grade 5	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INTERSECTIONS	Social Studies	Math	Science	Genre Project
GENRE	Mystery	Instructions/Fiction	Essay	Magical realism
Knowledge and Ideas	point(s).	<p>problem efficiently.</p> <p><u>CCSS.ELA-Literacy.RI.5.9</u> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><u>CCSS.ELA-Literacy.RI.5.8</u> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	<p>to solve a problem efficiently.</p> <p><u>CCSS.ELA-Literacy.RI.5.9</u> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><u>CCSS.ELA-Literacy.RI.5.8</u> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	point(s).
Range of Reading and Level of Text Complexity	<u>CCSS.ELA-Literacy.RI.5.10</u> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.			
Reading Foundational Skills Phonics and Word Recognition	<p><u>CCSS.ELA-Literacy.RF.5.3</u> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><u>CCSS.ELA-Literacy.RF.5.3a</u> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>			
Reading Foundational Skills Fluency	<p><u>CCSS.ELA-Literacy.RF.5.4</u> Read with sufficient accuracy and fluency to support comprehension.</p> <p><u>CCSS.ELA-Literacy.RF.5.4a</u> Read grade-level text with purpose and understanding.</p> <p><u>CCSS.ELA-Literacy.RF.5.4b</u> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>			

School Year Grade 5	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INTERSECTIONS	Social Studies	Math	Science	Genre Project
GENRE	Mystery	Instructions/Fiction	Essay	Magical realism
	<p><u>CCSS.ELA-Literacy.RF.5.4c</u> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>			
<p>Writing</p> <p>Text Types and Purposes</p>	<p><u>CCSS.ELA-Literacy.W.5.3</u> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><u>CCSS.ELA-Literacy.W.5.3a</u> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p><u>CCSS.ELA-Literacy.W.5.3b</u> Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p><u>CCSS.ELA-Literacy.W.5.3c</u> Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p>	<p><u>CCSS.ELA-Literacy.W.5.1</u> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p><u>CCSS.ELA-Literacy.W.5.1a</u> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p><u>CCSS.ELA-Literacy.W.5.1b</u> Provide logically ordered reasons that are supported by facts and details.</p> <p><u>CCSS.ELA-Literacy.W.5.1c</u> Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>).</p> <p><u>CCSS.ELA-Literacy.W.5.1d</u> Provide a concluding statement or section related to the opinion presented.</p> <p><u>CCSS.ELA-Literacy.W.5.2</u> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><u>CCSS.ELA-Literacy.W.5.2a</u> Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p><u>CCSS.ELA-Literacy.W.5.2b</u> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p><u>CCSS.ELA-Literacy.W.5.2c</u> Link ideas within and across categories of information using words, phrases, and clauses</p>	<p><u>CCSS.ELA-Literacy.W.5.3</u> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><u>CCSS.ELA-Literacy.W.5.3a</u> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p><u>CCSS.ELA-Literacy.W.5.3b</u> Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p><u>CCSS.ELA-Literacy.W.5.3c</u> Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p>	

School Year Grade 5	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INTERSECTIONS	Social Studies	Math	Science	Genre Project
GENRE	Mystery	Instructions/Fiction	Essay	Magical realism
	<p><u>CCSS.ELA-Literacy.W.5.3d</u> Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p><u>CCSS.ELA-Literacy.W.5.3e</u> Provide a conclusion that follows from the narrated experiences or events.</p>	<p>(e.g., <i>in contrast, especially</i>).</p> <p><u>CCSS.ELA-Literacy.W.5.2d</u> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><u>CCSS.ELA-Literacy.W.5.2e</u> Provide a concluding statement or section related to the information or explanation presented.</p>		<p><u>CCSS.ELA-Literacy.W.5.3d</u> Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p><u>CCSS.ELA-Literacy.W.5.3e</u> Provide a conclusion that follows from the narrated experiences or events.</p>
<p>Writing</p> <p>Production and Distribution of Writing</p>	<p><u>CCSS.ELA-Literacy.W.5.4</u> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><u>CCSS.ELA-Literacy.W.5.5</u> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)</p> <p><u>CCSS.ELA-Literacy.W.5.6</u> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>			
<p>Writing</p> <p>Research to Build and Present Knowledge</p>	<p><u>CCSS.ELA-Literacy.W.5.8</u> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	<p><u>CCSS.ELA-Literacy.W.5.7</u> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p><u>CCSS.ELA-Literacy.W.5.8</u> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p><u>CCSS.ELA-Literacy.W.5.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><u>CCSS.ELA-Literacy.W.5.9a</u> Apply <i>grade 5 Reading standards</i> to literature (e.g.,</p>		<p><u>CCSS.ELA-Literacy.W.5.8</u> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>

School Year Grade 5	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INTERSECTIONS	Social Studies	Math	Science	Genre Project
GENRE	Mystery	Instructions/Fiction	Essay	Magical realism
		<p>“Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p><u>CCSS.ELA-Literacy.W.5.9b</u> Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>		
Range of Writing	<u>CCSS.ELA-Literacy.W.5.10</u> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			
Speaking and Listening	<u>CCSS.ELA-Literacy.SL.5.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others’ ideas and expressing their own clearly.			
Comprehension and Collaboration	<p><u>CCSS.ELA-Literacy.SL.5.1a</u> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p><u>CCSS.ELA-Literacy.SL.5.1b</u> Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p><u>CCSS.ELA-Literacy.SL.5.1c</u> Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p><u>CCSS.ELA-Literacy.SL.5.1d</u> Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p><u>CCSS.ELA-Literacy.SL.5.2</u> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><u>CCSS.ELA-Literacy.SL.5.3</u> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>			
Speaking and Listening	<u>CCSS.ELA-Literacy.SL.5.4</u> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.			
Presentation of Knowledge and Ideas	<u>CCSS.ELA-Literacy.SL.5.5</u> Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or			

School Year Grade 5	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INTERSECTIONS	Social Studies	Math	Science	Genre Project
GENRE	Mystery	Instructions/Fiction	Essay	Magical realism
	<p>themes.</p> <p><u>CCSS.ELA-Literacy.SL.5.6</u> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)</p>			
Language Conventions of Standard English	<p><u>CCSS.ELA-Literacy.L.5.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><u>CCSS.ELA-Literacy.L.5.1a</u> Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p><u>CCSS.ELA-Literacy.L.5.1b</u> Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses.</p> <p><u>CCSS.ELA-Literacy.L.5.1c</u> Use verb tense to convey various times, sequences, states, and conditions.</p> <p><u>CCSS.ELA-Literacy.L.5.1d</u> Recognize and correct inappropriate shifts in verb tense.</p> <p><u>CCSS.ELA-Literacy.L.5.1e</u> Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>).</p> <p><u>CCSS.ELA-Literacy.L.5.2</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><u>CCSS.ELA-Literacy.L.5.2a</u> Use punctuation to separate items in a series.</p> <p><u>CCSS.ELA-Literacy.L.5.2b</u> Use a comma to separate an introductory element from the rest of the sentence.</p> <p><u>CCSS.ELA-Literacy.L.5.2c</u> Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p> <p><u>CCSS.ELA-Literacy.L.5.2d</u> Use underlining, quotation marks, or italics to indicate titles of works.</p> <p><u>CCSS.ELA-Literacy.L.5.2e</u> Spell grade-appropriate words correctly, consulting references as needed.</p>			
Language Knowledge of Language	<p><u>CCSS.ELA-Literacy.L.5.3</u> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><u>CCSS.ELA-Literacy.L.5.3a</u> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>			

School Year Grade 5	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INTERSECTIONS	Social Studies	Math	Science	Genre Project
GENRE	Mystery	Instructions/Fiction	Essay	Magical realism
	<p><u>CCSS.ELA-Literacy.L.5.3b</u> Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems.</p>			
Language Vocabulary Acquisition and Use	<p><u>CCSS.ELA-Literacy.L.5.4</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p><u>CCSS.ELA-Literacy.L.5.4a</u> Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p><u>CCSS.ELA-Literacy.L.5.4b</u> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>).</p> <p><u>CCSS.ELA-Literacy.L.5.4c</u> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p><u>CCSS.ELA-Literacy.L.5.5</u> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><u>CCSS.ELA-Literacy.L.5.5a</u> Interpret figurative language, including similes and metaphors, in context.</p> <p><u>CCSS.ELA-Literacy.L.5.5b</u> Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p><u>CCSS.ELA-Literacy.L.5.5c</u> Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p><u>CCSS.ELA-Literacy.L.5.6</u> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>			

ATTACHMENT 5D: Spark Charter Curriculum Map for Mathematics

TACTILE & VISUAL

Divide a square into 4 pieces with 2 perpendicular cuts that separate each corner.

The pieces rearrange into a square with a gap. What questions might a mathematician ask?

ANALYTICAL & CREATIVE APPLICATIONS

TECHNOLOGY-ENHANCED

REAL-WORLD APPLICATIONS

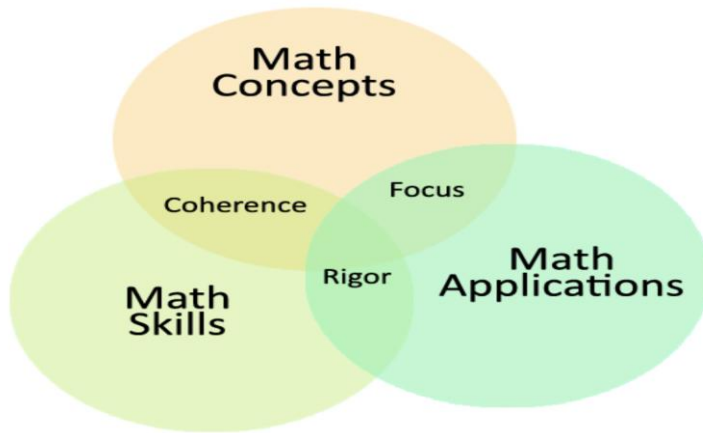
Device ownership by age group
% in each age group who have the following device:

Age Group	Have cell phone	Have desktop/laptop	Have tablet	Have e-reader
Ages 18-29 (n=4,048)	95%	85%	13%	11%
Ages 30+ (n=1,308)	89%	73%	7%	11%

Source: Pew Research Center's Internet & American Life Reading Habits Survey, November 28/December 21, 2011. 164,288 respondents ages 18 and older; interviews were conducted in English and Spanish and on landline and cell.

Climate Change
DO THE MATH!

Students learn mathematical concepts and skills through hands-on lessons. These activities are **active, tactile and visual, enhanced by digital tools**, and inspired by **real-world applications**. Through **analytical and creative math learning strategies**, students develop their abilities in justifying why for example, a particular mathematical statement is true or where a mathematical rule comes from. These strategies also make skills learning fun and challenging. Additionally, math projects will intersect with themes in science, social studies, and language arts. At the end of each Helical Model module, students design and build projects guided by common core mathematical standards of coherence, rigor, and focus. Lessons are designed so students are prepared to demonstrate mathematical understanding with real-world applications.



Common Core State Standards for Mathematics

One hallmark of mathematical understanding is the ability to justify, in a way appropriate to the student’s mathematical maturity, why a particular mathematical statement is true or where a mathematical rule comes from . . . The student who can explain the rule understands the mathematics, and may have a better chance to succeed at a less familiar (and/or more complex) task.

Mathematical Strands for mathematical practice will define the goals and methodologies in the mathematics curricula.

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. The first of these are the NCTM process standards of **problem solving, reasoning and proof, communication, representation, and connections**. The second are the strands of mathematical proficiency specified in the National Research Council’s report Adding It Up: **adaptive reasoning, strategic competence, conceptual understanding** (comprehension of mathematical concepts, operations and relations), **procedural fluency** (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and **productive disposition** (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy).

- 1 Make sense of problems and persevere in solving them;
- 2 Reason abstractly and quantitatively;
- 3 Construct viable arguments and critique the reasoning of others.
- 4 Model with mathematics;
- 5 Use appropriate tools strategically;
- 6 Attend to precision;
- 7 Look for and make use of structure;
- 8 Look for and express regularity in repeated reasoning.

Mathematical assessments

Teachers will perform on-going assessments in the form of observations and assignments such as homework and/or in classroom assignments. Teachers will perform weekly formative assessments. They will use performance tasks or assessments at the end of each unit to verify student understanding and mastery. Benchmark tests will be performed quarterly. Teachers will design these assessments or select them from curriculum resources. A baseline test will be given at the beginning of the year. Spark's teachers, with support from the administration, will develop the baseline assessment before the opening of the school year. The California standard test will be given at the end of the school year.

Methods of assessment include:

- 1 Class work;
- 2 Class discussion;
- 3 Homework/homework corrections
- 4 Portfolios;
- 5 Teacher created tests/formative assessments;
- 6 Applications of math in daily life;
- 7 PALM (www.palm.sri.com) ;
- 8 CA math standardized tests

Materials:

Spark does not plan to use math textbooks for its students. Students will learn using materials and manipulatives assembled according to the helical model lesson plans. The curriculum director with the help of teachers and parents will use reference books and on-line reference sites to create helical model lessons. The curriculum is assembled from varied sources including, but not exclusive to the following:

Pearson Envision Math (California, latest edition aligned with Common Core)
Common Core Updates, PALM (www.palm.sri.com), Math Solutions, Singapore Math, Guidelines and lessons from the National Council of Teachers in Mathematics.

CURRICULUM MAP

The Curriculum Map for mathematical content is primarily defined by the new Math Core Standards with additional guidelines from Math Solutions and Singapore Math. The curriculum map outlines the grade-specific scope of study. The map will guide focal points and intersections with other subjects, for each of the Helical Model lessons.

The curriculum map will not define the intervention methods or materials to support students who are well below or well above grade-level expectations. The fine strokes of

each math module, will be determined by each teacher, will involve strategies for differentiation, adapting to students’ multiple levels of math knowledge and skills. To achieve connection with math, it is vital that students engage in math according to their levels of understanding, learning styles, and abilities.

Three Helical Model examples will demonstrate the culture and strategies of math learning, as guided by the scope of learning in the curriculum map. Sample math lessons will demonstrate multi-disciplinary and multi-modal mathematical strategies and applications for kindergarten, second, and fifth grades.

KINDERGARTEN







COMMON CORE BENCHMARKS






(1) Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as $5 + 2 = 7$ and $7 - 2 = 5$. (Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.) Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.




(2) Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.


CURRICULUM MAP

School Year Kindergarten				
Standards	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
ESSENTIAL QUESTIONS				

	How can you problem-solve and communicate solutions using numbers, shapes, and addition equations?	How can addition equations express the value of numbers, graphs, and measurement?	How can you problem-solve and communicate solutions using numbers, shapes, and subtraction equations?	How can addition and subtraction be used in everyday activities?
K.CC	COUNTING AND CARDINALITY			
	➤ Know number names and the count sequence			
K.CC.1	Count to 50 by ones and tens	Count to 100 by ones and tens		
K.CC.2	Count forward beginning from a given number within the known sequence instead of having to begin at 1.			
K.CC.3	Write numbers from 0-10 (with 0 representing a count of no objects).	Write numbers from 0-20 (with 0 representing a count of no objects).		
	➤ Count to tell the number of objects			
K.CC.4	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.		  	

K.CC.5	<p>Understand that each successive number name refers to a quantity that is one larger.</p> <p>Count to answer “How many?” questions as 10 things arranged in a line, rectangle array, or a circle, or as many as ten things in a scattered configuration; given a number from 1-10, count out that many objects.</p>	<p>Count to answer “How many?” questions as 20 things arranged in a line, rectangle array, or a circle, or as many as ten things in a scattered configuration; given a number from 1-20, count out that many objects.</p>		
➤ Compare numbers				
K.CC.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.			
K.CC.7	<p>Compare two numbers between 1 and 10 presented as written numerals.</p>			
K.OA	OPERATIONS AND ALGEBRAIC THINKING			
➤ Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from				
K.OA.1 K.OA.2 K.OA.5	Represent addition with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal		Represent subtraction with objects, fingers, mental images, drawings, sounds (e.g.,	 Fluently subtract within 5.

<p>K.OA.2</p> <p>K.OA.3 K.OA.4 K.OA.5</p>	<p>explanations, expressions, or equations</p> <p>Solve addition word problems, and add within 5, e.g., by using objects or drawings to represent the problem.</p> <p>Decompose numbers less than or equal to 10 into (addition) pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).</p> <p>Fluently add within 5.</p>	<p>Solve addition word problems, and add within 10, e.g., by using objects or drawings to represent the problem.</p> <p>For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.</p>	<p>claps), acting out situations, verbal explanations, expressions, or equations</p> <p>Decompose numbers less than or equal to 10 into (subtraction) pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $1 = 5 - 4$).</p>	 
<p>K.NBT NUMBER AND OPERATIONS IN BASE TEN</p>				
<p>➤ Work with numbers 11-19 to gain foundations for places value</p>				
<p>K.NBT.1</p>		<p>Compose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are</p>		<p>Decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these</p>

		composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.		numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
K.MD MEASUREMENT AND DATA				
➤ Describe and compare measurable attributes				
K.MD.1		Describe measurable attributes of objects, such as length or weight.	Describe several measurable attributes of a single object.	
K.MD.2		Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter		
➤ Classify objects and count the number of objects in each category				
K.MD.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.			
K.G. GEOMETRY				
➤ Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres.)				
K.G.1	Correctly name shapes regardless of their orientations or overall size.			
K.G.2		Describe objects	Identify shapes	

K.G.3		in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	as two-dimensional (lying in a plane, “flat”) or three dimensional (“solid”).	
➤ Analyze, compare, create, and compose shapes				
K.G.6 K.G.4 K.G.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”			Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).

FIRST GRADE

COMMON CORE BENCHMARKS

In Grade 1, instructional time should focus on four critical areas:

(1) Developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) Developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) Developing understanding of linear measurement and measuring lengths as iterating length units; and (4) Reasoning about attributes of, and composing and decomposing geometric shapes.

(1) Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. Students understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two). They use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., “making tens”) to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction.

(2) Students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10. They compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that build number sense, they understand the order of the counting numbers and their relative magnitudes.

(3) Students develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement.

(4) Students compose and decompose plane or solid figures (e.g., put two triangles together to make a quadrilateral) and build understanding of part-whole relationships as well as the properties of the original and composite shapes. As they combine shapes, they recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry.

CURRICULUM MAP

School Year: First Grade				
Standards	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
	ESSENTIAL QUESTIONS			
	How can taking apart and recombining numbers in a variety of ways find sums and	How does understanding place value help you solve double digit addition and	How can I use what I know about tens and ones to add and subtract two-digit numbers?	How can one decide what mathematical strategy to use for a specific problem

School Year: First Grade

Standards	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
	differences?	subtraction problems?		involving addition and/or subtraction?
<p>1.0A</p> <p>1.NBT</p>	<p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> ➤ Represent and solve problems involving addition and subtraction ➤ Understand and apply properties of operations and the relationship between addition and subtraction ➤ Add and subtract within 20 ➤ Work with addition and subtraction equations <p>Number and Operations in Base Ten</p> <ul style="list-style-type: none"> ➤ Extend the counting sequence ➤ Understand place value. ➤ Use place value understanding and properties of operations to add and subtract. ➤ Extend the counting sequence 			
<p>1.OA.1 1.OA.2 1.OA.3 1.OA.8</p> <p>1.OA.7</p> <p>1.OA.6</p> <p>1.NBT.4 1.NBT.6</p>	<p>Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4$</p>	<p>Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 =$</p>	<p>Apply properties of operations as strategies to add and subtract. Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</p> <p>Use place value understanding and properties of operations to add. Add within 100, including adding a two-digit</p>	<p>Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \square - 3$, $6 + 6 = \square$.</p> <p>Use place value understanding and properties of operations to subtract. Subtract multiples of 10 in</p>

School Year: First Grade				
Standards	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
1.OA.5	= 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	2 + 5, 4 + 1 = 5 + 2. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). Understand place value. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones — called a “ten.” b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). (Students need not use formal terms for these properties).	number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
1.NBT.2				
1.OA.4				
1.NBT.5	Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.		Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	
1.NBT.3			Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	
1.NBT.1		Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.		
1.NBT.1		Count to 120, starting at any		

School Year: First Grade				
Standards	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
	Count to 80, starting at any number less than 80. In this range, read and write numerals and represent a number of objects with a written numeral.	number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.		
1.MD	Measurement and Data			
	<ul style="list-style-type: none"> ➤ Measure lengths indirectly and by iterating length units. ➤ Tell and write time. ➤ Represent and interpret data. 			
1.MD.1 1.MD.3 1.MD.4 1.MD.2	Order three objects by length; compare the lengths of two objects indirectly by using a third object. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.	Tell and write time in hours and half-hours using analog and digital clocks.		Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
1.G	Geometry			
	<ul style="list-style-type: none"> ➤ Reason with shapes and their attributes 			
1.G.1 1.G.2 1.G.3	Distinguish between defining attributes (e.g., triangles are	Compose two-dimensional shapes	Partition circles and rectangles	

School Year: First Grade				
Standards	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
	closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	(rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.	into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	

SECOND GRADE

COMMON CORE BENCHMARKS

In Grade 2, instructional time should focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

(1) Students extend their understanding of the base-ten system. This includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing. Students understand multi-digit numbers (up to 1000) written in base-ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones).

(2) Students use their understanding of addition to develop fluency with addition and subtraction within 100. They solve problems within 1000 by applying their understanding of models for addition and subtraction, and they develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations. They select and accurately apply methods that are appropriate for the context


and the numbers involved to mentally calculate sums and differences for numbers with only tens or only hundreds.

(3) Students recognize the need for standard units of measure (centimeter and inch) and they use rulers and other measurement tools with the understanding that linear measure involves an iteration of units. They recognize that the smaller the unit, the more iterations they need to cover a given length.

(4) Students describe and analyze shapes by examining their sides and angles. Students investigate, describe, and reason about decomposing and combining shapes to make other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades.

CURRICULUM MAP


School Year: SECOND GRADE				
Standards	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
ESSENTIAL QUESTIONS				
	What is meant by equality?	How does what I measure influence how we measure?	How do mathematical operations (addition and subtraction) relate to each other?	How do the relationships among the operations and their properties promote computational fluency?
2.OA	Operations and Algebraic Thinking <ul style="list-style-type: none"> ➤ Represent and solve problems involving addition and subtraction. ➤ Add and subtract within 20. ➤ Work with equal groups of objects to gain foundations for multiplication. 			
2.OA.4 2.OA.2 2.OA.1 2.OA.3	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	Use addition and subtraction within 100 to solve one- word problems involving situations of adding to, taking from, putting together, taking apart, and	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an

School Year: SECOND GRADE				
Standards	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
2.OA.1			comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	equation to express an even number as a sum of two equal addends. Use addition and subtraction within 100 to solve one-two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
2.NBT	Number and Operations in Base Ten			
	<ul style="list-style-type: none"> ➤ Understand place value. ➤ Use place value understanding and properties of operations to add and subtract. ➤ Use estimation strategies to make reasonable estimates in problem solving. 			
2.NBT.1 2.NBT.3 2.NBT.4	<u>Understand place value.</u> Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought	<u>Understand place value.</u> Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	<u>Understand place value.</u> Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.	

School Year: SECOND GRADE				
Standards	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
2.NBT.2	of as a bundle of ten tens — called a “hundred.” b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).			
2.NBT.5 2.NBT.7 2.NBT.8 2.NBT.9	Count within 1000; skip-count by 5s, 10s, and 100s.	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	Explain why addition and subtraction strategies work, using place value and the properties of operations
2.NBT.6	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction Add up to four two-digit numbers using strategies based on place value and properties of operations.			
2MD	Measurement and Data			
	<ul style="list-style-type: none"> ➤ Measure and estimate lengths in standard units. ➤ Relate addition and subtraction to length. ➤ Work with time and money. ➤ Represent and interpret data. 			
2MD.1 2MD.9	Measure the length of an	Generate		

School Year: SECOND GRADE

Standards	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
2MD.7	object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	measurement data by measuring lengths of several objects to the nearest whole unit, or by	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	
2.MD.2		making repeated		
2.MD.8	Measure the length of an object twice, using length units of different	measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?	
2.MD.3	lengths for the two measurements; describe how the two			
2.MD.10	measurements relate to the size of the unit chosen.			
2.MD.4	Estimate lengths using units of inches, feet, centimeters, and meters.	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph.		
2.MD.5	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.			
	<u>Relate addition and subtraction to length.</u>			
	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using			

School Year: SECOND GRADE				
Standards	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
2MD.6	<p>drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.</p> <p>Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.</p>			
2.G	Geometry			
	➤ Reason with shapes and their attributes.			
2.G.2 2.G.1 2.G.3	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. ⁵ Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	

THIRD GRADE

COMMON CORE BENCHMARKS

In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

(1) Students develop an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving equal-sized groups, arrays, and area models; multiplication is finding an unknown product, and division is finding an unknown factor in these situations. For equal-sized group situations, division can require finding the unknown number of groups or the unknown group size. Students use properties of operations to calculate products of whole numbers, using increasingly sophisticated strategies based on these properties to solve multiplication and division problems involving single-digit factors. By comparing a variety of solution strategies, students learn the relationship between multiplication and division.

(2) Students develop an understanding of fractions, beginning with unit fractions. Students view fractions in general as being built out of unit fractions, and they use fractions along with visual fraction models to represent parts of a whole. Students understand that the size of a fractional part is relative to the size of the whole. For example, $\frac{1}{2}$ of the paint in a small bucket could be less paint than $\frac{1}{3}$ of the paint in a larger bucket, but $\frac{1}{3}$ of a ribbon is longer than $\frac{1}{5}$ of the same ribbon because when the ribbon is divided into 3 equal parts, the parts are longer than when the ribbon is divided into 5 equal parts. Students are able to use fractions to represent numbers equal to, less than, and greater than one. They solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators.

(3) Students recognize area as an attribute of two-dimensional regions. They measure the area of a shape by finding the total number of same size units of area required to cover the shape without gaps or overlaps, a square with sides of unit length being the standard unit for measuring area. Students understand that rectangular arrays can be decomposed into identical rows or into identical columns. By decomposing rectangles into rectangular arrays of squares, students connect area to multiplication, and justify using multiplication to determine the area of a rectangle.





(4) Students describe, analyze, and compare properties of two-dimensional shapes. They compare and classify shapes by their sides and angles, and connect these with definitions of shapes. Students also relate their fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole.

CURRICULUM MAP

School Year: THIRD GRADE				
Standard	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
ESSENTIAL QUESTIONS				
	How do the properties of multiplication and the relationship between multiplication and division contribute to algebraic understanding?	How can area models represent the distributive property in mathematical reasoning?	How are fractions parts of our number system?	How does explaining my process help me to understand a problem's solution better?
3.OA	Operations and Algebraic Thinking <ul style="list-style-type: none"> ➤ Represent and solve problems involving multiplication and division. ➤ Understand and apply properties of operations and the relationship between addition and subtraction. ➤ Multiply and divide within 100. ➤ Solve problems involving the four operations, and identify and explain patterns in arithmetic. 			
3.OA.1	<u>Represent and solve problems involving multiplication and division.</u> Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .	<u>Understand properties of multiplication and the relationship between multiplication and division.</u> Apply properties of operations as strategies to multiply and divide. 2 Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative		<u>Solve problems involving the four operations, and identify and explain patterns in arithmetic.</u>
3.OA.5				
3.OA.8			<u>Multiply and divide within 100.</u>	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation
3.OA.7			Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one	
3.OA.2				
3.OA.9	Interpret whole-number quotients of whole numbers, e.g.,			

School Year: THIRD GRADE

Standard	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
<p>3.OA.6</p> <p>3.OA.3</p> <p>3.OA.4</p>	<p>interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.</p> <p>Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the</p>	<p>property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</p> <p>Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</p>	<p>knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>	<p>strategies including rounding.³</p> <p>Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</p>

School Year: THIRD GRADE				
Standard	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
	equation true in each of the equations $8 \times ? = 48$, $5 = \square \div 3$, $6 \times 6 = ?$			
3.NBT	Number and Operations in Base Ten			
	<ul style="list-style-type: none"> Use place value understanding and properties of operations to perform multi-digit arithmetic. 			
3.NBT.1 3.NBT.2		Use place value understanding to round whole numbers to the nearest 10 or 100.	Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.	
3.NBT.3		Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.		
3.NF	Number and Operations—Fractions			
	<ul style="list-style-type: none"> Develop understanding of fractions as numbers. 			
3.NF.1 3.NF.3	Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.		Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	
3.NF.2	Understand a fraction as a number on the number line; represent fractions on a number line diagram. a. Represent a		b. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by	

School Year: THIRD GRADE				
Standard	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
	<p>fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.</p> <p>b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.</p>		<p>using a visual fraction model.</p> <p>c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.</p> <p>d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p>	
3.MD	<p>Measurement and Data</p> <ul style="list-style-type: none"> ➤ Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. ➤ Represent and interpret data. ➤ Geometric measurement: understand concepts of area and relate area to multiplication and to addition. ➤ Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. 			
3.MD.5 3.MD.7 3.MD.1 3.MD.8	<p>Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <p>a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.</p> <p>b. A plane figure, which can be covered without gaps or</p>	<p>Relate area to the operations of multiplication and addition.</p> <p>c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property</p>	<p>Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g.,</p>	<p>Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side</p>

School Year: THIRD GRADE

Standard	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
<p>3.MD.6</p> <p>3.MD.2</p> <p>3.MD.7</p> <p>3.MD.3</p> <p>3.MD.4</p>	<p>overlaps by n unit squares is said to have an area of n square units.</p> <p>Measure areas by counting unit squares (square cm, square m, square in, square ft., and improvised units).</p> <p>Relate area to the operations of multiplication and addition.</p> <p>a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.</p> <p>b. Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.</p>	<p>in mathematical reasoning.</p> <p>d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.</p>	<p>by representing the problem on a number line diagram.</p> <p>Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.</p> <p>Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each</p>	<p>lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.</p>

School Year: THIRD GRADE				
Standard	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
			<p>square in the bar graph might represent 5 pets.</p> <p>Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.</p>	
<p>3.G Geometry</p> <p style="padding-left: 20px;">➤ Reason with shapes and their attributes.</p>				
3.G.1	<p>Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p>			
3.G.2				

School Year: THIRD GRADE				
Standard	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.			

FOURTH GRADE

COMMON CORE BENCHMARKS

In Grade 4, instructional time should focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

(1) Students generalize their understanding of place value to 1,000,000, understanding the relative sizes of numbers in each place. They apply their understanding of models for multiplication (equal-sized groups, arrays, area models), place value, and properties of operations, in particular the distributive property, as they develop, discuss, and use efficient, accurate, and generalizable methods to compute products of multi-digit whole numbers. Depending on the numbers and the context, they select and accurately apply appropriate methods to estimate or mentally calculate products. They develop fluency with efficient procedures for multiplying whole numbers; understand and explain why the procedures work based on place value and properties of operations; and use them to solve problems. Students apply their understanding of models for division, place value, properties of operations, and the relationship of division to multiplication as they develop, discuss, and use efficient, accurate, and generalizable procedures to find quotients involving multi-digit dividends. They select and accurately apply appropriate

methods to estimate and mentally calculate quotients, and interpret remainders based upon the context.

(2) Students develop understanding of fraction equivalence and operations with fractions. They recognize that two different fractions can be equal (e.g., $15/9 = 5/3$), and they develop methods for generating and recognizing equivalent fractions. Students extend previous understandings about how fractions are built from unit fractions, composing fractions from unit fractions, decomposing fractions into unit fractions, and using the meaning of fractions and the meaning of multiplication to multiply a fraction by a whole number.

(3) Students describe, analyze, compare, and classify two-dimensional shapes. Through building, drawing, and analyzing two-dimensional shapes, students deepen their understanding of properties of two-dimensional objects and the use of them to solve problems involving symmetry.

CURRICULUM MAP

School Year: FOURTH GRADE				
Standards	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
ESSENTIAL QUESTIONS				
	How is thinking algebraically different from thinking arithmetically?	How important are estimations in real life situations?	How are fractions used in everyday life?	How do I use algebraic expressions to analyze or solve problems?
4.OA	Operations and Algebraic Thinking <ul style="list-style-type: none"> ➤ Use the four operations with whole numbers to solve problems. ➤ Gain familiarity with factors and multiples. ➤ Generate and analyze patterns. 			
4.OA.1	Use the four operations with whole numbers to solve problems.			→
4.OA.3	Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7	Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations,		→
4.OA.4			Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is	
4.OA.5				Generate a number or shape pattern that follows a given

School Year: FOURTH GRADE				
Standards	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
4.OA.2	<p>times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.</p> <p>Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p>	<p>including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>	<p>a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.</p>	<p>rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</p>
4.NBT	<p>Number and Operations in Base Ten</p> <ul style="list-style-type: none"> ➤ Generalize place value understanding for multi-digit whole numbers. ➤ Use place value understanding and properties of operations to perform multi-digit arithmetic. 			
4.NBT.1	<p><u>Generalize place value understanding for multi-digit whole numbers.</u></p> <p>Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that $700 \div 70 = 10$ by applying concepts of</i></p>			➔
4.NBT.6		<p>Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations,</p>		➔
4.NBT.2				

School Year: FOURTH GRADE

Standards	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
<p>4.NBT.3</p> <p>4.NBT.4</p> <p>4.NBT.5</p>	<p><i>place value and division.</i></p> <p>Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>Use place value understanding to round multi-digit whole numbers to any place.</p> <p>Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or</p>	<p>and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>		

School Year: FOURTH GRADE

Standards	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
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	area models.			
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4.NF	<p>Number and Operations—Fractions</p> <ul style="list-style-type: none"> ➤ Extend understanding of fraction equivalence and ordering. ➤ Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. ➤ Understand decimal notation for fractions, and compare decimal fractions. 			
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<p>4.NF.1 4.NF.3 4.NF.4 4.NF.5</p>	<p>Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p>	<p>Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</p> <p>a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</p> <p>b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. <i>Examples:</i> $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2 \frac{1}{8} = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.</p> <p>c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.</p> <p>d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like</p>	<p>Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.</p> <p>a. Understand a fraction a/b as a multiple of $1/b$. For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.</p> <p>b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. <i>For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)</i></p> <p>c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. <i>For example, if each person at a party will eat $3/8$ of a pound of</i></p>	<p>Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express $3/10$ as $30/100$, and add $3/10 + 4/100 = 34/100$.</p> <p>Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $62/100$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</p> <p>Compare two decimals to hundredths by reasoning about their size.</p>
<p>4.NF.2 4.NF.6 4.NF.7</p>	<p>Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole.</p>			

School Year: FOURTH GRADE

Standards	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
	Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.	denominators, e.g., by using visual fraction models and equations to represent the problem.	<i>roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?</i>	Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.

4.MD	Measurement and Data <ul style="list-style-type: none"> ➤ Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. ➤ Represent and interpret data. 			
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4.MD.1 4.MD.2 4.MD.3 4.MD.4	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb., oz.; l, ml; hr., min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>For example, know that 1 ft. is 12 times as long as 1 in. Express the length of a 4 ft. snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3,</i>	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.	Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. <i>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</i>
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School Year: FOURTH GRADE				
Standards	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
	36), ...			
4.MD	Measurement and Data			
	➤ Geometric measurement: understand concepts of angle and measure angles.			
4.G	Geometry			
	➤ Draw and identify lines and angles, and classify shapes by properties of their lines and angles.			
4.MD.5 4.G.1			<u>Geometric measurement: understand concepts of angle and measure angles.</u>	<u>Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</u>
4.G.2			Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles.	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
4.MD.6 4.G.3			b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
4.MD.7			Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	Recognize a line of symmetry for a two-dimensional figure as a line

School Year: FOURTH GRADE				
Standards	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
			<p>Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.</p>	<p>across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.</p>

FIFTH GRADE

COMMON CORE BENCHMARKS

In Grade 5, instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

(1) Students apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators. They develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them. Students also use the meaning of fractions, of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense. (Note: this is limited to the case of dividing unit fractions by whole numbers and whole numbers by unit fractions.)

(2) Students develop understanding of why division procedures work based on the meaning of base-ten numerals and properties of operations. They finalize fluency with multi-digit addition, subtraction, multiplication, and division. They apply their understandings of models for decimals, decimal notation, and properties of operations to add and subtract decimals to hundredths. They develop fluency in these computations, and make reasonable estimates of their results. Students use the relationship between decimals and fractions, as well as the relationship between finite decimals and whole numbers (i.e., a finite decimal multiplied by an appropriate power of 10 is a whole number), to understand and explain why the procedures for multiplying and dividing finite decimals make sense. They compute products and quotients of decimals to hundredths efficiently and accurately.

(3) Students recognize volume as an attribute of three-dimensional space. They understand that volume can be measured by finding the total number of same-size units of volume required to fill the space without gaps or overlaps. They understand that a 1-unit by 1-unit by 1-unit cube is the standard unit for measuring volume. They select appropriate units, strategies, and tools for solving problems that involve estimating and measuring volume. They decompose three-dimensional shapes and find volumes of right rectangular prisms by viewing them as decomposed into layers of arrays of cubes. They measure necessary attributes of shapes in order to determine volumes to solve real world and mathematical problems.

CURRICULUM MAP

School Year: FIFTH GRADE				
Standard	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
ESSENTIAL QUESTIONS				
	What can affect the relationship between numbers?	How do visual fraction models create story contexts equations?	How do visual fraction models or equations represent real-world problems?	How does multiplying fractions relate to real world problems?
5.OA	Operations and Algebraic Thinking			
	<ul style="list-style-type: none"> ➤ Write and interpret numerical expressions. ➤ Analyze patterns and relationships. 			
5.OA.1 5.OA.3 5.OA.2 5.OA.2.1	<p>Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p>Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$.</i></p> <p>Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.</p> <p>Express a whole</p>	<p>Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. <i>For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence.</i></p>		

School Year: FIFTH GRADE				
Standard	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
	number in the range 2–50 as a product of its prime factors. For example, find the prime factors of 24 and express 24 as $2 \times 2 \times 2 \times 3$.	<i>Explain informally why this is so.</i>		
5.NBT	Number and Operations in Base Ten			
	<ul style="list-style-type: none"> ➤ Understand the place value system. ➤ Perform operations with multi-digit whole numbers and with decimals to hundredths. 			
5.NBT.1 5.NBT.3 5.NBT.5 5.NBT.7	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.	Fluently multiply multi-digit whole numbers using the standard algorithm.	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
5.NBT.2 5.NBT.4	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. Use place value understanding to round decimals to any place.	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	
5.NF	Number and Operations—Fractions			
	<ul style="list-style-type: none"> ➤ Use equivalent fractions as a strategy to add and subtract fractions. ➤ Apply and extend previous understandings of 			

School Year: FIFTH GRADE				
Standard	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
multiplication and division to multiply and divide fractions.				
5.NF.1 5.NF.3 5.NF.5 5.NF.7	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i>	Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. <i>For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</i>	Interpret multiplication as scaling (resizing), by: a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$. b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$. c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much
5.NF.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i>			
5.NF.6				
5.NF.4				

School Year: FIFTH GRADE				
Standard	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
		<p>to multiply a fraction or whole number by a fraction.</p> <p>a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)</p> <p>b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.</p>		<p><i>chocolate will each person get if 3 people share 1/2 lb. of chocolate equally?</i></p> <p><i>How many 1/3-cup servings are in 2 cups of raisins?</i></p>
5.MD	<p>Measurement and Data</p> <ul style="list-style-type: none"> ➤ Convert like measurement units within a given measurement system. ➤ Represent and interpret data. ➤ Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. 			
5.MD.1 5.MD.3 5.MD.2 5.MD.5	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in	<p>Recognize volume as an attribute of solid figures and Understand concepts of volume measurement.</p> <p>a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit"</p>	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems	Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. a. Find the volume of

School Year: FIFTH GRADE				
Standard	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
5.MD.4	solving multi-step, real world problems.	<p>of volume, and can be used to measure volume.</p> <p>b. A solid figure, which can be packed without gaps or overlaps using n unit cubes, is said to have a volume of n cubic units.</p> <p>Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft., and improvised units.</p>	involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.	<p>a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.</p> <p>b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems.</p> <p>c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.</p>
5.G	<p>Geometry</p> <ul style="list-style-type: none"> ➤ Graph points on the coordinate plane to solve real-world and mathematical problems. ➤ Classify two-dimensional figures into categories based on their properties. 			
5.G.1 5.G.3			Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of

School Year: FIFTH GRADE				
Standard	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
5.G.4			<p>to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates.</p> <p>Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).</p>	<p>that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</p>
4.G.2			<p>Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p>	<p>Classify two-dimensional figures in a hierarchy based on properties.</p>

Sample Lesson: Helical Model

KINDERGARTEN

ESSENTIAL QUESTION:
How do patterns guide mathematical equations?

Play

What is a pattern? Students will identify patterns and continue patterns.

The teacher leads students by clapping hands and stomping feet. Then students copy the teacher's pattern. Students take turns making a pattern with claps and stomps and the rest of the class copies their pattern. The teacher starts a new pattern and instructs students to continue the pattern. Students take turns making a pattern and the rest of the class also continue their pattern.

Explore

The teacher reads the book, "Pattern Fish" by Trudy Harris. The rhyming prose and brightly colored cartoon fish inhabit a world of patterns, beginning with the simplest AB pattern and growing increasingly complex. Upon closer inspection, the patterns can be seen echoing throughout, as pictures both express and reinforce the pattern of the words.

Connect

Students will create a pattern then take out one or two of the blocks as a puzzle for a classmate to replace with the correct color. Then students will create mathematical equations based on the patterns they created. The class discusses how grouping similar patterns makes it easier to solve for the total number in an equation.

Imagine

Students will design the wall of the classroom with pattern using paper tiles of different shapes. Divided into pairs, they will form the patterns on their tables and then the teacher connects these together and posts the designs on the wall. The teacher explains: "When visitors come to visit our classroom, we will ask them to look for the patterns in your tile designs."

Remember

The class discusses about patterns and where they can be found in everyday life. S/he encourages students to look for patterns in their homes and draw these and share them with their classmates in the next day.

Sample Lesson: Helical Model THIRD GRADE

ESSENTIAL QUESTION:
**How can words, numbers, and pictures provide us clues
to understanding math problems?**

Play

Part 1

Students play a detective game. They will use clues in solving problems presented by the teacher and provide evidence—to show how they came to their findings. Students will use words, numbers, and pictures in their answers to relate directly to the word problem, and more specifically to the question they will solve. As students move through this process, they will find it challenging to explain each other's work and come up with ideas to improve the answers given.

Students will search for pictures framed in color sets. They will look for 3 pictures hidden in the playground, from which they will generate mathematical understanding. For example, Picture 1 shows Farmer Mike looking for his cows. Picture 2 shows 98 cows and a clock that says 8:00 A.M. Picture 3 shows 57 cows and a clock that says 5:00 P.M. Picture 4 shows Farmer Mike counting the cows and the clock says 5:00 P.M.

Part 2

The students present their equations and then the teacher asks, “Are all the pictures, numbers, and words working together to make sense and come together for an accurate answer?”

Explore

The teacher demonstrates how different solutions can be used to solve math mysteries. S/he shares a series of problems and the class solves these in pairs. The teacher helps students to examine the words to understand which operation they should use as well as the process for regrouping.

Connect

The teacher presents a more complex problem: shopping for Thanksgiving Day. The class is divided into groups of four. Each of the groups is given \$100 to shop for a Thanksgiving dish. Two groups are assigned one of the following dishes: turkey, mashed potato, apple pie, and sweet yam and vegetables.

Each of the groups will use the recipes to shop for the dish assigned to them. A list of the recipes' product prices is posted on the wall of the classroom. The teacher explains, "I want to know how much money you will have left."

After solving their problems, the groups present to the class. Then the class discusses the methods they used to come up with their answers. The teacher asks how they used word problem clues to solve for the answer. The teacher checks whether students were able to apply what they learned to their strategies and make any needed changes or add information.

The class discusses about clues from word problems using their experiences as examples, to give context to theories that will guide future problem solving.

Imagine

The teacher surprises the class with real ingredients for baking apple pie. The teacher explains that the class will be preparing 3 different recipes (posted on the wall) for the pies. Students will taste the pies after they are prepared and then determine the differences in taste. Then the teacher asks each of the groups to share why they think the pies, based on the recipes, taste differently.

Remember

The class discusses how recipes are like word problems. The teacher asks students their favorite recipe and gives them a copy to take home. S/he encourages them to bake a pie for their family for Thanksgiving and then take a picture of the pie they baked and share this to the class after Thanksgiving break.

Sample Lesson: Helical Model FIFTH GRADE

**ESSENTIAL QUESTION:
How do angles of two lines affect four-sided shapes?**

Play

Divide the class into groups of three and instruct students to look for five different objects in the school with four sides. Each group will be given five sheets of blank paper. Students will represent each of the objects in two-dimensional drawings, showing only the four sides, drawing one object in each sheet. They will measure each side and determine how many sides are the same in each of the objects.

The first group of students to complete their five sheets and will post these in a row on the board. The next groups will correlate their drawings with that of the first group and post the same shapes in a column. When all groups have posted their shapes, each column should demonstrate the same shapes.

Guided by the teacher, the class will collectively name the four-sided objects on the board: square, rectangle, parallelogram, trapezoid, rhombus, and quadrilateral.

Explore

In groups of three, students will (1) investigate the angles of the shapes and determine how the angles affect the shape of a four-sided object. They will use a protractor to measure the angles, (2) measure the sides and compute total perimeter and (3) formulate an explanation on how the angles affect the length of each side and the perimeter of four-sided objects.

Each of the groups will present their explanations to one other group. The goal is for both groups to agree on a single explanation on how the angles affect the shape of a four-sided object. They groups of six present their explanations in class.

Guided by the teacher, the class will collectively review the explanations, find commonalities, resolve differences, and come up with a single explanation.

Connect

Source: Humphreys, Cathy. *Properties of Quadrilaterals, Public Lesson*. Inside Mathematics, 2013.

Part 1

The lesson is introduced by explaining the students' roles and responsibilities to carry out the investigation. The teacher models how to gather information for the tinkering stage of the investigative process. She also poses the math problem in the context of a kite making company. The kite making company uses sticks to make kites. The investigation involves how two sticks will be selected and positioned to determine the shape of a kite. She creates a purpose for exploring the key factors (length, intersection point, and angle position) that define the

shape of a quadrilateral. She introduces manipulatives (different and like length strips with holes and a brad) and demonstrates how one quadrilateral might be determined by the arrangement of the diagonals. She demonstrates how the stick might be used to draw a rhombus.

The students are in groups of four. Each group has chosen a group member to perform these roles: a team captain, resource manager, recorder, and facilitator. The groups have access to the problem (one page per group) and two packets of manipulatives for a group of four. They also have other resources that they can retrieve, including a page of definitions of quadrilaterals.

Mathematically, if two of the diagonals form right angles, then at least a pair of sides of the quadrilateral will be equal in length. If the diagonals intersect at the midpoint of both diagonals, then the figure formed will be some parallelogram. In order for two diagonals to form a non-isosceles trapezoid, the following relationships must hold true: If AB is one diagonal and DE is the other diagonal, then trapezoid $ADBE$ is formed only if the diagonals intersect at point P , which is not the midpoint, and $AP/PB = DP/PE$.

Part 2

The second part of the investigation is getting students to justify and prove their findings about the diagonals of the kites. The students use definitions, postulates, and theorems to develop a proof about the diagonals of a quadrilateral and how they constrain the type of figure that is formed. The teacher moves between groups, checking in on the progress students are making in developing their justifications. At the close of the first period, the teacher employs the resource manager to make sure all the manipulatives and materials are collected and stored.

The teacher guides students in illustrating to how they were thinking while investigating the quadrilateral with prompts:

- (1) Choose a quadrilateral.
- (2) Create a conjecture using prior knowledge of parallel lines and congruent triangles. In creating a proof, the students first need to create a conjecture from their investigations and findings. Groups will determine what is given and what needs to be proved. The students work through their understandings of congruent triangles, the triangle postulates, parallel lines, transversals, and other geometric properties to apply those to create proofs for the quadrilaterals.

Making sure the proofs are rigorous (including all steps necessary) is a challenge of any geometry class. Students struggle with how thorough and precise a proof needs to be. The students move between group work and whole class interaction throughout the lesson.

In small groups, the students discuss and debate proof arguments. At selected times, the teacher pulls the class together to share findings, ideas, or sample justifications. After sharing ideas or arguments with the entire class, students then return to working in their small groups.

Instead of a more traditional approach to teaching mathematics, where the teacher presents mathematical notation and format up front, in this class the sharing of how to communicate, using mathematical symbols, occurs when learning situation arises. The teacher illustrates how to use selected notation in a proof as students work through the logic and reasoning.

(3) Design a poster that will display the proof created by the group. Once the group has worked through the reasoning of the proof, the teacher and/or the volunteer parent checks in with the group and instructs them to begin. Groups are instructed to design a poster that contains a drawing of the figure, the conjecture of what is to be proved, a list of the given from the conjecture, and what needs to be proved. The students can use a two column or a flow chart format of the proof.

(4) The groups are instructed to display a proof of one of the quadrilaterals on a poster. The plan is to follow up the lesson with presentations by the groups. The groups will use the posters to help communicate their findings with a formal justification.

Imagine

In pairs, students will design and build a real kite and explain the relevant math concepts and descriptions (congruent triangles, the triangle postulates, parallel lines, transversals, and other geometric properties to create proofs for the quadrilaterals), involved in the design of their kite. Specifically, student groups should explore the key factors (length, intersection point, and angle position) that define the shape of a their kite, in a poster.

Helical Model: Remember

The class outlines the steps to create a mathematical proof by reviewing the processes in previous activities. They then discuss how proofs explain mathematical concepts and how these concepts impact real-world applications, like designing kites.

ATTACHMENT 6: PHYSICAL EDUCATION OUTCOMES

Spark Charter will utilize the Physical Education Model Content Standards for California Public Schools to weave learning goals and objectives for physical education into Spark Charter's curriculum.

The Charter School will conform to the California Education Code, which requires schools to provide 200 minutes of physical education every ten school days for students in grades one through six (Section 51210) and 400 minutes of physical education every ten school days for students in grades seven through twelve (Section 51222).

Below are the model standards for Kindergarten through 5th grade.

KINDERGARTEN

STANDARD 1

Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Movement Concepts

- 1.1 Travel within a large group, without bumping into others or falling, while using locomotor skills.
- 1.2 Travel forward and sideways while changing direction quickly in response to a signal.
- 1.3 Demonstrate contrasts between slow and fast speeds while using locomotor skills.
- 1.4 Create shapes at high, medium, and low levels by using hands, arms, torso, feet, and legs in a variety of combinations.

Body Management

- 1.5 Create shapes by using nonlocomotor movements.
- 1.6 Balance on one, two, three, four, and five body parts.
- 1.7 Balance while walking forward and sideways on a narrow, elevated surface.
- 1.8 Demonstrate the relationship of *under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of* by using the body and an object.

Locomotor Movement

- 1.9 Perform a continuous log roll.
- 1.10 Travel in straight, curved, and zigzag pathways.
- 1.11 Jump over a stationary rope several times in succession, using forward-and-back and side-to-side movement patterns.

Manipulative Skills

- 1.12 Strike a stationary ball or balloon with the hands, arms, and feet.

- 1.13 Toss a ball to oneself, using the underhand throw pattern, and catch it before it bounces twice.
- 1.14 Kick a stationary object, using a simple kicking pattern.
- 1.15 Bounce a ball continuously, using two hands.

Rhythmic Skills

- 1.16 Perform locomotor and nonlocomotor movements to a steady beat.
- 1.17 Clap in time to a simple, rhythmic beat.

STANDARD 2

Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Movement Concepts

- 2.1 Explain the difference between under and over, behind and in front of, next to and through, up and down, forward and backward, and sideways.
- 2.2 Identify and independently use personal space, general space, and boundaries and discuss why they are important.

Body Management

- 2.3 Identify and describe parts of the body: the head, shoulders, neck, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes.
- 2.4 Explain base of support.

Locomotor Movement

- 2.5 Identify the locomotor skills of walk, jog, run, hop, jump, slide, and gallop.

Manipulative Skills

- 2.6 Explain the role of the eyes when striking objects with the hands, arms, and feet.
- 2.7 Identify the point of contact for kicking a ball in a straight line.
- 2.8 Describe the position of the fingers in the follow-through phase of bouncing a ball continuously.

STANDARD 3

Students assess and maintain a level of physical fitness to improve health and performance.

Fitness Concepts

- 3.1 Participate in physical activities that are enjoyable and challenging.

Aerobic Capacity

- 3.2 Participate three to four days each week in moderate to vigorous physical activities that increase breathing and heart rate.

Muscular Strength/Endurance

- 3.3 Hang from overhead bars for increasing periods of time.
- 3.4 Climb a ladder, jungle gym, or apparatus.

Flexibility

3.5 Stretch shoulders, legs, arms, and back without bouncing.

Body Composition

3.6 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.

Assessment

3.7 Identify indicators of increased capacity to participate in vigorous physical activity.

STANDARD 4

Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Fitness Concepts

4.1 Identify physical activities that are enjoyable and challenging.

4.2 Describe the role of water as an essential nutrient for the body.

4.3 Explain that nutritious food provides energy for physical activity.

Aerobic Capacity

4.4 Identify the location of the heart and explain that it is a muscle.

4.5 Explain that physical activity increases the heart rate.

4.6 Identify the location of the lungs and explain the role of the lungs in the collection of oxygen.

Muscular Strength/Endurance

4.7 Explain that strong muscles help the body to climb, hang, push, and pull.

4.8 Describe the role of muscles in moving the bones.

Flexibility

4.9 Identify the body part involved when stretching.

Body Composition

4.10 Explain that the body is composed of bones, organs, fat, and other tissues.

STANDARD 5

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

5.1 Identify the feelings that result from participation in physical activity.

5.2 Participate willingly in physical activities.

Social Interaction

5.3 Demonstrate the characteristics of sharing in a physical activity.

5.4 Describe how positive social interaction can make physical activity with others more fun.

Group Dynamics

5.5 Participate as a leader and a follower during physical activities.

GRADE ONE

STANDARD 1

Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Movement Concepts

- 1.1 Demonstrate an awareness of personal space, general space, and boundaries while moving in different directions and at high, medium, and low levels in space.
- 1.2 Travel over, under, in front of, behind, and through objects and over, under, in front of, and behind partners, using locomotor skills.
- 1.3 Change speeds in response to tempos, rhythms, and signals while traveling in straight, curved, and zigzag pathways, using the following locomotor movements: walking, running, leaping, hopping, jumping, galloping, sliding, and skipping.
- 1.4 Change direction from forward and back and right and left in response to tempos, rhythms, and signals while walking, running, hopping, and jumping (i.e., locomotor skills).
- 1.5 Demonstrate the difference between slow and fast, heavy and light, and hard and soft while moving.

Body Management

- 1.6 Balance oneself, demonstrating momentary stillness, in symmetrical and asymmetrical shapes using body parts other than both feet as a base of support.

Locomotor Movement

- 1.7 Roll smoothly in a forward direction, without stopping or hesitating, emphasizing a rounded form.
- 1.8 Land on both feet after taking off on one foot and on both feet.
- 1.9 Jump a swinging rope held by others.

Manipulative Skills

- 1.10 Demonstrate the underhand movement (throw) pattern.
- 1.11 Demonstrate the overhand movement (throw) pattern.
- 1.12 Demonstrate the two-handed overhead (throw) pattern.
- 1.13 Catch, showing proper form, a gently thrown ball.
- 1.14 Catch a self-tossed ball.
- 1.15 Catch a self-bounced ball.
- 1.16 Kick a rolled ball from a stationary position.
- 1.17 Kick a stationary ball, using a smooth, continuous running approach.

- 1.18 Strike a balloon upward continuously, using arms, hands, and feet.
- 1.19 Strike a balloon upward continuously, using a large, short-handled paddle.
- 1.20 Dribble a ball in a forward direction, using the inside of the foot.
- 1.21 Dribble a ball continuously with one hand.

Rhythmic Skills

- 1.22 Create or imitate movement in response to rhythms and music.

STANDARD 2

Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Movement Concepts

- 2.1 Identify the right and left sides of the body and movement from right to left and left to right.
- 2.2 Identify people/objects that are within personal space and within boundaries.

Body Management

- 2.3 Identify the base of support of balanced objects.

Locomotor Movement

- 2.4 Distinguish between a jog and a run, a hop and a jump, and a gallop and a slide and explain the key differences and similarities in those movements.

Manipulative Skills

- 2.5 Identify examples of underhand and overhand movement patterns.
- 2.6 Explain that in the underhand throw, the position of the fingers at the moment of release can influence.
- 2.7 Explain that the non-throwing arm and hand provide balance and can influence the direction a tossed object and a thrown object travel.
- 2.8 Explain that the point of release influences the direction of a tossed object and of a thrown object.
- 2.9 Describe the proper hand and finger position for catching a ball.
- 2.10 Demonstrate and explain how to reduce the impact force while catching an object.
- 2.11 Identify the placement of the non-kicking foot when kicking with a smooth, running approach.
- 2.12 Identify the location of the contact point to strike an object upward.
- 2.13 Determine and analyze how much force is needed to move the ball forward while dribbling with the hand and with the foot.

STANDARD 3

Students assess and maintain a level of physical fitness to improve health and performance.

Fitness Concepts

- 3.1 Participate in physical activities that are enjoyable and challenging.

Aerobic Capacity

- 3.2 Participate three to four times each week, for increasing periods of time, in moderate to vigorous physical activities that increase breathing and heart rate.

Muscular Strength/Endurance

- 3.3 Demonstrate, for increasing periods of time, a “v” sit position, a push-up position with arms extended, and a squat position.
- 3.4 Move from a sitting to a standing position and from a lying to a sitting position without using arms to brace oneself while on the floor.
- 3.5 Travel hand-over-hand along a horizontal ladder or hang from an overhead bar

Flexibility

- 3.6 Stretch arms, shoulders, back, and legs without hyperflexing or hyperextending the joints.

Body Composition

- 3.7 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.

Assessment

- 3.8 Identify and use two indicators of increased capacity for vigorous physical activity to measure a change in activity levels.

STANDARD 4

Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Fitness Concepts

- 4.1 Identify enjoyable and challenging physical activities that one can do for increasing periods of time without stopping.
- 4.2 Explain the importance of drinking water during and after physical activity.
- 4.3 Explain that nutritious food provides energy for alertness and mental concentration.

Aerobic Capacity

- 4.4 Recognize that the heart is the most important muscle in the body and is approximately the size of a fist.
- 4.5 Explain that increasing the heart rate during physical activity strengthens the heart muscle.
- 4.6 Identify physical activities that cause the heart to beat faster.
- 4.7 Describe the role of blood in transporting oxygen from the lungs.

Muscular Strength/Endurance

- 4.8 Explain that strengthening muscles will help prevent injury and that strong muscles will produce more force.

4.9 Discuss how prolonged physical activity increases endurance, allowing movement to occur for longer periods of time.

Flexibility

4.10 Explain that the proper body position while stretching and strengthening will help prevent injury.

4.11 Diagram how flexible muscles allow more range of motion in physical activity.

Body Composition

4.12 Identify the body components (e.g., bones, muscles, organs, fat, and other tissues).

STANDARD 5

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

5.1 Participate willingly in new physical activities.

5.2 Identify and demonstrate acceptable responses to challenges, successes, and failures in physical activity.

Social Interaction

5.3 Demonstrate the characteristics of sharing and cooperation in physical activity.

5.4 Invite others to use equipment or apparatus before repeating a turn.

Group Dynamics

5.5 Identify and demonstrate the attributes of an effective partner in physical activity.

5.6 Identify and demonstrate effective practices for working with a group without interfering with others.

GRADE TWO

STANDARD 1

Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Movement Concepts

1.1 Move to open spaces within boundaries while traveling at increasing rates of speed.

Body Management

1.2 Transfer weight from feet to hands and from hands to feet, landing with control.

1.3 Demonstrate balance on the ground and on objects, using bases of support other than both feet.

1.4 Create a routine that includes two types of body rolls (e.g., log roll, egg roll, shoulder roll, forward roll)

Locomotor Movement

- 1.5 Jump for distance, landing on both feet and bending the hips, knees, and ankles to reduce the impact force.
- 1.6 Skip and leap, using proper form

Manipulative Skills

- 1.7 Roll a ball for distance, using proper form.
- 1.8 Throw a ball for distance, using proper form.
- 1.9 Catch a gently thrown ball above the waist, reducing the impact force.
- 1.10 Catch a gently thrown ball below the waist, reducing the impact force.
- 1.11 Kick a slowly rolling ball.
- 1.12 Strike a balloon consistently in an upward or forward motion, using a short-handled paddle.
- 1.13 Strike a ball with a bat from a tee or cone, using correct grip and side orientation.
- 1.14 Hand-dribble, with control, a ball for a sustained period.
- 1.15 Foot-dribble, with control, a ball along the ground.
- 1.16 Jump a rope turned repeatedly.

Rhythmic Skills

- 1.17 Demonstrate a smooth transition between even-beat locomotor skills and uneven-beat locomotor skills in response to music or an external beat.
- 1.18 Perform rhythmic sequences related to simple folk dance or ribbon routines.
- 1.19 Perform with a partner rhythmic sequences related to simple folk dance or ribbon routines.

STANDARD 2

Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Movement Concepts

- 2.1 Define *open space*.
- 2.2 Explain how to reduce the impact force of an oncoming object.

Body Management

- 2.3 Explain the importance of a wide rather than a narrow base of support in balance activities.
- 2.4 Explain why one hand or foot is often preferred when practicing movement skills.

Locomotor Movement

- 2.5 Compare and contrast locomotor movements conducted to even and uneven beats.

Manipulative Skills

- 2.6 Identify opportunities to use underhand and overhand movement (throw) patterns.
- 2.7 Identify different opportunities to use striking skills.

- 2.8 Compare the changes in force applied to a ball and the ball speed when rolling a ball for various distances.
- 2.9 Explain key elements of throwing for distance.
- 2.10 Identify the roles of body parts not directly involved in catching objects.
- 2.11 Identify when to begin the kicking motion when kicking a slowly rolling ball.
- 2.12 Identify the different points of contact when striking a balloon upward and striking a balloon forward.
- 2.13 Explain the purpose of using a side orientation when striking a ball from a batting tee.
- 2.14 Differentiate the effects of varying arm and hand speeds when hand-dribbling a ball.

STANDARD 3

Students assess and maintain a level of physical fitness to improve health and performance.

Fitness Concepts

- 3.1 Participate in enjoyable and challenging physical activities for increasing periods of time.

Aerobic Capacity

- 3.2 Participate three to four times each week, for increasing periods of time, in moderate to vigorous physical activities that increase breathing and heart rate.

Muscular Strength/Endurance

- 3.3 Perform abdominal curl-ups, modified push-ups, oblique curl-ups, forward and side lunges, squats, and triceps push-ups from a chair or bench to enhance endurance and increase muscle efficiency.
- 3.4 Traverse the overhead ladder one bar at a time.

Flexibility

- 3.5 Demonstrate the proper form for stretching the hamstrings, quadriceps, shoulders, biceps, and triceps.

Body Composition

- 3.6 Engage in moderate to vigorous physical activity for increasing periods of time.

Assessment

- 3.7 Measure improvements in individual fitness levels.

STANDARD 4

Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Fitness Concepts

- 4.1 Explain the fuel requirements of the body during physical activity and inactivity.

- 4.2 Describe the role of moderate to vigorous physical activity in achieving or maintaining good health.
- 4.3 Identify ways to increase time for physical activity outside of school.
- 4.4 Discuss how body temperature and blood volume are maintained during physical activity when an adequate amount of water is consumed.
- 4.5 Explain how the intensity and duration of exercise, as well as nutritional choices, affect fuel use during physical activity.

4.6

Aerobic Capacity

- 4.6 Compare and contrast the function of the heart during rest and during physical activity.
- 4.7 Describe the relationship between the heart and lungs during physical activity.
- 4.8 Compare and contrast changes in heart rate before, during, and after physical activity.

Muscular Strength/Endurance

- 4.9 Describe how muscle strength and muscle endurance enhance motor skill performance.
- 4.10 Identify muscles being strengthened during the performance of particular physical activities.
- 4.11 Identify which activities or skills would be accomplished more efficiently with stronger muscles.
- 4.12 Explain the role that weight-bearing activities play in bone strength.

Flexibility

- 4.13 Identify the muscles being stretched during the performance of particular physical activities.
- 4.14 Explain why it is safer to stretch a warm muscle rather than a cold muscle.

Body Composition

- 4.15 Describe the differences in density and weight between bones, muscles, organs, and fat.

STANDARD 5

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

- 5.1 Participate in a variety of group settings (e.g., partners, small groups, large groups) without interfering with others.
- 5.2 Accept responsibility for one's own behavior in a group activity.

Social Interaction

- 5.3 Acknowledge one's opponent or partner before, during, and after an activity or game and give positive feedback on the opponent's or partner's performance.

- 5.4 Encourage others by using verbal and nonverbal communication.
- 5.5 Demonstrate respect for self, others, and equipment during physical activities.
- 5.6 Demonstrate how to solve a problem with another person during physical activity.

Group Dynamics

- 5.7 Participate positively in physical activities that rely on cooperation.

GRADE THREE

STANDARD 1

Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Movement Concepts

- 1.1 Chase, flee, and move away from others in a constantly changing environment.

Body Management

- 1.2 Perform an inverted balance (tripod) by evenly distributing weight on body parts.
- 1.3 Perform a forward roll.
- 1.4 Perform a straddle roll.

Locomotor Movement

- 1.5 Jump continuously a forward-turning rope and a backward-turning rope.

Manipulative Skills

- 1.6 Balance while traveling and manipulating an object on a ground-level balance beam.
- 1.7 Catch, while traveling, an object thrown by a stationary partner.
- 1.8 Roll a ball for accuracy toward a target.
- 1.9 Throw a ball, using the overhand movement pattern with increasing accuracy.
- 1.10 Throw and catch an object with a partner, increasing the distance from the partner and maintaining an accurate throw that can be easily caught.
- 1.11 Kick a ball to a stationary partner, using the inside of the foot.
- 1.12 Strike a ball continuously upward, using a paddle or racket.
- 1.13 Hand-dribble a ball continuously while moving around obstacles.
- 1.14 Foot-dribble a ball continuously while traveling and changing direction.

Rhythmic Skills

- 1.15 Perform a line dance, a circle dance, and a folk dance with a partner.

STANDARD 2

Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Movement Concepts

- 2.1 Describe how changing speed and changing direction can allow one person to move away from another.

Manipulative Skills

- 2.2 Explain and demonstrate the correct hand position when catching a ball above the head, below the waist, near the middle of the body, and away from the body.
- 2.3 Explain the difference between throwing to a stationary partner and throwing to a moving partner.
- 2.4 Identify the key elements for increasing accuracy in rolling a ball and throwing a ball.
- 2.5 Identify the differences between dribbling a ball (with the hand and the foot, separately) while moving forward and when changing direction.

Rhythmic Skills

- 2.6 Define the terms *folk dance*, *line dance*, and *circle dance*.
- 2.7 Compare and contrast folk dances, line dances, and circle dances.

STANDARD 3

Students assess and maintain a level of physical fitness to improve health and performance.

Fitness Concepts

- 3.1 Demonstrate warm-up and cool-down exercises.
- 3.2 Demonstrate how to lift and carry objects correctly.

Aerobic Capacity

- 3.3 Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities that require sustained movement of the large muscle groups to increase breathing and heart rate.

Muscular Strength/Endurance

- 3.4 Perform increasing numbers of each: abdominal curl-ups, oblique curl-ups on each side, modified push-ups or traditional push-ups with hands on a bench, forward lunges, side lunges, and triceps push-ups from a chair.
- 3.5 Climb a vertical pole or rope.

Flexibility

- 3.6 Hold for an increasing period of time basic stretches for hips, shoulders, hamstrings, quadriceps, triceps, biceps, back, and neck.

Body Composition

- 3.7 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.

Assessment

3.8 Measure and record improvement in individual fitness activities.

STANDARD 4

Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Fitness Concepts

- 4.1 Identify the body's normal reactions to moderate to vigorous physical activity.
- 4.2 List and define the components of physical fitness.
- 4.3 Explain the purpose of warming up before physical activity and cooling down after physical activity.
- 4.4 Recognize that the body will adapt to increased workloads.
- 4.5 Explain that fluid needs are linked to energy expenditure.
- 4.6 Discuss the need for oxygen and fuel to be available during ongoing muscle contraction so that heat and waste products are removed.

Aerobic Capacity

- 4.7 Describe the relationship between the heart, lungs, muscles, blood, and oxygen during physical activity.
- 4.8 Describe and record the changes in heart rate before, during, and after physical activity.

Muscular Strength/Endurance

- 4.9 Explain that a stronger heart muscle can pump more blood with each beat.
- 4.10 Identify which muscles are used in performing muscular endurance activities.
- 4.11 Name and locate the major muscles of the body.
- 4.12 Describe and demonstrate how to relieve a muscle cramp.
- 4.13 Describe the role of muscle strength and proper lifting in the prevention of back injuries.

Flexibility

- 4.14 Identify flexibility exercises that are not safe for the joints and should be avoided.
- 4.15 Explain why a particular stretch is appropriate preparation for a particular physical activity.

Body Composition

- 4.16 Differentiate the body's ability to consume calories and burn fat during periods of inactivity and during long periods of moderate physical activity.

STANDARD 5

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

- 5.1 Set a personal goal to improve a motor skill and work toward that goal in nonschool time.
- 5.2 Collect data and record progress toward mastery of a motor skill.
- 5.3 List the benefits of following and the risks of not following safety procedures and rules associated with physical activity.

Social Interaction

- 5.4 Use appropriate cues for movement and positive words of encouragement while coaching others in physical activities.
- 5.5 Demonstrate respect for individual differences in physical abilities.

Group Dynamics

- 5.6 Work in pairs or small groups to achieve an agreed-upon goal.

GRADE FOUR

STANDARD 1

Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Body Management

- 1.1 Perform simple balance stunts with a partner while sharing a common base of support.
- 1.2 Change direction quickly to maintain the spacing between two players.
- 1.3 Change direction quickly to increase the spacing between two players.
- 1.4 Determine the spacing between offensive and defensive players based on the speed of the players.

Locomotor Movement

- 1.5 Jump a self-turned rope.

Manipulative Skills

- 1.6 Throw and catch an object with a partner while both partners are moving.
- 1.7 Throw overhand at increasingly smaller targets, using proper follow-through.
- 1.8 Throw a flying disc for distance, using the backhand movement pattern.
- 1.9 Catch a fly ball above the head, below the waist, and away from the body.
- 1.10 Kick a ball to a moving partner, using the inside of the foot.
- 1.11 Kick a stationary ball from the ground into the air.
- 1.12 Punt a ball dropped from the hands.
- 1.13 Strike, with a paddle or racket, a lightweight object that has been tossed by a partner.
- 1.14 Serve a lightweight ball to a partner, using the underhand movement pattern.
- 1.15 Strike a gently tossed ball with a bat, using a side orientation.
- 1.16 Keep a foot-dribbled ball away from a defensive partner.
- 1.17 Keep a hand-dribbled ball away from a defensive partner.
- 1.18 Manipulate an object by using a long-handled implement.
- 1.19 Stop a kicked ball by trapping it with the foot while standing still.

1.20 Volley a tossed lightweight ball, using the forearm pass.

Rhythmic Skills

1.21 Perform a series of basic square-dance steps.

1.22 Perform a routine to music that includes even and uneven locomotor patterns.

STANDARD 2

Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Movement Concepts

2.1 Explain the difference between offense and defense.

2.2 Describe ways to create more space between an offensive player and a defensive player.

Body Management

2.3 Describe the appropriate body orientation to serve a ball, using the underhand movement pattern.

2.4 Describe the appropriate body orientation to strike a ball, using the forehand movement pattern.

Manipulative Skills

2.5 Explain the similar movement elements of the underhand throw and the underhand volleyball serve.

2.6 Distinguish between punting and kicking and describe the similarities and differences.

2.7 Compare and contrast dribbling a ball without a defender and with a defender.

2.8 Explain the differences in manipulating an object when using a long-handled implement and when using a short-handled implement.

2.9 Identify key body positions used for volleying a ball.

Rhythmic Skills

2.10 Design a routine to music that includes even and uneven locomotor patterns.

STANDARD 3

Students assess and maintain a level of physical fitness to improve health and performance.

Fitness Concepts

3.1 Participate in appropriate warm-up and cool-down exercises for particular physical activities.

3.2 Demonstrate the correct body position for pushing and pulling large objects.

Aerobic Capacity

3.3 Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities at the appropriate intensity to increase aerobic capacity.

Muscular Strength/Endurance

3.4 Perform increasing numbers of each: abdominal curl-ups, oblique curl-ups on each side, modified push-ups or traditional push-ups, and triceps push-ups.

3.5 Hang by the hands from an overhead bar with the hips and knees each at a 90-degree angle.

Flexibility

3.6 Demonstrate basic stretches using proper alignment for hamstrings, quadriceps, hip flexors, triceps, back, shoulders, hip abductors, and calves.

Body Composition

3.7 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.

3.8

Assessment

3.8 Measure and record changes in aerobic capacity and muscular strength, using scientifically based health-related physical fitness assessments.

3.9 Meet minimum requirements for health-related physical fitness, using scientifically based health related physical fitness assessments.

STANDARD 4

Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Fitness Concepts

4.1 Identify the correct body alignment for performing lower-body stretches.

4.2 Explain the principles of physical fitness: frequency, intensity, time, and type.

4.3 Set personal short-term goals for aerobic endurance, muscular strength and endurance, and flexibility and monitor progress by measuring and recording personal fitness scores.

4.4 Identify healthful choices for meals and snacks that help improve physical performance.

4.5 Explain why the body needs water before, during, and after physical activity.

4.6 Explain why the body uses a higher percentage of carbohydrates for fuel during high intensity physical activity and a higher percentage of fat for fuel during low-intensity physical activity.

4.7 Explain the purpose of warm-up and cool-down periods.

Aerobic Capacity

4.8 Calculate personal heart rate per minute by recording heartbeats for ten-second intervals and 15 second intervals.

4.9 Explain why a strong heart is able to return quickly to its resting rate after exertion.

- 4.10 Identify two characteristics of physical activity that build aerobic capacity.
- 4.11 Determine the intensity of personal physical activity by using the concept of perceived exertion.

Muscular Strength/Endurance

- 4.12 Describe the difference between muscular strength and muscular endurance.
- 4.13 Explain why muscular endurance or muscular strength activities do not increase muscle mass in preadolescent children.
- 4.14 Recognize how strengthening major muscles can improve performance at work and play.
- 4.15 Describe the correct form to push and pull heavy objects.

Flexibility

- 4.16 Explain the value of increased flexibility when participating in physical activity.

Body Composition

- 4.17 Explain the effect of regular, sustained physical activity on the body's ability to consume calories and burn fat for energy.

STANDARD 5

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

- 5.1 Set a personal goal to improve an area of health-related physical fitness and work toward that goal in nonschool time.
- 5.2 Collect data and record progress toward attainment of a personal fitness goal.
- 5.3 Accept responsibility for one's own performance without blaming others.
- 5.4 Respond to winning and losing with dignity and respect.

Social Interaction

- 5.5 Include others in physical activities and respect individual differences in skill and motivation.

Group Dynamics

- 5.6 Accept an opponent's outstanding skill, use of strategies, or ability to work effectively with teammates as a challenge of physical fitness.

GRADE FIVE

STANDARD 1

Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Body Management

1.1 Perform simple small-group balance stunts by distributing weight and base of support.

Locomotor Movement

1.2 Jump for height, using proper takeoff and landing form.

1.3 Jump for distance, using proper takeoff and landing form.

Manipulative Skills

1.4 Enter, jump, and leave a long rope turned by others.

1.5 Throw a flying disc accurately at a target and to a partner, using the backhand movement pattern.

1.6 Throw and catch an object underhand and overhand while avoiding an opponent.

1.7 Field a thrown ground ball.

1.8 Punt a ball, dropped from the hands, at a target.

1.9 Stop a kicked ball by trapping it with the foot while moving.

1.10 Strike a dropped ball, with a racket or paddle, toward a target by using the forehand movement pattern.

1.11 Hit a softly tossed ball backhanded with a paddle or racket.

1.12 Strike a tossed ball, with different implements, from a side orientation.

1.13 Serve a lightweight ball over a low net, using the underhand movement pattern.

1.14 Dribble a ball (by hand or foot) while preventing another person from stealing the ball.

1.15 Dribble a ball and kick it toward a goal while being guarded.

1.16 Pass a ball back and forth with a partner, using a chest pass and bounce pass.

1.17 Volley a tossed ball to an intended location.

Rhythmic Skills

1.18 Design and perform a creative dance, combining locomotor patterns with intentional changes in speed and direction.

1.19 Design and perform a routine to music that involves manipulation of an object.

STANDARD 2

Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Movement Concepts

2.1 Explain the importance of open space in playing sport-related games.

2.2 Explain the differences in applying and receiving force when jumping for height and distance.

Body Management

2.3 Explain how to adjust body position to catch a ball thrown off-center.

Manipulative Skills

2.4 Identify the following phases for striking a ball: preparation, application of force, follow-through, and recovery.

2.5

Rhythmic Skills

2.5 Design a routine to music, changing speed and direction while manipulating an object.

STANDARD 3

Students assess and maintain a level of physical fitness to improve health and performance.

Fitness Concepts

- 3.1 Demonstrate how to warm up muscles and joints before running, jumping, kicking, throwing, and striking.
- 3.2 Plan a day of healthful balanced meals and snacks designed to enhance the performance of physical activities.

Aerobic Capacity

- 3.3 Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities at the appropriate intensity for increasing aerobic capacity.

Muscular Strength/Endurance

- 3.4 Perform an increasing number of oblique curl-ups on each side.
- 3.5 Perform increasing numbers of triceps push-ups.

Flexibility

- 3.6 Perform flexibility exercises that will stretch particular muscle areas for given physical activities.

Body Composition

- 3.7 Sustain continuous movement for an increasing period of time while participating in moderate to vigorous physical activities.

Assessment

- 3.8 Assess health-related physical fitness by using a scientifically based health-related fitness assessment.
- 3.9 Meet age- and gender-specific fitness standards for aerobic capacity, muscular strength, flexibility, and body composition, using a scientifically based health-related fitness assessment.

STANDARD 4

Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Fitness Concepts

- 4.1 Record and analyze food consumption for one day and make a plan to replace foods with healthier choices and adjust quantities to enhance performance in physical activity.

- 4.2 Explain why dehydration impairs temperature regulation and physical and mental performance.
- 4.3 Develop and describe three short-term and three long-term fitness goals.
- 4.4 Examine personal results of a scientifically based health-related physical fitness assessment and identify one or more ways to improve performance in areas that do not meet minimum standards.
- 4.5 Explain the elements of warm-up and cool-down activities.
- 4.6 Record water intake before, during, and after physical activity.
- 4.7 Describe the principles of training and the application to each of the components of health-related physical fitness.

Aerobic Capacity

- 4.8 Identify the heart rate intensity (target heart-rate range) that is necessary to increase aerobic capacity.
- 4.9 Determine the intensity of personal physical activity, using the concept of perceived exertion.
- 4.10 Compare target heart rate and perceived exertion during physical activity.
- 4.11 Measure and record the heart rate before, during, and after vigorous physical activity.
- 4.12 Explain how technology can assist in the pursuit of physical fitness.

Muscular Strength/Endurance

- 4.13 Explain the benefits of having strong arm, chest, and back muscles.

Flexibility

- 4.14 Explain the benefits of stretching after warm-up activities.

Body Composition

- 4.15 Explain why body weight is maintained when calorie intake is equal to the calories expended.
- 4.16 Describe the short- and long-term benefits of maintaining body composition within the healthy fitness zone.

STANDARD 5

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

- 5.1 Improve the level of performance on one component of health-related physical fitness and one identified motor skill by participating in fitness and skill development activities outside school.
- 5.2 Work toward a long-term physical activity goal and record data on one's progress.
- 5.3 Distinguish between acts of physical courage and physically reckless acts and explain the key characteristics of each.

5.4 Act in a safe and healthy manner when confronted with negative peer pressure during physical activity.

5.5

Social Interaction

5.5 Contribute ideas and listen to the ideas of others in cooperative problem-solving activities.

5.6 Acknowledge orally the contributions and strengths of others.

Group Dynamics

5.7 Accommodate individual differences in others' physical abilities in small-group activities.

5.8 Appreciate physical games and activities reflecting diverse heritages.

ATTACHMENT 7: SOCIAL EMOTIONAL LEARNING PROGRAM OUTCOMES

Spark Charter has chosen to employ a Kindergarten through 8th grade Social Emotional Learning (SEL) program called “Connected and Respected: Resolving Conflict Creatively Program.” The program was developed by the New York City Department of Education and the Morningside Center for Teaching Social Responsibility in 1985 and is currently employed by more than 400 schools across the nation, including urban, suburban and rural districts.

Connected and Respected is one of 19 SEL programs included in the current version of the Collaborative for Academic, Social, and Emotional Learning (CASEL) *Guide to SEL programs*. Based on CASEL’s evaluation, the selected programs are the most “well-designed, evidence-based SEL programs with potential for broad dissemination to schools across the United States.” CASEL’s evaluation of Connected and Respected can be found here: <https://casel.squarespace.com/guide/programs/resolving-conflict-creatively-program-rccp>.

CASEL’s description of Connected and Respected notes that the program includes “sequenced, skill-building, classroom lessons . . . designed to foster the creation of caring, peaceable school learning communities for prekindergarten through eighth grade. Lessons emphasize building relationships, understanding feelings, developing empathy, managing emotions, and developing social responsibility. The program offers 16 *Connected and Respected* lessons for each grade to be implemented in workshop format. This facilitative approach includes a gathering, review of agenda, main activities and discussion, summary, and closing activities. Each lesson also includes suggestions for extension activities, infusion ideas, and connections to literature. In addition to the classroom lessons, the program includes a peer mediation and family component that are central to program implementation.”

The initial training for the program lasts approximately 24-30 hours. Educators for Social Responsibility, which distributes the program and provides the training, also offers a train-the-trainer program to support the sustainability of the program.

Spark’s professional development program for teachers will also include:

- Curriculum integration of SEL skills, concepts, and competencies
- Adult (staff and parents) modeling of the skills, concepts, and competencies
- Assessment tools provided online, linked to Spark Charter’s SEL goals, which will determine the students' skills and conceptual understanding of SEL, and development of the SEL culture in the learning community. By conducting the assessments three times per year, teachers will be able to track the progress of their students.

The SEL skills and concepts include:

- Making connections
- Emotional literacy
- Caring and effective communication
- Cultural competence and social responsibility
- Conflict management and decision-making

SEL Competencies include:

- Self-awareness
- Social awareness
- Self-management
- Responsible decision-making
- Relationship skills

Spark Charter will assess SEL skills development through the online assessment tools provided by Educators for Social Responsibility.

More information about Connected and Respected is available at these two websites:

<http://www.morningsidecenter.org/resolving-conflict-creatively-program>

<http://esnational.org/resources/lessons-from-connected-and-respected/>.

ATTACHMENT 8: UNIT PLANNING TEMPLATE AND SAMPLE

Unit Planning Template

Stage 1: Desired Outcome	
<p>Understandings/Attitudes:</p> <ul style="list-style-type: none"> *What are the big ideas? *What specific understandings about them are desired? *What social-emotional understandings are included? 	<p>Essential Questions:</p> <ul style="list-style-type: none"> *What provocative questions will foster inquiry, understanding, and transfer learning?
<p>Established Goals:</p> <ul style="list-style-type: none"> *What relevant goals (e.g. content standards) will this design address? 	
Students will know...	Students will be able to...
Stage 2: Assessment Evidence	
<p>Performance Tasks</p> <ul style="list-style-type: none"> *Through what authentic performance tasks will students demonstrate the desired understandings? *By what criteria will performances of understanding be judged? 	<p>Other Evidence</p> <ul style="list-style-type: none"> *Through what other evidence (e.g. quizzes, observations, journals) will students demonstrate achievement of the desired results? *How will students reflect upon or self-assess their learning?
Stage 3: Learning Plan	
<p>Learning Activities:</p> <ul style="list-style-type: none"> *What learning experiences and instruction will enable students to achieve the desired results? 	<p>Differentiation Techniques:</p> <ul style="list-style-type: none"> *How will the needs of diverse learners be addressed (EL, high-, low-achieving)?

Adapted From: Wiggins, Grant and J. Mc Tighe. (1998). Understanding by Design, Association for Supervision and Curriculum Development ISBN # 0-87120-313-8 (ppk)

Unit Samples
 Natural Resources 2nd Grade

Stage 1: Desired Outcome	
<p>Understandings/Attitudes: *What are the big ideas? *What specific understandings about them are desired? *What social-emotional understandings are included?</p> <ul style="list-style-type: none"> ▪ Humans use natural resources. ▪ Information can be presented using different text features and in graphs. ▪ The physical environment & natural resources affect social relationships. 	<p>Essential Questions: *What provocative questions will foster inquiry, understanding, and transfer learning?</p> <ul style="list-style-type: none"> ▪ What are some of the natural resources that students use in their everyday lives? ▪ What happens if you don't have enough of a natural resource?
<p>Established Goals: *What relevant goals (e.g. content standards) will this design address?</p> <p>CA S3 Earth is made of materials that have distinct properties and provide resources for human activities. As a basis for understanding this concept: e. Students know rock, water, plants, and soil provide many resources, including food, fuel, and building materials, that humans use.</p> <p>CC M MD 10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.</p> <p>CC ELA IT 5 Know and use various text features to locate key facts or information in a text efficiently.</p> <p>CC ELA W 7 Participate in shared research and writing projects.</p>	
<p>Students will know...</p> <ul style="list-style-type: none"> ▪ Key facts about natural resources that people use. ▪ Relevant vocabulary terms ▪ Text features and structures (headings, table of contents, etc.) 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ▪ Identify text structures & features in grade-level appropriate informational text ▪ Use informational texts to answer key questions ▪ Explain orally what natural resources are
Stage 2: Assessment Evidence	

<p>Performance Tasks</p> <p><i>*Through what authentic performance tasks will students demonstrate the desired understandings?</i></p> <p><i>*By what criteria will performances of understanding be judged?</i></p> <ul style="list-style-type: none"> ▪ Create a poster showing how a natural resource is used in the school or in the home. ▪ Participate in shared writing activity, resulting in an informational magazine about interactions with the environment. 	<p>Other Evidence</p> <p><i>*Through what other evidence (e.g. quizzes, observations, journals) will students demonstrate achievement of the desired results?</i></p> <p><i>*How will students reflect upon or self-assess their learning?</i></p> <ul style="list-style-type: none"> ▪ Respond orally and/or in writing to one of the essential questions. ▪ Answer questions using informational bar graphs and other forms of data representation. ▪ Create grade level appropriate graphs for information presented in class. ▪ Assess themselves on Project Rubric
<p>Stage 3: Learning Plan</p>	
<p>Learning Activities:</p> <p><i>*What learning experiences and instruction will enable students to achieve the desired results?</i></p> <ul style="list-style-type: none"> ▪ Play “Scarcity/Surplus” game (role-play). ▪ Include interactive read-alouds linked to the identified content standards/understanding ▪ Add non-fiction sources to accommodate various reading levels ▪ Bring in examples of natural resources for students to experience ▪ Create a variety of whole-class graphs 	<p>Differentiation Techniques:</p> <p><i>*How will the needs of diverse learners be addressed (EL, high-, low-achieving)?</i></p> <ul style="list-style-type: none"> ▪ Pre-teach essential vocabulary with EL students. ▪ Class-created charts of text structures, graphs. ▪ Use books to accommodate various reading levels.

Adapted From: Wiggins, Grant and J. Mc Tighe. (1998). Understanding by Design, Association for Supervision and Curriculum Development ISBN # 0-87120-313-8 (ppk)

ATTACHMENT 9: HELICAL MODEL LESSON PLANNING

Helical Model Lesson Planning Template

Understanding by Design Unit: Subject:		Conceptual Goals & Standards Addressed: <i>What do you want the students to know& understand?</i>	
Play	<i>What activity will you use to engage students and activate prior knowledge?</i>		
	Activities	Student Output	
Explore	<i>How will you add to students' prior knowledge and experiences?</i>		
	Activities	Student Output	
Connect	<i>What authentic problems will students be solving?</i>		
	Activities	Student Output	
Imagine	<i>How will students apply their learning to new, open-ended situations?</i>		
	Activities	Student Output	
Reflect	<i>How will you connect students' learning to the conceptual goals of the lesson?</i>		
	Activities	Student Output	
Key Vocabulary/Terms:		Resources:	
		<i>Books, materials, multimedia...</i>	
Differentiation Techniques:		Multiple Modalities:	
<i>Possible groupings, adaptations</i>		<i>How will you include multiple modalities?</i>	

Helical Model Lesson Planning Sample: 1st Grade Language Arts

<p>Thematic Unit: Characters Subject: Language Arts</p>	<p>Conceptual Goals & Standards Addressed: What do you want the students to know & understand?</p> <ul style="list-style-type: none"> • Students identify who is telling a story at various points in a text. • Students compare and contrast the adventures and experiences of characters in stories. <p>CCSS 1.L.6, 1.L.9; 1.FS.4.a; 1.W.3</p>	
Play	What activity will you use to engage students and activate prior knowledge?	
	<p>Activities</p> <p>Identify the speaker: Teacher reads a simple story involving characters based on children in the class. She then reads short lines from the story. Children hold up cards with names of characters to identify which one is speaking. Together with the class, they order the cards on their desks and re-tell the story in a shared writing experience.</p>	<p>Student Output</p> <ul style="list-style-type: none"> • Student-ordered speaker cards • Shared re-telling
Explore	How will you add to students' prior knowledge and experiences?	
	<p>Activities</p> <p>In pairs, students read selected short texts that feature different characters telling the story. The teacher chooses texts that vary in readability and complexity for different reading levels. Emergent readers are paired with more fluent readers. Students use a highlighter to identify characters. As a whole class, they create a chart called, "Readers Know Who is Telling the Story."</p>	<p>Student Output</p> <ul style="list-style-type: none"> • Highlighted texts • Class chart, "Readers Know Who is telling the Story."
Connect	What authentic problems will students be solving?	
	<p>Activities</p> <p>The teacher reads The Pain and the Great One in an interactive read aloud. Throughout the reading, the teacher stops to discuss which character is telling the story. She has different students act out parts of the story. The students then work independently on creating a T-chart comparing the points of view of the two characters. In their T-chart, they include writing and drawings.</p>	<p>Student Output</p> <ul style="list-style-type: none"> • T-charts comparing two characters
Imagine	How will students apply their learning to new, open-ended situations?	

	<p>Activities</p> <p>The teacher introduces the writing assignment. They will be writing their own narratives featuring two characters with different points of view. She leads them through a pre-writing exercise with a T-chart and a pictorial storyboard. They share their pre-writing in small groups. During later skills lessons, they will complete their writing.</p>	<p>Student Output</p> <ul style="list-style-type: none">• Pre-writing T-chart and storyboard
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ATTACHMENT 10: CALIFORNIA STATE BOARD OF EDUCATION POLICY 89-01 (1994): PARENT INVOLVEMENT IN THE EDUCATION OF THEIR CHILDREN



California State Board of Education Policy

POLICY #
89-01
DATE
September 1994

SUBJECT

**Parent Involvement* in the Education of
Their Children**

REFERENCES

HISTORICAL NOTES

Originally adopted January 1989. Revised September 1994

A critical dimension of effective schooling is parent involvement. Research has shown conclusively that parent involvement at home in their children's education improves student achievement. Furthermore, when parents are involved at school, their children go farther in school, and they go to better schools.

From research studies to date, we have learned the following important facts:

1. Families provide the primary educational environment.
2. Parent involvement in their children's education improves student achievement.
3. Parent involvement is most effective when it is comprehensive, supportive, long-lasting, and well-planned.
4. The benefits of parent involvement are not limited to early childhood or the elementary level; there are continuing positive effects through high school.
5. Involving parents in supporting their children's education at home is not enough. To ensure the quality of schools as institutions serving the community, parents must be involved at all levels in the schools.
6. Children from low-income and culturally and racially diverse families have the most to gain when schools involve parents. The extent of parent involvement in a child's education is more important to student success than family income or education.
7. We cannot look at the school and the home in isolation from one another; families and schools need to collaborate to help children adjust to the world of school. This is particularly critical for children from families with different cultural and language backgrounds.

Schools that undertake and support strong comprehensive parent involvement efforts are more likely to produce students who perform better than identical schools that do not involve parents. Schools that have strong linkages with and respond to the needs of the communities they serve have students who perform better than schools that don't. Children who have parents who help

* "Parent involvement" refers to the efforts of any caregiver who assumes responsibility for nurturing and caring for children, including parents, grandparents, aunts, uncles, foster parents, stepparents, etc. Many schools are now using the alternative term "family involvement."

California State Board of Education

1430 N Street, Room 5111
Sacramento, California 95814
(916) 319-0827
(916) 319-0175 (fax)

ATTACHMENT 11: CALIFORNIA DEPARTMENT OF EDUCATION - CHARTER SCHOOL DIVISION - LEGAL OPINION ON PARENT PARTICIPATION

State of California Department of Education
M e m o r a n d u m
To : Marta Reyes Date : February 9, 2006
Charter Schools Division
From : Michael Hersher
Deputy General Counsel

Subject : Parent participation as charter school admission requirement

You have requested a legal opinion whether a charter school may require a parent to sign an agreement to perform certain hours of work for the benefit of the charter school, as a condition of admitting a student to the school. In my opinion, such a requirement is within the discretion of a charter school and does not prevent an authorizing entity from approving the charter.

With regard to who may enroll in a charter school, the Charter School Act has several provisions that refer to “admission requirements” and others that refer to “admission preferences.” The distinction appears to be that a “requirement” applies to an individual student’s eligibility to apply at all, while a “preference” allows certain categories of students to compete with each other when there are more applicants than spaces in the school. After applying the allowable preferences, if there are still more applicants than spaces, charter schools are authorized to conduct lotteries to select students for enrollment.

Education Code section 47605(b)(5)(H) states a charter petition must include a reasonably comprehensive description of the “admission requirements, if any.” This provision implies that a charter school may set reasonable limitations on which students may apply for admission. Section 47605(d)(2)(A), however, says “a charter school shall admit all pupils who wish to attend the school.” That provision seems to conflict with the previously quoted section in suggesting that all pupils are eligible to be admitted without limitation. It also conflicts with, or is limited by, the various preferences that charter schools may allow that limit the duty to “admit all pupils who wish to attend.” In order to harmonize these provisions of the overall statutory scheme, it seems reasonable to interpret Section 47605(d)(2)(A) as requiring that charter schools admit all students, regardless of residence, who meet the lawful criteria for admission and/or preference stated in the petition.

In terms of the criteria that are not lawful, Section 47605(d)(1) states a charter school's admission policies must be nonsectarian, may not require tuition, may not discriminate on the basis of ethnicity, national origin, gender, or disability, and may not be based on the residence of the parents or guardians. However, specific preferences are allowed for pupils currently attending a converted charter school, pupils who reside within the attendance area of the former attendance area of that converted school, and pupils who reside in the school district of the converted school. In addition, a charter school that is not a conversion school may also give preference to pupils from the school attendance area in which the charter school is located, if the public school in that area has more than 50 percent pupils eligible for free and reduced price lunches based on family income. (Educ. Code sec. 47605.3.)

In conclusion, the Charter School Act does not expressly address the issue of parent participation requirements for admission to a charter school. Parent participation is not one of the expressly prohibited criteria for admission or preference and is a factor that is relevant, if not integral, to the educational goals and philosophy of a charter school. Given the flexibility that was intended by the Charter School Act and the number of statutory limitations on admission that are already permitted, it is my opinion that a charter petition may lawfully include reasonable admission criteria, including a requirement that parents agree to do work for the charter school.

ATTACHMENT 12: CITED CURRICULUM REFERENCES

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ATTACHMENT 13: PLAN FOR ENGLISH-LANGUAGE LEARNERS

Spark Charter intends to encourage the intellectual, creative and leadership abilities of all of its students at every level of academic achievement through a variety of strategies, including differentiation strategies such as flexible grouping, tiered lessons/activities and a high level of questioning strategies. However, the Charter School recognizes that English-Language Learners may not be able to realize their potential, academically, creatively, and socially, without additional assistance.

To ensure that the needs of such students are recognized and fully addressed, Spark Charter will take the following steps:

1. Identify English Language Learners (ELLs) and Measure Their Progress

Consistent with California law, the primary assessment tool Spark Charter will use in its first several years of operation will be the California English Language Development Test (CELDT). California is in the process of shifting to a new assessment system called the English Language Proficiency Assessments for California (ELPAC), which is aligned to the State's new (2012) English Language Development Standards. The CELDT is aligned to the State's 1999 standards. However, California will not transition to the ELPAC until 2016-17. When the ELPAC is fully operational, the Charter school will administer the ELPAC.

According to the California Department of Education, the "CELDT was developed to identify students with limited English proficiency; determine the level of English language proficiency of those students; and assess the progress or limited English-proficient students in acquiring the skills of listening, speaking, reading and writing in English." (<http://www.cde.ca.gov/ta/tg/el/cefceldt.asp>). Consistent with State law, the Charter school will administer the test to ELLs whose home language is not English within 30 calendar days after they enroll in the Charter School if this is the first time they are enrolling in a California public school. The Charter School will also administer the test annually to identified ELL until they are designated as "Reclassified fluent-English Proficient."

The evidence gathered from the state language proficiency assessments, summative and formative assessments will be used to ensure that ELLs are making progress in learning English as well as core content. At the bottom of this attachment is a summary of the CELDT's proficiency requirements, strategies and applications by grade level.

2. Create a Challenging, Inclusive and Aware Learning Environment

ELLs are often perceived as and placed with students with learning disabilities. This designation is often not accurate. Further, research suggests that ELLs with disabilities can learn, and early intervention can prevent academic failure.

Inclusive environments that provide challenging rather than remedial instruction are most effective.⁴

A variety of factors affect student language acquisition, and language acquisition is not a simple, quick, or once-and-for-all process, nor is it the same process for all students. Because English language learning is a recursive and multifaceted process, educators should integrate listening, speaking, reading, and writing skills into instruction from the start.⁵

Instructional support for ELLs benefits not just them, but all students. Many cognitive aspects of reading are common to both native speakers of English and ESL learners, though research shows that teachers should pay additional attention to background knowledge, interaction, and word use with ELLs.⁶ This approach is consistent with Spark Charter’s philosophy and constructivist theory generally.

3. Employ National Council of Teachers’ Best Practices to Support the Success of English Language Learning

Spark Charter intends to apply the recommended best practices of the National Council of Teachers in Mathematics, National Council of Teachers in Social Studies, National Science and Technology Association, and National Council of Teachers in English to maximize the success of its ELLs. Several of those key concepts are outlined below in relation to the Charter School’s curriculum.

Mathematics: Spark Charter will assess ELLs in ways that permit them to show what they know and are able to do. This requires providing test accommodations that lessen the language complexity without reducing the rigor of the mathematics under investigation. The accommodations will include for example, using hands-on manipulatives for younger grades to demonstrate understanding of math concepts and processes without the barrier of limited English proficiency. When needed, for extremely-low proficient English speakers, a translator will assist in the assessment. For the older grades, students with low proficiency in English may explain their mathematical proofs and strategies in their native language provided they also increasingly use equivalent English math terminologies.

English Language Arts: Spark Charter will measure English language development and an EL student’s progress towards fluency after his or her initial identification as an English learner based on the CELDT standards. Students will have different entry points to learning English. Some may begin learning in kindergarten and others in later grades, depending when they immigrated to the USA and started school in an American public school.

The following guidelines are taken from the NCTE’s James R. Squire Office of Policy Research, “ELL: A Policy Brief”.

“Attend to processes and consequences of assessment of ELLs. Assessment carries major consequences for ELLs since it can determine what services will be available to the individual, how opportunities for learning will be distributed, and the category to which an individual will be assigned. The following research-based guidelines show how policy can be shaped to make the assessment of ELLs fair and effective.

Recognize ELLs’ heterogeneity. ELLs have many faces, and these need to be considered in making decisions about assessment. This means: (1) Adapt nationwide or federally mandated standardized testing (such as NCLB) to accommodate the needs of ELLs; (2) Avoid any single assessment and insist on multiple assessments, (3) Recognize that the term ELL can refer to either eligible students or those enrolled in special programs; (4) Determine whether the ELL designation is based on spoken English proficiency or written tests; (5) consider the amount and duration of exposure to English.

Avoid testing in English exclusively. ELLs who have academic content knowledge and/or native language literacy skills may not be able to demonstrate that knowledge in English. Assessment should: (1) Acknowledge that ELLs may have difficulty comprehending the language and format of a test in English; (2) Try to separate language factors from content knowledge, and (3) Recognize that tests in English include cultural and historical knowledge that may be unfamiliar to ELLs.

Use multiple assessments for varying purposes. Adequate assessment of ELL students will include multiple measures in order to distinguish among content knowledge, literacy skills, language acquisition, and cultural background. Assessment should: (1) Provide formative assessment during the learning process to help shape instruction, foster academic growth, and enhance motivation; (2) Promote metacognition with self-assessment, and (3) administer summative assessment to gather data about ELLs assess content knowledge with evaluation measures designed for ELLs.

Adhere to ethical principles of testing. Since assessment can be used to direct instruction and shape power relations as well as impose life-changing effects on ELL students, all testing should: (1) Assure that the assessment used will produce the desired information; (2) Offer appropriate testing accommodations by reducing the linguistic complexity of assessment tools wherever possible use test results for appropriate purposes; (3) Guard against allowing test results to shape attitudes toward ELL students; (4) Call upon principles of fairness for ELLs who are successful in content classes but cannot pass a required English exit exam or ESL class, and (5) Avoid applying testing accommodations designed for disabilities, instead assigning accommodations that are language-based or consistent with students’ language needs.”

Science: ELLs in Spark Charter will and should have every opportunity to learn and succeed in science. Assessments will include making accommodations for ELLs to demonstrate their science knowledge separate from English proficiency or general literacy, such as conducting assessments and reading instructions in the ELL's home language in addition to English, providing separate testing environments and allowing more testing time. Spark Charter will include embedded assessments that take into account linguistic and cultural influences that affect ELL students' thinking and reasoning, as well as the ways that the students interpret and respond to assessment items.

Social Studies: ELLs are at particular are at a particular disadvantage when it comes to social studies, which requires proficiency in English and knowledge of American culture to facilitate new learning. ELLs may have (1) Limited background knowledge of the United States; (2) Cultural differences may prevent ELLs from asking questions of the teacher or even making eye contact in some societies; (3) Difficulty learning from textbooks; and (4) Difficulty learning from lectures.

To overcome this, the Charter School will employ graphic organizers, among other strategies, to help students present their level of understanding of the content and processes in the fields of social studies, without the barriers presented by low proficiency in English language. ELL students will also demonstrate their proficiency in both Social Studies and English Language Arts through conversations, visual renditions, songs and dances, etc.

Other Best Practices:

The following are other best practices Spark Charter will follow to support English language learners in the classroom:

- Present ELLs with challenging curricular content.⁷
- Set high expectations for ELLs.⁸
- Use technology effectively.⁹
- Recognize socio-cultural factors.¹⁰
- Position native languages and home environments as resources.¹¹
- Teach ELLs in grades K-8 the basics of academic literacy, such as those recommended by models like Five Standards for Effective Pedagogy, Cognitive Academic Language Learning Approach (CALLA), and Sheltered Instruction Observation Protocol (SIOP).^{12 13}
- Teach ELLs in secondary school, like their K-8 peers, to simultaneously develop their skill with academic English and learn content in a variety of disciplines.¹⁴
- Recognize the difference between ELLs and under-prepared students in higher education.¹⁵

4. Develop Individualized Learning Plans (ILP) for Each Student

Spark Charter intends to prepare an individualized learning plan (ILP) for each of its students. ILPs establish learning goals and objectives for students with the input of that student's teacher, other appropriate staff, parent(s) or guardian(s) and, depending upon the age of the student, the student. ILPs help identify a student's strengths, challenges, interests and learning styles as well as resources, tools and opportunities that can help maximize that student's learning potential. The ILP is reviewed and updated on an annual basis. The plan and the process of creating and updating the plan, also assists the student to take increasing responsibility for their own learning.

Depending upon the needs of the student, Spark Charter may also offer employ one of the more of the following strategies to assist ELL students with their English Language development and progress towards fluency as well as support their skill development and growth in areas of strength. This shall not preclude their participation in other program options.

A. Content and Curriculum Modification

ELL students will be provided appropriate curriculum during the afternoon skills portion of the school day to enhance their English Language development. Such curriculum may include lessons developed by Understanding Language, an initiative at Stanford University that is developing high-quality instructional materials for ELLs that correspond to the Common Core State Standards in English Language Arts and Mathematics and the Next Generation Science Standards. The project is led by a distinguished team of ELL experts.

B. Enrichment Pull-out Program

The Curriculum Specialist may develop an appropriate enrichment pull-out program in collaboration with classroom teachers as a supplementary program and extension of the differentiated curriculum in the regular classroom. In Middle School, the enrichment pull-out group will be available as special Selective classes.

C. Other Programs: Independent Study/Project, Mentoring, National Creativity Programs, and Talent

The student may initiate an independent study or project in subject(s) of strength. The classroom teacher, with the help of the Curriculum Specialist, may set up mentorship if needed.

D. Training and Staff Development

The Spark Charter School will seek opportunities for staff development regarding ELL, which may include workshops, seminars, webinars, mentoring, and conferences.

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California English Language Development Test

CELDT Blueprint for Kindergarten–Grade One

Listening — Total Number of Items: 20	
Strategies and Applications	
English Language Development (ELD) Standard	ELD Proficiency Level
Respond to simple directions and questions by using physical actions and other means of non-verbal communication (e.g., matching objects, pointing to an answer, drawing pictures).	Beginning
Listen attentively to stories and information and identify important details and concepts by using both verbal and non-verbal responses.	Intermediate
Listen attentively to stories and information on new topics and identify both orally and in writing key details and concepts.	Advanced
Demonstrate an understanding of idiomatic expressions (e.g., “Give me a hand.”) by responding to such expressions and using them appropriately.	Advanced
Speaking — Total Number of Items: 20	
Strategies and Applications	
ELD Standard	ELD Proficiency Level
Begin to speak with a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).	Beginning
Answer simple questions with one- to two-word responses.	Beginning
Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as <i>he</i> or <i>she</i>).	Early Intermediate
Ask and answer questions by using phrases or simple sentences.	Early Intermediate

Retell familiar stories and short conversations by using appropriate gestures, expressions and illustrative objects.	Early Intermediate
Orally communicate basic needs (e.g., “May I get a drink?”).	Early Intermediate
Recite familiar rhymes, songs, and simple stories.	Early Intermediate
Ask and answer instructional questions by using simple sentences.	Intermediate
Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third person singular, male and female pronouns).	Intermediate

CELDT Blueprint for Kindergarten–Grade One (continued)

ELD Standard	ELD Proficiency Level
Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.	Intermediate
Retell stories and talk about school related activities using expanded vocabulary, descriptive words, and paraphrasing.	Intermediate
Retell stories in greater detail including characters, setting, and plot.	Early Advanced
Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may have random errors.	Early Advanced
Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information.	Early Advanced
Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter.	Early Advanced
Ask and answer instructional questions with more extensive supporting elements (e.g., “What part of the story was most important?”).	Early Advanced
Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.	Advanced
Narrate and paraphrase events in greater detail by using more extended vocabulary.	Advanced
Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.	Advanced

CELDT Blueprint for Kindergarten–Grade One (continued)

Reading — Total Number of Items: 20	
Word Analysis	
ELD Standard	ELD Proficiency Level
Recognize English phonemes that correspond to phonemes students already hear and produce in their primary language.	Beginning
Recognize English phonemes that do not correspond to sounds students already hear and produce (e.g., a as in cat and final consonants).	Early Intermediate
Recognize and name all uppercase and lowercase letters of the alphabet.	Intermediate
Recognize sound/symbol relationships and basic word-formation rules in phrases, simple sentences, or simple text.	Intermediate
Fluency and Systematic Vocabulary Development	
ELD Standard	ELD Proficiency Level
Read simple vocabulary, phrases, and sentences independently.	Early Intermediate
Use decoding skills to read more complex words independently.	Intermediate
Reading Comprehension	
ELD Standard	ELD Proficiency Level
While reading aloud in a group, point out basic text features, such as the title, table of contents, and chapter headings.	Beginning

CELDT Blueprint for Kindergarten–Grade One (continued)

Writing — Total Number of Items: 20	
Strategies and Applications	
ELD Standard	ELD Proficiency Level
Copy the English alphabet legibly.	Beginning
Copy words posted and commonly used in the classroom (e.g., labels, number names, days of the week).	Beginning
Write a few words or phrases about an event or character from a story read by the teacher.	Beginning
English Language Conventions	
ELD Standard	ELD Proficiency Level
Use capitalization to begin sentences and for proper nouns.	Early Intermediate
Use a period or question mark at the end of a sentence.	Early Intermediate

CELDT Blueprint for Grade Two

Listening — Total Number of Items: 20	
Strategies and Applications	
ELD Standard	ELD Proficiency Level
Respond to simple directions and questions by using physical actions and other means of non-verbal communication (e.g., matching objects, pointing to an answer, drawing pictures).	Beginning
Listen attentively to stories and information and identify important details and concepts by using both verbal and non-verbal responses.	Intermediate
Listen attentively to stories and information on new topics and identify both orally and in writing key details and concepts.	Advanced
Demonstrate an understanding of idiomatic expressions (e.g., “Give me a hand.”) by responding to such expressions and using them appropriately.	Advanced
Speaking — Total Number of Items: 20	
Strategies and Applications	
ELD Standard	ELD Proficiency Level
Begin to speak with a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).	Beginning
Answer simple questions with one- to two-word responses.	Beginning
Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as <i>he</i> or <i>she</i>).	Early Intermediate
Ask and answer questions by using phrases or simple sentences.	Early Intermediate
Retell familiar stories and short conversations by using appropriate gestures, expressions and illustrative objects.	Early Intermediate
Orally communicate basic needs (e.g., “May I get a drink?”).	Early Intermediate
Recite familiar rhymes, songs, and simple stories.	Early Intermediate
Ask and answer instructional questions by using simple sentences.	Intermediate
Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third person singular, male and female pronouns).	Intermediate

CELDT Blueprint for Grade Two (continued)

ELD Standard	ELD Proficiency Level
Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.	Intermediate
Retell stories and talk about school related activities using expanded vocabulary, descriptive words, and paraphrasing.	Intermediate
Retell stories in greater detail including characters, setting, and plot.	Early Advanced
Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may have random errors.	Early Advanced
Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information.	Early Advanced
Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter.	Early Advanced
Ask and answer instructional questions with more extensive supporting elements (e.g., "What part of the story was most important?").	Early Advanced
Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.	Advanced
Narrate and paraphrase events in greater detail by using more extended vocabulary.	Advanced
Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.	Advanced

CELDT Blueprint for Grade Two (continued)

Reading — Total Number of Items: 35	
Word Analysis	
ELD Standard	ELD Proficiency Level
Recognize English phonemes that correspond to phonemes students already hear and produce in their primary language.	Beginning
Recognize English phonemes that do not correspond to sounds students hear and produce (e.g., <i>a</i> in <i>cat</i> and final consonants).	Early Intermediate
Recognize sound/symbol relationships and basic word-formation rules in phrases, simple sentences, or simple text.	Intermediate
Recognize and name all uppercase and lowercase letters of the alphabet.	Intermediate
Use common English morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).	Early Advanced
Recognize sound/symbol relationship and basic word-formation rules in phrases, simple sentences, or simple text.	Early Advanced
Apply knowledge of common morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).	Advanced

CELDT Blueprint for Grade Two (continued)

Fluency and Systematic Vocabulary Development	
ELD Standard	ELD Proficiency Level
Demonstrate comprehension of simple vocabulary with an appropriate action.	Beginning
Read simple vocabulary, phrases, and sentences independently.	Early Intermediate
Use decoding skills to read more complex words independently.	Intermediate
Apply knowledge of content-related vocabulary to discussions and reading.	Intermediate
Recognize simple prefixes and suffixes when they are attached to known vocabulary (e.g., <i>remove, jumping</i>).	Intermediate
Recognize simple antonyms and synonyms (e.g., <i>good, bad; blend, mix</i>) in stories or games.	Early Advanced
Use simple prefixes and suffixes when they are attached to known vocabulary.	Early Advanced
Use decoding skills and knowledge of academic and social vocabulary to begin independent reading.	Early Advanced
Explain common antonyms and synonyms.	Advanced
Recognize words that have multiple meaning in texts.	Advanced
Apply knowledge of academic and social vocabulary to achieve independent reading.	Advanced
Reading Comprehension	
ELD Standard	ELD Proficiency Level
Understand and follow simple one-step directions for classroom activities.	Beginning
Draw and label pictures related to a story topic or one's own experience.	Early Intermediate
Understand and follow simple two-step directions of classroom activities.	Early Intermediate
Understand and follow some multiple-step directions for classroom-related activities.	Intermediate
Read and use basic text features, such as title, table of contents, and chapter headings.	Early Advanced
Locate and use basic text features, such as title, table of contents, chapter headings, diagrams and index.	Advanced

CELDT Blueprint for Grade Two (continued)

Writing — Total Number of Items: 24	
Strategies and Applications	
ELD Standard	ELD Proficiency Level
Write a phrase or simple sentence about an experience generated from a group story.	Beginning
Write simple sentences by using key words posted and commonly used in the classroom (e.g., labels, numbers, names, days of the week, and months (e.g., “Today is Tuesday”).	Early Intermediate
Write one to two simple sentences (e.g., “I went to the park.”).	Early Intermediate
Write short narrative stories that include the elements of setting and character.	Intermediate
Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.	Intermediate
Write a friendly letter of a few lines.	Intermediate
Following a model, proceed through the writing process to independently write short paragraphs of at least three lines.	Intermediate
Write short narratives that include elements of setting, characters and events.	Early Advanced
Proceed through the writing process to write short paragraphs that maintain a consistent focus.	Early Advanced
Write a formal letter.	Early Advanced
Produce independent writing with consistent use of standard grammatical forms. (Some rules may not be followed.)	Early Advanced
Write short narratives that describe the setting, characters, objects, and events.	Advanced
Produce independent writing by using correct grammatical forms.	Advanced
Proceed through the writing process to write clear and coherent sentences and paragraphs that maintain a consistent focus.	Advanced

CELDT Blueprint for Grade Two (continued)

English Language Conventions	
ELD Standard	ELD Proficiency Level
Use capitalization to begin sentences and for proper nouns.	Early Intermediate
Use a period or a question mark at the end of a sentence.	Early Intermediate
Edit writing for basic conventions (e.g., capitalization and use of periods) and make some corrections.	Early Intermediate
Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.	Intermediate
Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb without inflections).	Intermediate
Produce independent writing that may include some periods, correct spelling, and inconsistent capitalization.	Early Advanced
Use standard word order with some inconsistent grammar forms (e.g., subject/verb agreement).	Early Advanced
Edit writing to check some of the mechanics of writing (e.g., capital letters and periods).	Early Advanced
Use complete sentences and correct word order.	Advanced
Use correct parts of speech, including correct subject/verb agreement.	Advanced
Edit writing for punctuation, capitalization, and spelling.	Advanced
Produce writing that demonstrates a command of the conventions of standard English.	Advanced

CELDT Blueprint for Grades Three–Five

Listening — Total Number of Items: 20	
Strategies and Applications	
ELD Standard	ELD Proficiency Level
Restate and execute multiple-step oral directions.	Early Intermediate
Listen attentively to stories and information and identify important details and concepts by using both verbal and non-verbal responses.	Intermediate
Listen attentively to more complex stories and information on new topics across content areas and identify the main points and supporting details.	Early Advanced
Listen attentively to stories and information on topics; identify the main points and supporting details.	Advanced
Demonstrate an understanding of idiomatic expressions (e.g., “It’s pouring outside.”) by responding to such expressions and using them appropriately.	Advanced
Identify the main ideas and points of view, and distinguish fact from fiction in broadcast and print media.	Advanced
Speaking — Total Number of Items: 20	
Strategies and Applications	
ELD Standard	ELD Proficiency Level
Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).	Beginning
Answer simple questions with one- to two-word responses.	Beginning
Retell familiar stories and participate in short conversations by using appropriate gestures, expressions, and illustrative objects.	Beginning
Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as he or she).	Early Intermediate
Ask and answer questions by using phrases or simple sentences.	Early Intermediate

CELDT Blueprint for Grades Three–Five (continued)

ELD Standard	ELD Proficiency Level
Orally communicate basic needs (e.g., “May I get a drink of water?”).	Early Intermediate
Recite familiar rhymes, songs, and simple stories.	Early Intermediate
Ask and answer instructional questions with some supporting elements (e.g., “Is it your turn to go to the computer lab?”).	Intermediate
Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third person singular, male and female pronouns).	Intermediate
Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.	Intermediate
Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing.	Intermediate
Summarize major ideas and retell stories in greater detail including the characters, setting, and plot.	Early Advanced
Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may have random errors.	Early Advanced
Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information.	Early Advanced
Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter.	Early Advanced
Ask and answer instructional questions with more extensive supporting elements (e.g., “What part of the story was most important?”).	Early Advanced
Use simple figurative language and idiomatic expressions (e.g., “It’s raining cats and dogs.”) to communicate ideas to a variety of audiences.	Early Advanced
Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter.	Advanced
Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.	Advanced

CELDT Blueprint for Grades Three–Five (continued)

Reading — Total Number of Items: 35	
Word Analysis	
ELD Standard	ELD Proficiency Level
Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud.	Beginning
Recognize common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics).	Early Intermediate
Use common English morphemes in oral and silent reading.	Intermediate
Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.	Early Advanced
Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.	Advanced
Fluency and Systematic Vocabulary Development	
ELD Standard	ELD Proficiency Level
Demonstrate comprehension of simple vocabulary with an appropriate action.	Beginning
Retell simple stories by using drawings, words, or phrases.	Beginning
Apply knowledge of content-related vocabulary to discussions and reading.	Early Intermediate
Read simple vocabulary, phrases, and sentences independently.	Early Intermediate
Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in simple sentences.	Early Intermediate
Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in written texts.	Intermediate
Use content-related vocabulary in discussions and reading.	Intermediate
Recognize some common root words and affixes when they are attached to known vocabulary (e.g., <i> speak, speaker</i>).	Intermediate
Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.	Early Advanced
Recognize that some words have multiple meanings (e.g., <i> present/gift, present/time</i>) in literature and texts in content areas.	Early Advanced
Use some common root words and affixes when they are attached to known vocabulary (e.g., <i> educate, education</i>).	Early Advanced

CELDT Blueprint for Grades Three–Five (continued)

ELD Standard	ELD Proficiency Level
Recognize simple analogies (e.g., “fly like a bird”) and metaphors in literature and texts in content areas.	Early Advanced
Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.	Early Advanced
Recognize some common idioms (e.g., “scared silly”) in discussions and reading.	Early Advanced
Apply knowledge of common root words and affixes when they are attached to known vocabulary.	Advanced
Recognize that some words have multiple meanings and apply this knowledge consistently.	Advanced
Apply knowledge of academic and social vocabulary to achieve independent reading.	Advanced
Use common idioms, some analogies, and metaphors in discussion and reading.	Advanced
Use a standard dictionary to determine the meaning of unknown words.	Advanced
Reading Comprehension	
ELD Standard	ELD Proficiency Level
Understand and follow simple one-step directions for classroom activities.	Beginning
Point out text features such as the title, table of contents, and chapter headings.	Beginning
Read and listen to simple stories and demonstrate understanding by using simple sentences to respond to explicit detailed questions (e.g., “The bear is brown”).	Early Intermediate
Understand and follow simple two-step directions for classroom activities.	Early Intermediate
Read and identify basic text features such as title, table of contents, and chapter headings.	Early Intermediate
Read text and identify features such as the title, table of contents, chapter headings, diagrams, charts, glossaries, and indexes in written texts.	Intermediate
Understand and follow some multiple-step directions for classroom-related activities.	Intermediate
Describe the main ideas and supporting details of a text.	Early Advanced

CELDT Blueprint for Grades Three–Five (continued)

ELD Standard	ELD Proficiency Level
Generate and respond to comprehension questions related to the text.	Early Advanced
Locate text features such as format, diagrams, charts, glossaries, and indexes, and identify the functions.	Early Advanced
Use the text (such as ideas presented, illustrations, titles) to draw conclusions and make inferences.	Early Advanced
Distinguish explicit examples of facts, opinions, inference, and cause and effect in texts.	Early Advanced
Identify some significant structural (organizational) patterns in text, such as sequential or chronological order and cause and effect.	Early Advanced
Use the text (such as the ideas, illustrations, titles) to draw inferences and conclusions and make generalizations.	Advanced
Describe main ideas and supporting details, including supporting evidence.	Advanced
Use text features such as format, diagrams, charts, glossaries, indexes, and the like, to locate and draw information from text.	Advanced
Identify significant structural (organizational) patterns in text, such as compare and contrast, sequential and chronological order, and cause and effect.	Advanced
Distinguish fact from opinion and inference and cause from effect in text.	Advanced

CELDT Blueprint for Grades Three–Five (continued)

Writing — Total Number of Items: 24	
Strategies and Applications	
ELD Standard	ELD Proficiency Level
Write the English alphabet legibly.	Beginning
Label key parts of common objects.	Beginning
Use models to write short narratives.	Beginning
Write short narrative stories that include elements of setting and character.	Early Intermediate
Follow a model to write a friendly letter.	Early Intermediate
Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.	Early Intermediate
Narrate with some detail a sequence of events.	Intermediate
Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.	Intermediate
Independently create cohesive paragraphs that develop a central idea with consistent use of standard English grammatical forms. (Some rules may not be followed).	Intermediate
Write a letter by independently using detailed sentences.	Intermediate
Write a detailed summary of a story.	Early Advanced
Arrange compositions according to simple organizational patterns.	Early Advanced
Independently write a persuasive letter with relevant evidence.	Early Advanced
Write a persuasive composition using standard grammatical forms.	Advanced
Write narratives that describe the setting, characters, objects, and events.	Advanced
Independently use all the steps of the writing process.	Advanced

CELDT Blueprint for Grades Three–Five (continued)

English Language Conventions	
ELD Standard	ELD Proficiency Level
Use a period at the end of a sentence and question mark at the end of a question.	Beginning
Use capitalization to begin sentences and for proper nouns.	Early Intermediate
Use a period at the end of a sentence and use some commas appropriately.	Early Intermediate
Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling) and make some corrections.	Early Intermediate
Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.	Intermediate
Use standard word order but may have inconsistent grammatical forms (e.g., subject/verb without inflections).	Intermediate
Produce independent writing with consistent use of correct capitalization, punctuation, and spelling.	Early Advanced
Use standard word order but may have some consistent grammatical forms, including inflections.	Early Advanced
Edit writing to check the basic mechanics of writing (e.g., punctuation, capitalization and spelling).	Early Advanced
Use complete sentences and correct word order.	Advanced
Use correct parts of speech, including correct subject/verb agreement.	Advanced
Edit writing for punctuation, capitalization, and spelling.	Advanced
Produce writing that demonstrates a command of the conventions of standard English.	Advanced

CELDT Blueprint for Grades Six–Eight

Listening — Total Number of Items: 20	
Strategies and Applications	
ELD Standard	ELD Proficiency Level
Demonstrate comprehension of oral presentations and instructions through non-verbal responses (e.g., gestures, pointing, drawing).	Beginning
Restate and execute multi-step oral directions.	Early Intermediate
Listen attentively to stories and information and identify important details and concepts by using both verbal and non-verbal responses.	Intermediate
Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject matter content.	Intermediate
Listen attentively to more complex stories and information on new topics across content areas and identify the main points and supporting details.	Early Advanced
Listen attentively to stories and information on topics; identify the main points and supporting details.	Advanced
Demonstrate an understanding of figurative language and idiomatic expressions by responding to such expressions and using them appropriately.	Advanced
Speaking — Total Number of Items: 20	
Strategies and Applications	
ELD Standard	ELD Proficiency Level
Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).	Beginning
Ask and answer questions by using simple sentences or phrases.	Beginning
Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as he or she).	Early Intermediate
Ask and answer questions by using phrases or simple sentences.	Early Intermediate
Orally communicate basic needs (e.g., “I need to borrow a pencil.”).	Early Intermediate

CELDT Blueprint for Grades Six–Eight (continued)

ELD Standard	ELD Proficiency Level
Respond to messages by asking simple questions or by briefly restating the message.	Intermediate
Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third person singular, male and female pronouns).	Intermediate
Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.	Intermediate
Retell stories in greater detail by including the characters, setting, and plot.	Early Advanced
Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may have random errors.	Early Advanced
Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information.	Early Advanced
Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter.	Early Advanced
Respond to messages by asking questions, challenging statements, or offering examples that affirm the message.	Early Advanced
Use simple figurative language and idiomatic expressions (e.g., “heavy as a ton of bricks,” “soaking wet”) to communicate ideas to a variety of audiences.	Early Advanced
Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter.	Advanced
Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.	Advanced

CELDT Blueprint for Grades Six–Eight (continued)

Reading — Total Number of Items: 35	
Word Analysis	
ELD Standard	ELD Proficiency Level
Recognize the most common English morphemes in phrases and simple sentences.	Beginning
Use common English morphemes in oral and silent reading.	Early Intermediate
Recognize obvious cognates (e.g., <i>education, educación; actually, actualmente</i>) in phrases, simple sentences, literature, and content area texts.	Early Intermediate
Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.	Intermediate
Identify cognates (e.g., <i>agonia, agony</i>) and false cognates (e.g., <i>- éxito, exit</i>) in literature and texts in content areas.	Intermediate
Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.	Early Advanced
Distinguish between cognates and false cognates in literature and texts in content areas.	Early Advanced
Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.	Advanced
Apply knowledge of cognates and false cognates to derive meaning from literature and texts in content areas.	Advanced

CELDT Blueprint for Grades Six–Eight (continued)

Fluency and Systematic Vocabulary Development	
ELD Standard	ELD Proficiency Level
Read simple paragraphs and passages independently.	Early Intermediate
Use a standard dictionary to determine meanings of unknown words.	Intermediate
Use knowledge of English morphemes, phonics, and syntax to decode text.	Intermediate
Recognize simple idioms, analogies, figures of speech (e.g., to take a fall), and metaphors in literature and texts in content areas.	Intermediate
Use decoding skills and knowledge of both academic and social vocabulary to read independently.	Intermediate
Recognize that some words have multiple meanings.	Intermediate
Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.	Early Advanced
Recognize that some words have multiple meanings and apply this knowledge to read literature and texts in content areas.	Early Advanced
Use a standard dictionary to determine the meaning of unknown words (e.g., idioms and words with multiple meanings).	Early Advanced
Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.	Early Advanced
Recognize idioms, analogies and metaphors used in literature and texts in content areas.	Early Advanced
Recognize that some words have multiple meanings and apply this knowledge consistently in reading literature and texts in content areas.	Advanced
Apply knowledge of academic and social vocabulary to achieve independent reading.	Advanced
Use common idioms and some analogies (e.g., “shine like a star,” “let the cat out of the bag”) and metaphors.	Advanced
Use a standard dictionary to determine meaning of unknown words.	Advanced

CELDT Blueprint for Grades Six–Eight (continued)

Reading Comprehension	
ELD Standard	ELD Proficiency Level
Recognize categories of common informational materials (e.g., newspapers, brochures).	Beginning
Point out text features, such as title, table of contents, and chapter headings.	Beginning
Identify and follow some multiple-step directions for using simple mechanical devices and filling out basic forms.	Early Intermediate
Identify and explain main ideas and critical details of informational materials, literary texts, and texts in content areas.	Early Advanced
Identify and explain the main ideas and critical details of informational materials, literary text, and text in content areas.	Advanced

CELDT Blueprint for Grades Six–Eight (continued)

Writing — Total Number of Items: 24	
Strategies and Applications	
ELD Standard	ELD Proficiency Level
Write a brief narrative using a few simple sentences that include the setting and some details.	Beginning
Use the writing process to write brief narratives and stories with a few standard grammatical forms.	Beginning
Write simple compositions, such as descriptions and comparison and contrast, have a main idea and some detail.	Beginning
Use common verbs, nouns, and high-frequency modifiers in writing simple sentences.	Early Intermediate
Write expository compositions, such as descriptions, comparison and contrast, and problem and solution, that include a main idea and some details in simple sentences.	Early Intermediate
Proceed through the writing process to write short paragraphs that contain supporting details about a given topic. There may be some inconsistent use of standard grammatical forms.	Early Intermediate
Narrate a sequence of events and communicate their significance to the audience.	Intermediate
Write brief expository compositions (e.g., description, compare and contrast, cause and effect, and problem and solution) that include a thesis and some points of support.	Intermediate
Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address a counterargument.	Early Advanced
Write persuasive expository compositions that include a clear thesis, describe organized points of support, and address counter-arguments.	Advanced

CELDT Blueprint for Grades Six–Eight (continued)

English Language Conventions	
ELD Standard	ELD Proficiency Level
Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling).	Early Intermediate
Use clauses, phrases, and mechanics of writing with consistent variations in grammatical forms.	Early Intermediate
Revise writing for appropriate word choice and organization with variation in grammatical forms and spelling.	Intermediate
Edit and correct basic grammatical structures and usage of the conventions of writing.	Intermediate
Create coherent paragraphs through effective transitions.	Early Advanced
Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling.	Early Advanced
Edit writing for grammatical structures and mechanics of writing.	Early Advanced
Revise writing for appropriate word choice and organization, consistent point of view, and transitions, using approximately standard grammatical forms and spelling.	Advanced
Create coherent paragraphs through effective transitions and parallel constructions.	Advanced
Edit writing for the mechanics to approximate standard grammatical forms.	Advanced

ATTACHMENT 14: PLAN FOR GIFTED AND TALENTED STUDENTS

Spark Charter intends to encourage the intellectual, creative and leadership abilities of all of its students at every level of academic achievement through a variety of strategies, including differentiation strategies such as flexible grouping, tiered lessons/activities and a high level of questioning strategies. However, the Charter School recognizes that some of its students may enter the school demonstrating exceptional abilities in one or more these areas:

1. **Intellectual Ability:** A pupil demonstrates extraordinary or potential for extraordinary intellectual development.
2. **Creative Ability:** A pupil characteristically:
 - a) Perceives unusual relationships among aspects of the pupil's environment and among ideas
 - b) Overcomes obstacles to thinking and doing
 - c) Produces unique solutions to problems
3. **Specific Academic Ability:** A pupil functions at highly advanced academic levels in particular subject areas.
4. **Leadership Ability:** A pupil displays the characteristic behaviors necessary for extraordinary leadership.
5. **High Achievement:** A pupil consistently produces advanced ideas and products and/or attains exceptionally high scores on achievement tests.
6. **Visual and Performing Arts Talent:** A pupil originates, performs, produces, or responds at extraordinarily high levels in the arts.
7. **Any other category,** which meets the standards, set forth in the California Department of Education regulations. (*CCR*, Title 5 Section 3822)

To ensure that needs of such students are recognized and addressed, Spark Charter will, among other things:

A. Identify Gifted and Talented Student

Spark will identify gifted and talented students through a variety of means, including, but not limited to, cognitive abilities tests, such as Riverside Publishing Company's Cognitive Abilities Test (CogAT) test, portfolios, qualitative assessments from teachers (data based on observations and classroom projects) references from specialists (for determining exceptional abilities for example, in sports arts, technology, etc.) and teachers' observations. Final determination will be done by the ILP team.

B. Implement Individual Learning Plans (ILP)

Spark Charter intends to prepare an individual learning plan (ILP) for all of its students, including gifted and talented students. ILPs establish learning goals and objectives for students with the input of that student's teacher, other appropriate staff, parent(s) or guardian(s) and, depending upon the age of the student, the student. ILPs help identify a student's strengths, challenges, interests and learning styles as well as resources, tools and opportunities that can help maximize that student's learning potential. The ILP is reviewed and updated on an annual basis. The plan and the process of creating and updating the plan, also assists the student to take increasing responsibility for their own learning.

Depending upon the needs of the student, Spark Charter may also offer employ one of the more of the following strategies to assist gifted students to develop their potential to achieve levels commensurate with their abilities. This shall not preclude their participation in other program options.

1. Acceleration

Acceleration is a curricular option that allows a student to progress through school at a faster than usual rate/or younger than typical age. It allows curriculum matching to the student's ability.

Several forms of acceleration may be considered for an individual student, including:

a) Content-based Acceleration

- i. *Subject acceleration*, where a student is promoted to a higher level or grade for one or more subjects in which they excel.
- ii. *Curriculum compacting*, a differentiation strategy that allows students who have already mastered parts of the curriculum to move on, work on alternate activities, and learn new things.
- iii. *Dual enrollment*, where a student is allowed to enroll in higher level coursework when proficiency at grade level has been mastered. Dual enrollment may be available through a local public high school, community college, off-site independent study, or online courses approved by the curriculum specialist.

b) Grade-based Acceleration

- i. *Whole-grade acceleration/grade skipping*, where a student is promoted to a higher level for all subjects.
- ii. *Grade Telescoping*, where a student is accelerated through more than one year's curriculum within one year in all academic areas.
- iii. *Radical acceleration*, where highly or profoundly gifted students skip several grades, or experience several forms of acceleration during their school years.

c) **Specialized programs**

Support for Visual and Performing Arts, Technology, Sports, and other talents that align with resources of schools, staff, parents, and community. (The talents of Spark parents and other community resources supplement the core and differentiated curriculum, as well as additional program commensurate to the needs of the student.)

2. Ability-Based Clustering in Skills Sessions

Spark Charter intends to group all students in subgroups for a portion of the day to facilitate ability-based academic skills grade level work. All of the students, including gifted and talented, will be grouped with the same or similar skill level students for reading, writing, math, and technology during this period of the day so as to appropriately address the development of skills as stipulated in the ILPs. Decisions on clustering will take into consideration the strengths and learning challenges of each student.

3. Content and Curriculum Modification

Gifted students will be provided appropriate curriculum in subjects of strength during the afternoon skills portion of the school day. Such curriculum includes advanced curriculum and multidisciplinary learning.

4. Enrichment Pull-out Program

The Curriculum Specialist may develop an appropriate enrichment pull-out program in collaboration with classroom teachers as a supplementary program and extension of the differentiated curriculum in the regular classroom. In Middle School, the enrichment pull-out group will be available as special Selective classes.

5. Other Programs: Independent Study/Project, Mentoring, National Creativity Programs, and Talent

Exhibition/Competition

The student may initiate an independent study or project in subject(s) of strength. The classroom teacher, with the help of the Curriculum Specialist, may set up mentorship if needed.

6. Advisory

The Curriculum Specialist will provide information and advise students and parents on talent searches, scholarship, and academic competitions, as well as advanced courses that are available through academic after school and summer programs for gifted students.

7. Training and Staff Development

The Spark Charter School will seek opportunities for staff development, which may include workshops, seminars, webinars, mentoring, and conferences regarding gifted students.

ATTACHMENT 15: SAMPLE WRITING RUBRIC

<p>Ideas: The main message of the piece, the theme, with supporting details that enrich and develop that theme.</p>	<p>Organization: The internal structure, thread of central meaning, logical and sometimes intriguing pattern or sequence of the ideas.</p>	<p>Voice: The unique perspective of the writer evident in the piece through the use of compelling ideas, engaging language, and revealing details.</p>
<p><i>This paper is clear and focused. It holds the reader's attention. Relevant anecdotes and details enrich the central theme.</i></p> <p>A. The topic is narrow and manageable B. Relevant, telling, quality details go beyond the obvious C. Ideas are crystal clear and supported with details D. Writing from knowledge or experience; ideas are fresh and original E. Reader's questions are anticipated and answered. F. Insightful topic</p>	<p><i>The organizational structure of this paper enhances and showcases the central idea or theme of the paper; includes a catchy introduction and a satisfying conclusion.</i></p> <p>A. An inviting introduction draws the reader in; a satisfying conclusion leaves the reader with a sense of closure and resolution. B. Thoughtful transitions connect ideas. C. Sequencing is logical and effective. D. Pacing is well controlled. E. The title, if desired, is original. F. Organizational structure is appropriate for purpose and audience; paragraphing is effective.</p>	<p><i>The writer of this paper speaks directly to the reader in a manner that is individual, compelling, engaging, and shows respect for the audience.</i></p> <p>A. Uses topic, details, and language to strongly connect with the audience. B. Purpose is reflected by content and arrangement of ideas. C. The writer takes a risk with revealing details. D. Expository or persuasive reflects understanding and commitment to topic. E. Narrative writing is honest, personal, and engaging.</p>
<p><i>The writer is beginning to define the topic, even though development is still basic or general.</i></p> <p>A. The topic is broad B. Support is attempted C. Ideas are reasonably clear D. Writer has difficulty going from general observations about topic to specifics E. The reader is left with questions F. The writer generally stays on topic</p>	<p><i>The organizational structure is strong enough to move the reader through the text without too much confusion.</i></p> <p>A. The paper has a recognizable introduction and conclusion. B. Transitions sometimes work. C. Sequencing shows some logic, yet structure takes attention away from the content. D. Pacing is fairly well controlled. E. A title, if desired, is present. F. Organizational structure sometimes supports the main point or story line, with an attempt at paragraphing.</p>	<p><i>The writer seems sincere, but not fully engaged or involved. The result is pleasant or even personable, but not compelling.</i></p> <p>A. Attempt to connect with audience is earnest but impersonal. B. Attempts to include content and arrangement of ideas to reflect purpose. C. Occasionally reveals personal details, but avoids risk. D. Expository or persuasive writing lacks consistent engagement with the topic. E. Narrative writing reflects limited individual perspective.</p>
<p><i>The paper has no clear sense of purpose or central theme. The reader must make inferences based on sketchy or missing details.</i></p> <p>A. The writer is still in search of a</p>	<p><i>The writing lacks a clear sense of direction.</i></p> <p>A. No real lead or conclusion present. B. Connections between ideas, if</p>	<p><i>The writer seems uninvolved with the topic and the audience.</i></p> <p>A. Fails to connect with the audience. B. Purpose is unclear. C. Writing is risk free, with no sense of</p>

<p>topic</p> <p>B. Information is limited or unclear or the length is not adequate for development</p> <p>C. The idea is a simple restatement or a simple answer to the question</p> <p>D. The writer has not begun to define the topic</p> <p>E. Everything seems as important as everything else</p> <p>F. The topic may be repetitious, disconnected, and contains too many random thoughts</p>	<p>present, are confusing.</p> <p>C. Sequencing needs work.</p> <p>D. Pacing feels awkward.</p> <p>E. No title is present (if requested).</p> <p>F. Problems with organizational structure make it hard for the reader to get a grip on the main point or story line. Little or no evidence of paragraphing present.</p>	<p>the writer.</p> <p>D. Expository or persuasive writing is mechanical, showing no engagement with the topic.</p> <p>E. Narrative writing lacks development of a point of view.</p>
<p>Key Question: <i>Did the writer stay focused and share original and fresh information or perspective about the topic?</i></p>	<p>Key Question: <i>Does the organizational structure enhance the ideas and make it easier to understand?</i></p>	<p>Key Question: <i>Would you keep reading this piece if it were longer?</i></p>

ATTACHMENT 16: UNIT ASSESSMENT

Thematic Unit Assessment Template

What evidence will show that students understand?

Performance Tasks:

What other evidence needs to be collected?

(e.g., tests, quizzes, prompts, work samples, observations)

Student Self-Assessment and Reflection:

Performance Task Blueprint

What understandings or goals will be assessed through this task?

What criteria are implied in the standards and understandings? What qualities must student work demonstrate to signify that standards were met?

Through what authentic performance task will students demonstrate understanding?

What student products and performances will provide evidence of desired understandings?

By what criteria will student products and performances be evaluated?

Adapted from: Wiggins, G. and McTighe, J. (2005) *Understanding by Design*, Association for Supervision and Curriculum Development.

Assessment Sample 2nd Grade

What evidence will show that students understand?

Performance Tasks:

- Natural Resource Poster: Students create a poster to teach each other about how one natural resource is used in their daily life.
- Natural Resource Magazine: Students participate in a shared writing project to create an informational magazine about natural resources and conservation.

What other evidence needs to be collected?

(e.g., tests, quizzes, prompts, work samples, observations)

- Prompt: Describe two ways in which humans use water in their daily life.
- Skill Check: Interpret a bar graph by answering three questions.
- Quiz: Answer questions about an informational text using text features and structures.

Student Self-Assessment and Reflection:

- Self-assess poster.
- Self-assess article from magazine.
- Reflect on how you could conserve natural resources in daily life.

What understandings or goals will be assessed through this task?

- Earth is made of materials that have distinct properties and provide resources for human activities.
- Draw a picture graph and a bar graph to represent a data set with up to four categories.
- Participate in shared research and writing projects.

What criteria are implied in the standards and understandings? What qualities must student work demonstrate to signify that standards were met?

- Demonstrate how humans use natural materials.
- Answer questions about and create bar graphs.
- Identify and use text features.

Through what authentic performance task will students demonstrate understanding?

- You have been asked to create a poster to explain how you use one natural resource in your daily life at school and/or at home. You will need to research your resource and collect information on how it is used. Your poster should include drawings, writing, and at least one graph that explains how often or who uses that resource. Together as a class we will create a magazine show what we

have learned. You will be assigned parts of the magazine that we will all put together.

What student products and performances will provide evidence of desired understandings?

- Informational poster
- Assigned magazine articles/features

By what criteria will student products and performances be evaluated?

- Poster is accurate.
- Magazine articles/features are accurate and reflect individual assignments.
- Picture and bar graphs have correct form.
- Text features in magazine are accurate.
- Appropriate use of spelling and conventions in writing.

ATTACHMENT 17: SELF-SCIENCE SCOPE AND SEQUENCE

Competency	Year 1	Year 2	Year 3
Enhance Emotional Literacy	Develop basic feeling vocabulary Identify causes of basic feelings	Expand feeling vocabulary Learn “logic” of feelings; causes & effects	Develop depth of meaning of feelings and blends Understand sources of conflicting feelings
Recognize Patterns	observant of thoughts, feeling, actions Begin to consider patterns	Sharpen observation skills to become more accurate and realistic Learn to identify patterns immediately following reaction	Increase clarity of recognizing patterns in the moment and over longer time periods Learn about group patterns
Apply Consequential Thinking	Learn about costs and benefits Begin to assess immediate consequences	Increase skill in assessing results of choices Become aware of effects of emotions	Increase ability to evaluate choices and results Predict consequences of feelings
Navigate Emotions	Become more aware of sensing emotions Recognize that it is possible to change feelings	Increase ability to shift or change feelings Develop multiple strategies for changing feelings	Learn to generate emotions to motivate effective action Increase awareness of 2-way influence of feelings and thoughts
Exercise Optimism	Increase awareness of multiple choices/options Learn to realistically appraise risk	Learn PPP-TIE framework for optimistic response Increase capacity to reframe pessimistic explanations	Become more able to generate positive emotion Learn that adversity is an opportunity for growth
Increase Empathy	Become more curious about others Recognize shared concerns and experiences	Become more accurate in identifying emotional cues Increase respect for others	Practice and internalize empathic response See effect of empathy in relationships
Pursue Noble Goals	Recognize that people live in communities Increase perception of self-efficacy	Expand sphere of concern Become aware of interdependence	Develop principles and ethical thinking Increase commitment to take action based on principles

ATTACHMENT 18: PROPOSED BYLAWS

BYLAWS
of
SPARK Charter School
(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. **NAME.** The name of this corporation is SPARK Charter School.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. **PRINCIPAL OFFICE OF THE CORPORATION.** The principal office for the transaction of the activities and affairs of this corporation is Sunnyvale, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. **OTHER OFFICES OF THE CORPORATION.** The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. **GENERAL AND SPECIFIC PURPOSES.** The purpose of this corporation is to manage, operate, guide, direct and promote SPARK Charter School (“Charter School”), a California public charter school. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

**ARTICLE V
DEDICATION OF ASSETS**

Section 1. DEDICATION OF ASSETS. This corporation’s assets are irrevocably dedicated to public benefit purposes as set forth in the Charter School’s Charter. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

**ARTICLE VI
CORPORATIONS WITHOUT MEMBERS**

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation’s Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

**ARTICLE VII
BOARD OF DIRECTORS**

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (“Board”).

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.
- c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than five (5) and no more than nine (9), unless changed by amendments to these bylaws. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). If the charter authorizer appoints a representative to serve on the Board of Directors, the Corporation may appoint an additional director to ensure an odd number of Board members. All directors, except for the Authorizer Representative, shall be designated by the existing Board of Directors.

In selecting Board members, Directors shall look for parent and community representatives with expertise in areas such as school administration or operations, teaching, business, accounting, law, nonprofit organizations, and fundraising.

The initial Board of Directors shall be as follows:

NAME

- Jane Lii
- Laura Stuchinsky
- Christine Hernandez
- Gigi Carunungan
- Alexandra Zdravkovic

Section 4. DIRECTORS' TERM. Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor director has been designated and qualified. Directors' terms of service shall be staggered to ensure continuity in governance. The

staggering of Directors' terms shall be set by Board action. Terms for the initial Board of Directors shall be staggered as determined by the Board of Directors with five (3) seats serving a three (3) year term, two (2) seats serving a four (4) year term.

Section 5. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 6. NOMINATIONS BY COMMITTEE. The President of the Board of Directors will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) the increase of the authorized number of directors.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 11. REMOVAL OF DIRECTORS. Any director, except for the Authorizer Representative, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). The Authorizer Representative may be removed by the Board of Directors with the written consent of the designator of that representative. Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may also designate that a meeting be held at any place within the granting agency's boundaries designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 16. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the President of the Board of Directors, or the Vice President in the absence of the President. In the absence of the President and

Vice President, any other presiding officer of the Board may call a special meeting. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the manner: Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.

Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

Section 20. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;⁴

- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 23. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Fix compensation of the directors for serving on the Board of Directors or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- h. Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest.

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a Vice-President, a Treasurer, and a Secretary. The corporation, at the Board's direction, may also have a Chairman of the Board, one or more Vice-Presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these bylaws.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint and authorize the Chairman of the Board, the President, or another officer to

appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. PRESIDENT. The President shall preside at all Board of Directors' meetings. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 9. VICE-PRESIDENTS. If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the Board, or, if not ranked, a Vice-President designated by the Board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 10. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special

or emergency, how authorized; the notice given; and the names of the directors present at Board of Directors and committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 12. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Treasurer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Treasurer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Treasurer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Treasurer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX CONTRACTS WITH DIRECTORS

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest unless all of the following apply:

- a. The director with a material financial interest in the proposed contract or transaction fully discloses his/her financial interest in such contract or transaction in good faith and said disclosure is noted in the Board of Directors meeting minutes.
- b. The director with a material financial interest in the proposed contract or transaction recuses himself/herself from any participation whatsoever in

- the proposed contract or transaction (i.e., the interested director who recuses himself/herself shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken).
- c. Such contract or transaction is authorized in good faith by a majority of the Board of Directors by a vote sufficient for that purpose.
 - d. Before authorizing or approving the transaction, the Board of Directors considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances.
 - e. The corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more directors or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the SPARK Charter School Conflict of Interest Policy have been fulfilled.

ARTICLE XI LOANS TO DIRECTORS AND OFFICERS

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XII INDEMNIFICATION

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any “proceeding,” as that term is used in that section, and including an action by or in the right of the corporation by

reason of the fact that the person is or was a person described in that section. “Expenses,” as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII INSURANCE

Section 1. **INSURANCE.** This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director’s, officer’s, employee’s, or agent’s status as such.

ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** This corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

ARTICLE XV INSPECTION RIGHTS

Section 1. **DIRECTORS’ RIGHT TO INSPECT.** Every director shall have the right at any reasonable time to inspect the corporation’s books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director’s agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director’s interest as a director. Any such inspection and copying may be made in person

or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

ARTICLE XVI REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

- a. Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
 - (1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
 - (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall

include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

**ARTICLE XVII
BYLAW AMENDMENTS**

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter that created SPARK Charter School or make any provisions of these Bylaws inconsistent with that Charter, the corporation's Articles of Incorporation, or any laws.

**ARTICLE XVIII
FISCAL YEAR**

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of SPARK Charter School, Inc, a California nonprofit public benefit corporation; that these bylaws, consisting of 15 pages, are the bylaws of this corporation as adopted by the Board of Directors on August 9, 2013; and that these bylaws have not been amended or modified since that date.

Executed on August 9, 2013 at Sunnyvale, California.

(Signature is on original.)
Laura Stuchinsky, Secretary

ATTACHMENT 19: ARTICLES OF INCORPORATION

3582133

ARTICLES OF INCORPORATION
OF
SPARK Charter School

FILED *JA*
Secretary of State
State of California
JUN 19 2013
JA

I.

The name of the Corporation shall be SPARK Charter School.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more public charter schools.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under Section 170(e)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The name and address in the State of California of this Corporation's initial agent for service of process is:

Paul C. Minney
Young, Minney & Carr, LLP
701 University Avenue, Suite 150
Sacramento, CA 95825

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

ATTACHMENT 20: CONFLICT OF INTEREST CODE

SPARK CHARTER SCHOOL CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, *et seq.*, SPARK Charter School hereby adopts this Conflict of Interest Code (“Code”), which shall apply to all governing board members, candidates for member of the governing board, and all other designated employees of SPARK Charter School (“Charter School”), as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members and candidates for election and/or appointment to the governing board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be “designated employees.” The designated positions are listed in “Exhibit A” attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members and candidates for election and/or appointment to the governing board, shall file a Statement of Economic Interest (“Statement”) at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee’s position is assigned in “Exhibit A.”

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in “Exhibit B.”

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School’s filing officer shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School Principal, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Charter School bylaws.

EXHIBIT A
DESIGNATED POSITIONS

- I. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in “Exhibit B” (i.e., categories 1, 2, and 3).
 - A. Members of the Governing Board and their alternates (if applicable)
 - B. Candidates for Member of the Governing Board
 - C. Corporate Officers (e.g., President, Treasurer, Secretary, etc.)
 - D. Executive Director
 - E. Business Manager
 - F. Consultants³

- II. Persons occupying the following positions are designated employees and must disclose financial interests defined in Categories 2 and 3 of “Exhibit B.”
 1. Contractor

EXHIBIT B
DISCLOSURE CATEGORIES

Category 1 Reporting:

- A. Interest in real property which is located in whole or in part either (1) within the boundaries of the District, or (2) within two miles of the boundaries of the District, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property.
(Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a 10% interest or greater.)
- B. Investments in or income from persons or business entities which are contractors or subcontractors which are or have been within the previous two-year period engaged in the performance of building construction or design within the District.
- C. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the jurisdiction.
(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)
(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)
(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

Category 2 Reporting:

Investments in or income from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is Manager or Executive Director. Investments include interests described in Category 1.

Category 3 Reporting:

Investments in or income from business entities which are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is Manager or Executive Director. Investments include the interests described in Category 1.

ATTACHMENT 21: BOARD MEMBER DEVELOPMENT PLAN

Recruiting Board members who can and will govern the school is vital. The initial selection of individuals to the Board of Directors will begin with a strong set of qualifications. Members need to have understanding, skills, experience, and a willingness to contribute.

Five general qualifications that are necessary are:

- Commitment to and ownership of the school's mission
- Propensity to think in terms of systems and context
- Ability and eagerness to deal with values, vision, and the long term
- Ability to participate assertively and positively in deliberation
- Willingness to delegate and to allow others to make decisions

Quality governance and experience is vital. Board members will need to bring experience in a variety of applications such as, but not limited to, strategic planning, financial oversight, fundraising, community outreach, endowment building, business management, education, human resources, audits, and administration.

Initial and ongoing training will be available. Initial training will include activity and program participation such as, but not limited to:

- Review and discussion of governance, policies, and Board bylaws.
- Prospective members will need to understand the board's governance model, bylaws, policies, current conditions, and spending issues.
- Training through a nonprofit services company such as Compass Point (A Bay Area company specializing in leadership services and executive transition and training.)
- Training on the Brown Act

Supplementing and building skills will include activity and program participation such as, but not limited to:

- Yearly participation in a class or executive training for nonprofit Board members
- Attending training held by the California Charter School Association
- Continuous reading and review on subjects of Board governance, public charter schools, and other relevant subjects
- Look for networking opportunities in the nonprofit and charter school areas

ATTACHMENT 22: SPARK CHARTER SCHOOL PARENT AGREEMENT- SAMPLE

As the parent(s)/guardian(s) of (Please list all students applying to Spark Charter):

I/we desire to have our student(s) enrolled in Spark Charter School ("Spark"). We recognize and agree that parent participation is an integral component of Spark's philosophy, and is essential to the successful functioning of Spark's educational program. In signing this Agreement, we agree to support the Spark Charter School educational philosophy and program in the following ways:

____1. To ensure that the developmentally-based small group learning environment of the Spark Charter School can be effectively implemented, we agree that we will participate in a regularly scheduled shift of two (2) hours per week per child (with a maximum of 6 hours per family).

____2. To ensure that Spark may provide an enriched educational experience to our child and all Spark students, we will serve on one school-wide committee in addition to our regularly scheduled classroom shift.

____3. To ensure that Spark may deliver a hands-on learning environment which will include a minimum of five (5) field trips per classroom per year, we will drive or chaperone on at least two (2) field trips per year for each of our enrolled children.

____4. To ensure that we will be effective partners as classroom aides and on yard duty, we will attend the social-emotional intelligence training, "Positive Connections," at Spark. This is a one-time only training.

____5. To ensure that we will be effective partners in our child's education at Spark, we will attend the classroom volunteer training sessions.

____6. To ensure that we will be effective partners in our child's education at Spark, we will participate in all community-wide and classroom parent meetings.

____7. To help ensure that our child's school has an environment conducive to learning, we will participate in at least one Campus Work Day per year.

____8. To help maintain a safe and healthy school environment, we will submit TB test verification prior to participating on campus.

____9. To ensure a safe school environment for the children attending Spark, we agree that prior to participation, each volunteer will submit to be fingerprinted and have a background check made by an agency authorized by the Spark Board. Results of such background checks will, at

the discretion of the Executive Director, be a basis for determining the scope and terms of participation.

____10. In order to respect the privacy of the students, parents, and staff, we agree to abide by the confidentiality policies of Spark Charter.

The Executive Director of Spark Charter has the responsibility for the administration of this Agreement, including how and when we participate in the classroom or in other forms of participation.

In the event of inappropriate conduct by any of us on campus or during a school-sponsored activity, the Executive Director has discretion to make an alternative plan for any volunteer's participation.

I/We understand that we may designate any adult to volunteer on behalf of our family, provided they submit to the fingerprinting, background check, and TB test requirements for all on-campus volunteers.

I/We understand that this Agreement applies to all individuals volunteering on behalf of this/these student(s), and I/we will communicate its content and expectations to all such volunteers.

I/We also understand that this Agreement will be renewed annually to encourage family participation and to ensure the safety of Spark's students

In the event that any of the above expectations create a hardship on a family, the Spark Board encourages that family to seek assistance from the Executive Director and/or a Spark Board member in finding alternative ways to meaningfully contribute to the Spark community. Spark Charter does not require parent or family participation, but encourages parental participation. A parent's and/or family's inability, unwillingness, and/or failure to participate in Spark or its educational program shall not serve as a basis for admission, denial of admission, continued enrollment, or any form of discipline.

I/We the parent(s)/guardian(s) of

understand the Spark Charter Parent Agreement

Signature of parent(s)/guardian(s)

Date

Signature of parent(s)/guardian(s)

Date

ATTACHMENT 23: LEADERSHIP TEAM

As part of Spark’s governance structure, teachers will be expected to take a leadership role in ongoing school development. Some key elements of teacher leadership include:

- Designing and leading selected staff workshops,
- Developing academic program and curriculum to meet evolving understanding of target student needs,
- Analyzing and reviewing of pertinent student achievement data,
- Directing parent-led activities and collaborating with parents when appropriate,
- Engaging in community outreach, including family communication and school events and academic exhibitions,
- Participating on key school committees,

The role of the Leadership Team is to:

- Represent Staff interests
- Serve as an advisory body
- Give input to the school budget
- Help with employee relations – salary, benefits

To be eligible for the Leadership Team you must:

- Be nominated, or add your name to the ballot
- Be a representative from your grade level or the classified staff
- Be in good standing

Terms of Service for the Leadership Team shall be:

- Position begins in June and will remain until June of the following calendar year
- Expected to work over the summer
- Attend monthly meetings
- Help create the agenda
- Facilitator will rotate
- Represent staff at board meetings on a rotating basis
- Represent staff at PSC on a rotating basis
- Must check in with grade level monthly

Accountability as a Team Member requires:

- Attendance at Leadership Team meetings
- Facilitator of Leadership Team meetings
- Board meeting representation
- Advocacy for grade level and school

ATTACHMENT 24: EMPLOYEE DEVELOPMENT PLAN

Plan for the Development of Faculty and Staff

We believe that schools are only as strong and effective as their teaching faculty. One of our core goals at Spark Charter School is to establish a culture of continuous learning not only for our students and parents, but for our staff as well. Teachers will collaborate to create curriculum and assessments and will be guided by professional development plans created jointly with Curriculum Consultant and Executive Director. In order to achieve this goal, teachers must be granted autonomy, while being supported and coached by administrators whose primary focus is student achievement. A leadership team, which includes grade level representatives, will meet monthly with the Executive Director to plan grade level and staff meetings and address issues involving many aspects of school planning.

Shared decision-making and consensus building are valued and inherent parts of our culture.

Spark Charter School will implement a ten-day Spark August Institute before each school year begins. During the Spark August Institute teachers will work together to refine curriculum, create assessments, and define focus areas for the school year based upon the past year's student achievement data and parent survey results.

In addition, teachers will have opportunities to attend workshops and conferences that are aligned with the school's goals and their professional development growth goals.

The school schedule and budget will support teacher learning by providing:

- A budget for each teacher to use on their own professional development during the school year;
- Weekly grade level and cross grade level meetings where staff will collaborate on curriculum, assessments, and teaching methods;
- Monthly staff meetings designed to discuss the latest research-based educational strategies and maintain a professional learning community among all Spark staff; and
- A professional resource library and membership in a variety of professional organizations.

How Does Professional Development Enhance our Mission?

Meeting the Needs of the Whole Child

Each teacher will be provided the time and resources to adapt and develop their instruction to meet the needs of their diverse student population.

Teachers as Learners

We expect our teachers to continue to be learners. Each teacher will:

- Attend professional grade level meetings to discuss curriculum and assessment;

- Attend monthly staff meetings to collaborate on teaching practice, student behavior expectations, and other site-related issues; and
- Attend professional development days and Spark August Institute.

Program Highlights

Professional Development Plan

The Executive Director and each teacher or staff member will meet each fall to develop mutually agreed upon goals which will be reviewed during the course of the year and used as part of their year-end evaluation. All staff will be responsible for attending professional growth opportunities throughout the year and ensuring that they continue to develop their skills and range of knowledge about teaching and child development.

Teacher Observations

The Executive Director, using both formal and informal observations, will observe all faculty on an ongoing basis. Informal observations can occur during any instructional time and will include a post-observation conference.

Formal observations will include a pre-observation conference as well as a post-observation conference. The pre-observation conference may be conducted in person or through written communication. Post-observation conferences will be in person and will occur within three (3) school days after the observation. During the school year, each teacher will have at least two (2) formal observations. Probationary teachers will receive four (4) formal observations per year. Results of formal and informal observations, consisting of the teacher's and the Director's observations and recommendations, will be put in writing and included in the teacher's personnel file.

ATTACHMENT 25: SAMPLE TEACHER EVALUATION

Name: Year: Assignment:

ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

Teachers build on students' prior knowledge, life experience, and interests to achieve learning goals for all students. Teachers use a variety of instructional strategies and resources that respond to students' diverse needs. Teachers facilitate challenging learning experiences for all students in environments that promote autonomy, interaction and choice. Teachers actively engage all students in problem solving and critical thinking within and across subject matter areas. Concepts and skills are taught in ways that encourage students to apply them in real-life contexts that make subject matter meaningful. Teachers assist all students to become self-directed learners who are able to demonstrate, articulate, and evaluate what they learn.

Meets the Standard: Needs Improvement:

CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENTS

Teachers create physical environments that engage all students in purposeful learning activities and encourage constructive interactions among students. Teachers maintain safe learning environments in which all students are treated fairly and respectfully as they assume responsibility for themselves and one another. Teachers encourage all students to participate in making decisions and in working independently and collaboratively. Expectations for student behavior are established early, clearly understood, and consistently maintained. Teachers make effective use of instructional time as they implement class procedures and routines.

Meets the Standard: Needs Improvement:

UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

Teachers exhibit strong working knowledge of subject matter and student development. Teachers organize curriculum to facilitate students' understanding of the central themes, concepts, and skills in the subject area. Teachers interrelate ideas and information within and across curricular areas to extend students' understanding. Teachers use their knowledge of student development, subject matter, instructional resources and teaching strategies to make subject matter accessible to all students.

Meets the Standard: Needs Improvement

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

Teachers plan instruction that draws on and values students' backgrounds, prior knowledge, and interests. Teachers establish challenging learning goals for all students

based on student experience, language, development, and home and school expectations. Teachers sequence curriculum and design long-term and short-range plans that incorporate subject matter knowledge, reflect grade-level curriculum expectations, and include a repertoire of instructional strategies. Teachers use instructional activities that promote learning goals and connect with student experiences and interests. Teachers modify and adjust instructional plans according to student engagement and achievement.

Meets the Standard: Needs Improvement:

ASSESSING STUDENT LEARNING

Teachers establish and clearly communicate learning goals for all students. Teachers collect information about student performance from a variety of sources. Teachers involve all students in assessing their own learning. Teachers use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote academic achievement and personal growth for all students. Teachers exchange information about student learning with students, families, and support personnel in ways that improve understanding and encourage further academic progress.

Meets the Standard: Needs Improvement:

DEVELOPING AS A PROFESSIONAL EDUCATOR

Teachers reflect on their teaching practice and actively engage in planning their professional development. Teachers establish professional learning goals, pursue opportunities to develop professional knowledge and skill, and participate in the extended professional community. Teachers learn about and work with local communities to improve their professional practice. Teachers communicate effectively with families and involve them in student learning and the school community. Teachers contribute to school activities, promote school goals and improve professional practice by working collegially with all school staff. Teachers balance professional responsibilities and maintain motivation and commitment to all students.

Meets the Standard: Needs Improvement:

OVERALL EVALUTATION

Meets the standard: Needs Improvement:

Comments:

Goals for Next Year:

Signatures: _____ Date:
_____ Date:

ATTACHMENT 26: SPARK CHARTER SCHOOL MARKETING AND COMMUNITY OUTREACH PLAN

“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)

Objective

Spark Charter School is committed to establishing and maintaining a racially and economically diverse student population reflective of the population residing in the Sunnyvale School District. Such diversity will afford our students a richer educational experience while promoting our core values of respect and community. A broad spectrum of backgrounds, cultures, and perspectives is essential to creating a school where creative thinking is valued and nurtured.

Spark will institute a recruitment program designed to educate and inform potential students and their families about its instructional program and to ensure that all Sunnyvale residents are given an equal opportunity to enroll their children at the school.

Upon authorization, Spark Charter School will implement an aggressive recruitment campaign to ensure we are fully enrolled prior to our proposed opening. We have budgeted for on-going outreach once the school is operational ..

Marketing Plan

Goals

The Marketing Plan shall be designed to meet the following goals:

- Increase awareness throughout the surrounding school areas that Spark is a strong educational choice for families
- Market to diverse ethnic groups in surrounding areas
- Recognize why parents choose a school and market to those characteristics
- Be strategically proactive
- Continually look for marketing opportunities with media and strategic partners, as well as other organizations to increase exposure
- Advertise to build awareness and recruit those who may be interested in the program
- Seek, build, and maintain strategic partnerships
- Build a positive image
- Be consistent with branding, image, and messaging

Values

The Marketing Plan should adhere to the following values:

- Recognize and truly believe that our students and their parents are our *customers*; Customer service is at the core of how we run our school, and how the community perceives Spark Charter
- Welcome all families
- Motivate employees to be dedicated champions for our students; employees must live the concepts of excellence of service
- Take our school message “on the road” – reach out to everyone in the community
- Parents and “word of mouth” communication is important
- Professional and polite office staff
- Take stock of changes in Education Markets

Objectives

The main objective for Spark Charter marketing is to build and maintain a positive image for the school and its program. This will facilitate a general interest for families to seek information about Spark Charter, and in turn offer an education choice from which a family may choose.

- Increase number of inquiries concerning program
- Increase number of people attending Tours and Information Nights
- Fill all class levels and openings available
- Build waitlists
- Grow school and opportunities for the students and families

Strategies

- Maintain a professional marketing website
- Optimize search engine, directories, educational websites, etc. to enhance Spark’s exposure
- Create marketing materials such as flyers, postcards, newsletters, etc as needed to identified target markets
- Sponsor, produce, attend, or participate in community functions, fairs, and events
- Maintain contact with press, radio, and television for opportunities to optimize and/or leverage marketing opportunities
- Arrange open houses, tours, and exposure into school community
- Public Relations – press releases, promote press/article opportunities with local media
- Build business, government, and educational partnerships
- Promote “word of mouth” community recommendations

Community Outreach

Spark Charter School is committed to taking measures in order to attain a racial and ethnic balance of its students that is reflective of the general population residing within the Sunnyvale School District and Santa Clara County. Spark Charter seeks to serve all families in Sunnyvale who wish to attend. The local public school demographics include a strong Latino population, as well as a significant socio-economically disadvantaged population. Spark Charter hopes and anticipates that our student population will reflect similar racial and socioeconomic statistics. Below is a list of many, but not necessarily

all, outreach methods the Charter School plans to employ, the venues the Charter School intends to contact, and the approximate frequency at which these tasks would be done. Modifications may be made to increase the effectiveness of Spark’s outreach efforts.

Month	Event	Locations	Advertisement Methods
November	Blogging on website and Spanish & English Facebook pages Hold open house in English & Spanish	Website; Facebook At school site	Website; Facebook, Leave flyers at Sunnyvale preschools, churches, and ethnic markets. Begin word-of-mouth campaign through existing families.
December	Blogging on website and Spanish & English Facebook pages Hold open house in English & Spanish	Website; Facebook At school site	Website; Facebook, Leave flyers at Sunnyvale preschools, churches, ethnic markets. Begin word-of-mouth campaign through existing families
Early January	Outreach for Information Meeting #1 in late January	Internet; Preschools; churches; ethnic markets; Sunnyvale Public Library; Sunnyvale Farmers’ Market	Yahoo Group, Facebook Pages (Spanish & English-- targeted paid advertising on FB if needed), Spark email contact list, Spark website; Leave flyers at Sunnyvale preschools. Leaflet at churches, ethnic markets, library, Farmers’ Market
Early February	Outreach for Information Meeting #2 in late February	Internet; Preschools; churches; ethnic markets; Sunnyvale Public Library; Sunnyvale	Yahoo Group, Facebook Pages (Spanish & English-- targeted paid advertising on FB if needed), Spark email contact list, Spark website; Leave flyers at

		Farmers' Market	Sunnyvale preschools. Leaflet at churches, ethnic markets, library, Farmers' Market
Early March	Information Meeting #3 in late March	Internet; Preschools; churches; ethnic markets; Sunnyvale Public Library; Sunnyvale Farmers' Market	Yahoo Group, Facebook Pages (Spanish & English-- targeted paid advertising on FB if needed), Spark email contact list, Spark website; Leave flyers at Sunnyvale preschools. Leaflet at churches, ethnic markets, library, Farmers' Market

Recruitment

The recruitment program will include, but will not necessarily be limited to:

- The development of promotional materials, such as brochures, flyers, advertisements and media press kits in English as well as Spanish
- Visits to preschools, community centers, religious organizations, Chambers of Commerce and community organizations throughout Sunnyvale to publicize the school
- Information booths and information distribution at community events, community centers, local businesses, libraries, social service agencies, faith-based organizations, farmer's markets, grocery stores, and shopping centers to promote the school and to meet prospective students and their families
- Distribution of promotional material to local businesses, libraries, and Sunnyvale Family
- Resource Centers
- Cultivation of a media presence by inviting local television and print media to visit the school and learn about the instructional program
- Open house and school tour visits (once appropriate) on a regular, on-going basis to offer opportunities for prospective students and their families to learn more about the curriculum.

Targeted Communities

Our plan includes ongoing community outreach in English and Spanish that will provide an educational alternative for any interested families in Sunnyvale. We are committed to serving any child who wishes to attend Spark, and our recruitment efforts will include Latino, English Learner, and socio-economically disadvantaged populations.

Outreach Languages

In addition to providing promotional materials in both English and Spanish, Spark Charter will facilitate presentations and individual interactions with families in other languages as appropriate.

Documentation

Spark Charter School will keep on file documentation of the efforts made to achieve racial and ethnic balance and the results achieved, as well as an accurate accounting of the ethnic and racial balance of students enrolled in the school. School leadership will evaluate this data annually and revise the outreach plan as necessary.

ATTACHMENT 27: ENROLLMENT AND ADMISSION PROCEDURES

The Application for Enrollment document will be available from the Spark main office and downloadable from the website. Paper copies are available at each office site, and in selected foreign languages.

Each Application for Enrollment document will list Spark Charter School site. The Application for Enrollment and accompanying documentation are to be mailed or delivered to the Spark main office.

The main office will review and distribute qualified applications to the individual school site's administration to organize and hold individual school site lotteries.

A qualified application is one in which the Application for Enrollment, accompanying documentation, and qualifying meeting and tour, if required, have been completed.

The Application for Enrollment packets that are received during Spark's Open Enrollment Period will qualify for the public random drawing.

Public random drawings will be held at the Spark School site (once the school is opened), and each drawing will be run according to the Public Random Drawing Policy set by the Spark Charter School Board.

ATTACHMENT 28: PUBLIC RANDOM DRAWING POLICY

Applicability

This policy applies to all qualified applicants, as defined in the application packet, to Spark Charter School (Spark) during the Open Enrollment Period.

Policy Statements

1. If the number of students applying for any grade exceeds the expected capacity for that grade, an admissions drawing shall be conducted for the Open Enrollment Period applicants for the oversubscribed grades by an independent outside party to determine school placement. The date and location of the public random drawing will be posted on the Spark website and in the school office.
2. The expected number of classes and class size for each grade will be specified by the Board and announced in advance.
3. Each family will be assigned a family number and each child in the family will be assigned a student number to create a child ID number. For example, the ID's for the children of Family 001 would be 001.1, 001.2, 001.3, and so on.
4. An "Applicant List" shall be prepared. Each applicant on the list will be assigned a Drawing ID in the following format:
Preference Group – Grade – Family# . Student# – Last name. First name
For example: A –K – 001.1 – Sanchez, Maria
B – 2 – 003.1 – Smith, David
C – 4 – 007.1 –Singh, Sanjay
D– 6 – 007.2 – Chu, David

Detailed explanation of each Drawing ID element:

Preference Group

Enrollment preferences shall be given in the following order:

Year 1:

- A. Founding Families
- B. Children of paid Spark staff
- C. Residents of District
- D. All other California residents

Year 2 and subsequent years:

- A. Founding Families
- B. Siblings of currently enrolled students
- C. Children of paid Spark staff

- D. Residents of District
- E. All other California residents

Grade

The grade this student is applying for. Options are: K, 1, 2, 3, 4, 5, in year one; K through 6 beginning in year two; K through 7 beginning in year three, K through 8 beginning in year four.

Family Number & Student Number

Family Number is a sequential number of the enrollment application, e.g. 001, 002, 003, etc. Student Number is a sequential number of the student on that enrollment application, e.g. 1, 2, 3, etc. For a family with three students applying the construct would therefore be: 001.1, 001.2, and 001.3

Family is defined as children and parent(s)/guardian(s) living at the same address.

Last Name & First Name

Student's last and first name, e.g. Smith.John.

5. The "Applicant List" will be certified by signatures of two Spark Charter School Board Members. The original will be kept in the office and 5 copies will be separately mailed via US Mail to Spark Charter School prior to the date of the public random drawing. The envelopes will remain sealed until such time as a dispute arises between a family included in the public random drawing and Spark Charter School, or the school year ends.
6. Families will be informed of their Drawing ID(s) prior to the admissions drawing by email via the email address provided on the enrollment application. Families that do not have email access will be notified by US Mail.
7. Prior to commencement of the admission drawing, two Spark Charter School Board Members shall verify that the Abbreviated Drawing ID(s) on the drawing tickets match the information on the certified "Applicant List", and that there is a 1 to 1 correlation.
8. The tickets shall be sorted by admissions preference category.
9. The Board shall choose an independent outside party to draw the tickets.
10. The admissions drawing will be structured by preference category in the order specified in bullet 4 under the Preference Group heading.
11. For each admissions preference category, tickets shall be drawn randomly to determine placement on the relevant grade list. A number showing the order in which the ticket was drawn shall be written on the ticket.
12. As each ticket is drawn, the Abbreviated Drawing ID(s) of all children on the ticket shall be announced and sequentially added to the relevant grade list.

13. After the admissions drawing is complete, Spark shall post the public random drawing results on the Spark website and in the Spark school office.
14. The public random drawing result list will be used to fill available grade level spaces. The remaining applicants on the public random drawing list will form the wait lists for each grade.
15. Families who receive offers of acceptance for available spaces in a given grade level will receive registration forms via U.S. Mail. If the completed registration forms are not returned to Spark by the date required in the offer letter, the admission slot will be forfeited and offered to the top wait-listed student in that grade.
16. It is the parent/guardian's responsibility to update their contact information with Spark. Spark shall not be responsible for failure to contact the parent/guardian of either accepted or wait-listed applicants due to expired contact information.
17. A student placed on a wait list will remain on the wait list until either:
 - The student is accepted into Spark Charter School, or
 - The parent/guardian requests in writing that the student be removed from the waitlist, or,
 - The school year ends at which time wait-listed students are transferred into an appropriate preference category pursuant to the charter.
18. In the event a situation arises that is not covered by this policy, no more than three Spark Charter School Board Members present at the public random drawing will determine the fairest method for resolution of the issue.

ATTACHMENT 29: SPARK CHARTER SCHOOL BUDGET NARRATIVE AND MULTI-YEAR FINANCIAL PROJECTIONS

Budget Narrative

Spark Charter School (Spark) plans to use facilities provided by the Sunnyvale School District as provided under Prop 39. Spark will open its doors in Academic Year 2014/15 to 158 students in grades K-5, slowly ramping up to full capacity of 576 students in Academic Year 2018/19. In addition to the normal operating expenses, such as employee compensation, facility costs, insurance, school supplies, etc., Spark has included one-time startup costs for books, IT equipment, and furniture.

The attached budget and cash flow projection are based on conservative estimates of the actual costs to implement Spark Charter School as described in the Spark charter. Ed Tech, an advisory company for charter startups with many years of experience, assisted Spark in developing the assumptions and estimates based on the Sunnyvale School District's and State of California's accounting information, statistics, and educational requirements.

In addition to conservative estimates, assumptions, and cash flow timing found in this petition's budget, the financing of Spark includes the PCSGP Grant monies ranging up to \$575,000. Spark has been approved for this grant. It also only formally includes approximately \$45,000 per year in parent donations. Experience has shown, other charters have raised some factors of this amount annually. As the Sunnyvale School District once considered in 2012, Spark could raise, if needed, the student class size to finance some shortfalls. Spark considers this budget to be the "Base Case" scenario to implement its goals and objectives.

Demographics

Spark is projected to open with 158 K-5 students. In the first year, Spark Charter will have two Kindergarten classes, each with 24 students, one 1st grade (24), one 2nd grade (24), one combination 3rd/4th grade (30), and one combination 4th/5th grade (32).

In years two through five, Spark will have three Kindergarten classes: two with 21 and one with 22 students. In year two, there will be two 1st grade classes with 24 students each, one 2nd and one 3rd grade, each with 24 students, one 4th and one 5th grade with 32 students each, and two 6th grade class with 32 students.

In year three, Spark will have three 1st grade classes, the same numerical breakdown as the prior year's Kindergarten classes. There will be two 2nd grade classes with 24 each, one 3rd grade with 24 students, one 4th grade and one 5th grade each with 32 students, and two 6th and 7th grade classes, each with 32 students.

In grade four, Spark will have three classes each of Kindergarten, 1st grade and 2nd grade, all following the numerical breakdown of year two's Kindergarten. There will be two 3rd grade classes of 24 each, again, one 4th grade and one 5th grade, each with 32 students, and two each of 6th, 7th, and 8th grade, each with 32 students.

Each year thereafter, the school will add 21 Kindergarteners. In year 2, Spark will create a full 3rd, 4th and 5th grade, the latter two with 32 students, and add two 6th grade classes of 32 each.. That pattern will be expended to grades 7 and 8 in the third and fourth years of operation. The budget anticipates filling any attrition between years with students from the waitlist.

In year six, all of the grades will have 64 students.

The attendance rate is assumed to start out at 95%, which is low average for a charter elementary school.

Revenues

Per state statute and the advice of state finance officials, the school will adopt the year 2 "Base Rate" of Sunnyvale School District which was estimated by growing the 13-14 base rate provided by the district by 3%. Thereafter, the LCFF is projected to grow in line with currently projected LCFF growth rates to its "Target Rate" (\$8,289) over eight years consistent with the demographics of the school and any cap imposed by Sunnyvale's demographics.

Spark has secured a Public Charter School Grant Program (PCSGP) grant. Spark has included that revenue in the petition budget, and anticipates using those funds to accelerate the purchase of supplemental curricular materials, technology, and professional development.

Spark intends to be a "school of the district" for Special Education purposes, at least initially, so is assuming no Special Education revenues.

Spark is conservatively estimating revenues connected with the food service program, including NSLP reimbursements for eligible students and direct sales to non-NSLP eligible students. Should the school find that fewer students request a lunch, the revenues and expenses will be adjusted accordingly.

Given its projected free or reduced lunch population, the school is planning to apply for Title I funding after completing its LEA Plan in late summer 2014. The school assumes the sequester is still in place and has adjusted its estimates downward for the funding rates accordingly.

The school has included a conservative estimate for grants and donations which represents about 1% of total revenues in each of the five planning years.

Expenses

Expenses have been conservatively estimated by the founding team and EdTec based on current market conditions in Sunnyvale, EdTec experience working with a number of charter schools in Santa Clara County, and the founding team's discussions with school leaders in the South Bay. Expense assumptions have been increased 3% per year for inflation, in addition to being increased for enrollment and staffing growth. Below is a summary of the major expense categories and the underlying assumptions.

Staffing and benefits: Spark staffing reflected in the table below:

Position	Avg. Salary per FTE (2014-15)	FTE Yr 1	FTE Yr 2	FTE Yr 3
Lead Teacher	\$55,000	6	11	15
ELD	\$55,000	.5	.75	1
Foreign Lang	\$55,000	0	.7	1
Art/Music	\$55,000	0	.8	1
PE	\$55,000	.35	.7	1
Executive Director	\$95,000	1	1	1
Curriculum Director	\$80,000	0*	0*	.5
Business manager	\$45,000	1	1	1
Attendance Clerk/Secretary	\$22,400	1	1	2
Custodian	\$26,400	1	1	1

*budgeted as consultant in object code 5815 and in PCSGP grant

The school has benchmarked its teacher salaries against salary schedules in Sunnyvale, as well as extensive research into the compensation of charter schools in the South Bay. Our average lead teacher salary would equate to a 3-5 years of experience in Sunnyvale (depending on number of post college credits).

Other salaries are competitive with Bay Area charter schools based on research by the developers.

Spark assumes a 5% absence rate among its faculty, and has budgeted substitutes accordingly.

Spark intends to outsource its business services, so it will not expand its business office staff in the first few years.

Spark will offer a cafeteria health plan with a fixed contribution amount per employee per year (\$6500), which will grow by 10% per year, in line with health cost increases. Certificated staff will participate in STRS; non-certificated staff will be part of the social security system.

Books and Supplies: Although Spark does not have a textbook heavy curriculum, the school has budgeted to purchase a full complement of appropriate textbooks for the students and assumes \$300 per new student. The school is budgeting \$165 per student for consumable instructional materials, as well as \$55 per student for art supplies and manipulatives. In addition, Spark is budgeting for books and supplies in the PCSGP budget.

Classroom furniture has been budgeted at \$75 per new student, to augment the furniture that would come with a Prop 39 facility. Computer equipment, which is used with some assessment packages, will be purchased for all staff. Each classroom will have a computer for presentations and research, and a computer cart will be purchased in year 2 and 3 to provide more access to technology for the students. In addition, Spark is budgeting for educational in the PCSGP budget.

The school will outsource its food service program. The school has budgeted to contract with Revolution Foods or a similar provider to deliver lunch daily to the campus.

Services and Operating: To the extent possible, all Services and Operating expenses were estimated based on actual quotes for Spark or for similarly situated schools. Accounting services, insurance, student information systems, assessment systems, and business services estimates come directly from actual quotes for services.

Other expenses were estimated based on the experience of the developers, including copier service plan (copiers were donated), legal, fingerprinting, marketing, postage, and recruiting. The school is budgeting to pay its share of the Special Education costs paid for out of the district's general fund (\$1107 per ADA), which was estimated by growing the 12-13 encroachment by 3% over two years.

In the start up year beginning in March and ending in June, the school will have a consulting contract with the chosen school and instructional leaders to support their work in starting the school before the July payroll begins. The cost for professional development for teachers in the first year is included in the PCSGP budget. In the out years, the school has budgeted \$1500 per teacher for professional development.

The Charter School has received a facility offer from the District under Proposition 39 and has budgeted the required 3% oversight payment to its charter authorizer with the assumption that the Charter will utilize District facilities under Prop 39.

SPARK is planning to use a Student Information System and a Student Assessment System and has budgeted based on quotes for similarly-sized schools.

Capital Outlay: The school does not intend to do any renovations.

Cash Flow: Per the January State Budget Proposal, and the increasing tax revenues reported by the State Treasurer, the School is not assuming the February through May deferrals are pulled back.

The Special Advance apportionment for growing schools with advancing grade levels has been included following historical disbursement patterns.

Although Spark intends to apply for a \$250K CDE Revolving Loan in the winter of 2015 for budgeting purposes, Spark is assuming that it will use receivable sales to meet its cash flow needs. The school is assuming 85% of the receivable is purchased at an effective 15% annualized interest (technically a "discount" and "financing fee"). Please see the attached schedule detailing which receivables are purchased and repaid and reflected in the cash forecast. Note that the financing fees are reflected in object code 5843.

Contingencies and Reserves: In compliance with the District's conditions, the school is maintaining a 5% budget reserve in addition to a \$15,000 contingency in the event of closure (the latter beginning in year 2).

Budget and Cashflow Projection

SPARK Charter School
 Multiyear Budget Summary
 03.26.14

	2013/14	2014/15	2014/15	2014/15	2015/16	2016/17	2017/18
	Startup Budget	Approved Budget	Approved Budget (Including Startup F Applicable)	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget
SUMMARY							
Revenue							
General Block Grant	-	1,016,560	1,016,560		1,002,983	2,732,076	3,607,453
Federal Revenue	175,000	168,904	343,904		206,536	196,436	206,934
Other State Revenues	-	29,657	29,657		53,442	73,113	92,981
Local Revenues	-	-	-		-	-	-
Fundraising and Grants	15,000	30,000	45,000		45,000	45,000	45,000
Total Revenue	190,000	1,244,120	1,435,120		2,297,943	3,089,525	3,952,368
Expenses							
Compensation and Benefits	-	741,854	741,854		1,283,471	1,782,703	2,161,138
Books and Supplies	40,500	131,670	172,170		296,869	306,537	367,300
Services and Other Operating Expenditures	16,500	359,650	376,150		690,815	863,749	1,074,534
Capital Outlay	-	-	-		-	-	-
Total Expenses	57,000	1,233,174	1,290,174		2,271,155	2,953,000	3,602,972
Operating Income (excluding Depreciation)	133,000	11,946	144,946		78,788	116,445	349,396
Operating Income (including Depreciation)	133,000	11,946	144,946		78,788	116,445	349,396
Fund Balance							
Beginning Balance (Unaudited)	-	-	-		144,946	223,731	340,176
Audit Adjustment	-	-	-		-	-	-
Beginning Balance (Audited)	-	-	-		144,946	223,731	340,176
Operating Income (including Depreciation)	133,000	11,946	144,946		78,788	116,445	349,396
Ending Fund Balance (including Depreciation)	133,000	11,946	144,946		223,731	340,176	689,572
Ending Fund Balance as a % of Expenses	233%	1%	11%		16%	12%	19%
Reserve for Economic Uncertainties			79,500		125,958	162,654	195,140
Fund Balance after Reserves			65,438		97,773	177,522	494,432

SPARK Charter School
 Multiyear Budget Summary
 03.28.14

	2013/14	2014/15	2014/15	2014/15	2015/16	2016/17	2017/18
Detail	Startup Budget	Approved Budget	Approved Budget (including Startup if Applicable)	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget
Enrollment Breakdown							
K		48	48	-	64	64	64
1		24	24	-	48	48	48
2		24	24	-	24	48	64
3		22	22	-	24	24	48
4		20	20	-	32	32	32
5	-	20	20	-	32	32	32
6	-	-	-	-	64	64	64
7	-	-	-	-	-	64	64
8	-	-	-	-	-	-	64
Enrollment Summary							
K-3	-	118	118	-	160	200	240
4-6	-	40	40	-	128	128	128
7-8	-	-	-	-	-	64	128
Total Enrolled	-	158	158	-	288	392	496
ADA %							
K-3	0%	95%	95%	-	95%	95%	95%
4-6	0%	95%	95%	-	95%	95%	95%
7-8	0%	95%	95%	-	95%	95%	95%
Average	0%	95%	95%	-	95%	95%	95%
ADA							
K-3	0.0	112.1	112.1	-	152.0	190.0	228.0
4-6	0.0	38.0	38.0	-	121.8	121.8	121.8
7-8	0.0	0.0	0.0	-	0.0	80.8	121.8
Total ADA	0.0	150.1	150.1	-	273.8	372.4	471.2
Demographic Information							
Current Year	-	-	-	-	-	-	-
Enrollment (CBEDS)	-	158	158	-	288	392	496
# ED Students (P-1)	-	32	32	-	56	79	100
# Free Lunch (Con App)	-	53	53	-	97	132	167
# Reduced Lunch (Con App)	-	23	23	-	42	57	72
# ILL (CALPADS)	-	57	57	-	104	142	180
New Students	-	158	158	-	130	104	104

SPARK Charter School
 Multiyear Budget Summary
 03.28.14

	2013/14	2014/15	2014/15	2014/15	2015/16	2016/17	2017/18
	Startup Budget	Approved Budget	Approved Budget (including Startup if Applicable)	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget
Revenue							
General Purpose Block Grant (K - 3)	-	750,203	750,203	\$6773 per ADA per Estimate of LCFF Base rate from Holvira Chwang at SCCOE.	1,107,201	1,424,968	1,745,542
General Purpose Block Grant (4 - 6)	-	257,357	257,357	\$6773 per ADA per Estimate of LCFF Base rate from Holvira Chwang at SCCOE.	685,761	911,992	930,956
General Purpose Block Grant (7 - 8)	-	-	-	\$6773 per ADA per Estimate of LCFF Base rate from Holvira Chwang at SCCOE.	-	458,996	930,956
General Purpose Block Grant (7 - 8)	-	1,016,560	1,016,560	Rates provided by Estimate of LCFF Base rate from Holvira Chwang at SCCOE.	1,902,963	2,792,976	3,607,453
General Purpose Entitlement							
8012 Education Protection Account	-	73,328	73,328	Greater of: \$200 per ADA or 17.92% of Block Grant	273,656	452,607	646,423
8015 Charter Schools General Purpose Entitlement -	-	-	-	Backfill General Purpose Block Grant	-	-	-
8019 State Aid - Prior Years	-	-	-		-	-	-
8095 Charter Schools in Lieu of Prop. Taxes	-	943,231	943,231	Based on Local Property Tax from 2014 P1 of \$294.02 per ADA	1,718,308	2,340,169	2,961,030
	-	1,016,560	1,016,560		1,902,963	2,792,976	3,607,453
Federal Revenue							
8100 Federal Revenue	-	-	-	\$0 per FY ADA, after Admin and Set-aside fees	-	-	-
8181 Special Education - Entitlement	-	-	-		-	-	-
8220 Child Nutrition Programs	-	44,703	44,703	Estimated reimbursement at 90% of total Food Service Cost.	81,848	111,132	140,616
8290 No Child Left Behind	-	-	-		-	-	-
8291 Title I	-	17,328	17,328	\$228 per Title I eligible student	17,890	33,916	47,439
8292 Title II	-	1,368	1,368	\$18 per Title I eligible student	1,444	2,780	3,969
8293 Title III	-	5,415	5,415	\$95 per Title III eligible student	5,595	10,608	14,910
8298 Implementation Grant	175,000	100,000	275,000	Awarded by CDE in December 2013	100,000	-	-
SUBTOTAL - Federal Income	175,000	165,904	343,904		206,538	158,436	206,934
Other State Revenue							
8390 Special Education - Entitlement (State)	-	-	-	\$0 per ADA, after accounting for Admin and Set-aside fees	-	-	-
8520 Child Nutrition - State	-	2,489	2,489	Estimated reimbursement at 5% of total Food Service Cost.	4,536	6,174	7,812
8590 Mandated Cost Reimbursements	-	3,602	3,602	\$24 per ADA	6,840	9,682	12,722
8690 State Lottery Revenue	-	23,566	23,566	\$157 per ADA per CDE School Fiscal Division, 7/5/13, accrued year 1, paid year 2	42,096	57,257	72,447
8990 All Other State Revenue	-	-	-		-	-	-
SUBTOTAL - Other State Income	-	29,667	29,667		53,442	73,113	92,981

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SPARK Charter School
 Multiyear Budget Summary
 03.26.14

		2013/14	2014/15	2014/15	2014/15	2015/16	2016/17	2017/18
		Startup Budget	Approved Budget	Approved Budget (Including Startup if Applicable)	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget
8800	Other Local Revenue							
8800	All Other Local Revenue	-	-	-		-	-	-
SUBTOTAL - Local Revenues		-	-	-		-	-	-
8800	Donations/Fundraising							
8801	Donations - Parents	15,000	30,000	45,000	Based on capacity of founders	45,000	45,000	45,000
SUBTOTAL - Fundraising and Grants		15,000	30,000	45,000		45,000	45,000	45,000
TOTAL REVENUE		190,000	1,345,120	1,435,120		2,297,943	3,049,425	3,952,368

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SPARK Charter School
 Multiyear Budget Summary
 03.26.14

		2013/14	2014/15	2014/15	2014/15	2015/16	2016/17	2017/18
		Startup Budget	Approved Budget	Approved Budget (Including Startup if Applicable)	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget
EXPENSES								
Compensation & Benefits								
1000	Certificated Salaries							
1100	Teachers Salaries	-	330,000	330,000	8 FTE, \$55000, avg salary, 3% annual COLA	623,150	875,343	1,142,446
1103	Teacher - Substitute Pay	-	19,800	19,800	1 FTE	26,998	20,705	33,696
1190	ELO	-	27,750	27,750	0.5 FTE	42,674	56,680	60,646
1300	Certificated Supervisor & Administrator Salaries	-	95,000	95,000	1 FTE; .5FTE Curriculum Director in year 3	97,990	143,222	147,618
1940	Other Cert - Elective	-	19,425	19,425	0.35 FTE	125,783	178,640	181,930
	SUBTOTAL - Certificated Employees	-	491,775	491,775		915,593	1,283,689	1,566,236
2000	Classified Salaries							
2300	Classified Supervisor & Administrator Salaries	-	45,000	45,000	1 FTE	46,390	47,741	49,173
2400	Classified Clerical & Office Salaries	-	22,400	22,400	2 FTE	23,072	46,170	47,555
2930	Other Classified - Maintenance/grounds	-	26,400	26,400	1 FTE	27,192	28,008	28,848
2935	Other Classified - Substitute	-	-	-		-	-	-
	SUBTOTAL - Classified Employees	-	93,800	93,800		96,614	121,919	125,676
3000	Employee Benefits							
3100	STRS	-	40,571	40,571	0.25% of certificated payroll	75,536	105,904	129,212
3300	OASD-Medicare-Alternative	-	14,404	14,404		20,814	28,129	32,534
3400	Health & Welfare Benefits	-	84,000	84,000	\$7000 per eligible employee per year; Growing at 10% per year.	130,900	211,750	270,193
3500	Unemployment Insurance	-	7,068	7,068	3.60% per first -57K of pay per person	6,300	6,804	7,812
3600	Workers Comp Insurance	-	10,248	10,248	1.75% of payroll, per insurance quote for similarly sized school	17,714	24,598	29,606
	SUBTOTAL - Employee Benefits	-	156,279	156,279		251,264	377,186	469,357

SPARK Charter School
 Multiyear Budget Summary
 03.26.14

		2013/14	2014/15	2014/15	2014/15	2015/16	2016/17	2017/18
		Startup Budget	Approved Budget	Approved Budget (Including Startup if Applicable)	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget
4000	Books & Supplies							
4100	Approved Textbooks & Core Curricula Materials	25,000	22,400	47,400	\$300 per New Student	39,700	32,480	33,110
4200	Books & Other Reference Materials	-	-	-		-	-	-
4300	Materials & Supplies	-	26,070	26,070	\$165 per Student	48,470	67,293	66,849
4315	Curricular Supplies	-	3,000	3,000		3,080	3,121	3,184
4320	Educational Software	-	-	-		-	-	-
4326	Art & Music Supplies	-	700	700	\$5 per Student	1,489	2,039	2,632
4330	Office Supplies	1,500	5,700	7,200	\$950 per Monthly Rate	7,344	7,491	7,641
4336	PE Supplies	-	700	700	\$5 per Student	1,489	2,039	2,632
4352	Manipulatives & Kits	-	7,900	7,900	\$50 per Student	14,698	20,392	26,318
4410	Classroom Furniture, Equipment & Supplies	8,000	3,980	11,980	\$75 per New Student	9,945	8,115	8,277
4420	Computers (Individual Items less than \$5k)	6,000	1,200	7,200	\$1200 per New Teacher + \$320 netbook classroom computers in year 2-4 - 70 each year	28,520	28,494	29,594
4430	Non Classroom Related Furniture, Equipment & Supplies	-	7,200	7,200		7,344	7,491	7,641
4700	Food	-	-	-		-	-	-
4710	Student Food Services	-	49,770	49,770	Assumes that 95% of total Food Service Cost is reimbursed	80,720	120,480	156,240
4720	Other Food	-	3,000	3,000		3,080	3,121	3,184
	SUBTOTAL - Books and Supplies	40,500	131,670	172,170		255,869	306,637	367,300

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SPARK Charter School
 Multiyear Budget Summary
 03.26.14

		2013/14	2014/15	2014/15	2014/15	2015/16	2016/17	2017/18
		Startup Budget	Approved Budget	Approved Budget (Including Startup if Applicable)	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget
5000	Services & Other Operating Expenses							
5200	Travel & Conferences	-	4,500	4,500	\$150 per Teacher	8,415	11,705	15,122
5305	Dues & Membership - Professional	-	948	948	\$9 per Student	1,783	2,447	3,158
5450	Insurance - Other	-	9,480	9,480	\$90 per Student based on rate for similar sized school using the Charter/Safe IPA	17,628	24,470	31,582
5515	Janitorial, Gardening Services & Supplies	-	-	-	Customs included in salaries	-	-	-
5525	Utilities - All Utilities	-	37,620	37,620	\$3160 per Monthly Rate, assuming \$25/ft ² per month in line with industry standards	69,120	94,080	119,040
5605	Equipment Leases	-	7,200	7,200	\$900 per Monthly Rate copier lease	7,344	7,491	7,641
5610	Rent	-	-	-	Prop 30: 3% overnight fee in lieu of pro-rata share of facilities costs from general fund per district direction	-	-	-
5803	Accounting Fees	-	8,200	8,200	Consistent with multiple quotes for single site charter schools in Bay Area from approved accounting firms	8,364	8,531	8,702
5809	Banking Fees	-	120	120	\$10 per Monthly Rate	122	125	127
5812	Business Services	-	60,000	60,000	5.0% of eligible revenues	106,838	101,753	131,583
5815	Consultants - Instructional	10,000	7,000	17,000	Curriculum consultant	17,340	17,897	18,041
5824	District Overnight Fees	-	30,487	30,487	3.0% of LCOFF; assumes Prop 30 facility	59,789	83,789	108,224
5836	Fingerprinting	-	514	514	\$40 per FTE	814	1,103	1,295
5843	Interest - Loans Less than 1 Year	-	-	-	Fees and discount on receivable sales	41,576	17,785	-
5845	Legal Fees	3,000	3,000	6,000		6,120	6,242	6,367
5861	Marketing and Student Recruiting	3,500	1,500	5,000		5,100	5,202	5,306
5883	Professional Development	-	-	-		16,500	22,950	29,651
5872	Special Education Encroachment	-	186,311	186,311	\$1108: 12-13 pro-ADA amount spent out of general fund in Sunnyvale per Nells Kovner grown by 3% over	309,212	426,289	554,046
5875	Staff Recruiting	-	750	750		765	780	796
5877	Student Activities	-	-	-		-	-	-
5878	Student Assessment	-	1,108	1,108	\$7 per Student	2,056	2,655	3,655
5880	Student Health Services	-	2,370	2,370	\$19 per Student for health screenings and staff training	4,406	6,118	7,895
5881	Student Information System	-	7,844	7,844	\$18 per Student plus \$5K first year implementation	5,288	7,341	9,474
5900	Communications	-	1,800	1,800	\$150 per Monthly Rate	1,836	1,873	1,910
5905	Communications - Cell Phones	-	-	-		-	-	-
5910	Communications - Internet / Website Fees	-	1,800	1,800	\$150 per Monthly Rate	1,836	1,873	1,910
5915	Postage and Delivery	-	700	700	\$5 per Student	1,489	2,039	2,532
5920	Communications - Telephone & Fax	-	6,000	6,000	\$500 per Monthly Rate	6,120	6,242	6,367
	SUBTOTAL - Services & Other Operating Ex	16,500	389,650	376,180		699,918	883,749	1,074,534
6000	Capital Outlay							
6100	Sites & Improvement of Sites	-	-	-		-	-	-
6200	Buildings & Improvement of Buildings	-	-	-		-	-	-
	SUBTOTAL - Capital Outlay	-	-	-		-	-	-
TOTAL EXPENSES		16,500	389,650	376,180		699,918	883,749	1,074,534

4/1/2014

7 of 7

SPARK Charter School
 Monthly Cash Forecast
 03.28.14

	2014/15													AFAR
	Actual & Projected													
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected		
Beginning Cash	133,000	85,398	65,003	116,765	111,953	107,494	95,290	96,444	90,424	133,252	128,758	114,618		
Revenue	Carry over from start up													
8012 Education Protection Account	-	-	18,332	-	-	18,332	-	-	18,332	-	-	18,332	-	
8015 Charter Schools General Purpose Entitlement - I	-	-	-	-	-	-	-	-	-	-	-	-	-	
8096 Charter Schools in Lieu of Prop. Taxes	-	50,554	113,100	75,459	75,459	75,459	75,459	75,459	132,052	66,026	66,026	66,026	66,026	
General Block Grant	-	50,554	131,520	75,459	75,459	93,791	75,459	75,459	150,364	66,026	66,026	64,358	66,026	
Federal Income	-	-	29,479	4,479	4,479	29,479	14,124	4,479	29,479	14,124	4,479	29,479	4,822	
Other State Income	-	-	609	609	609	609	609	609	609	609	609	609	23,566	
Local Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	
Fundraising and Grants	-	-	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	-	
Total Revenue	-	96,594	194,608	83,547	83,547	126,879	83,191	83,547	183,473	83,758	74,115	117,447	94,414	
Expenses														
Compensation & Benefits	29,494	65,402	67,219	65,402	65,049	65,049	67,871	65,402	65,402	64,088	64,088	57,088	-	
Books & Supplies	475	20,411	20,411	10,041	10,041	10,041	10,041	10,041	10,041	10,041	10,041	10,041	-	
Services & Other Operating Expenses	7,645	11,154	14,916	12,916	12,916	63,982	14,124	14,124	65,201	14,124	14,124	65,201	49,202	
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Expenses	37,614	96,977	102,946	88,359	88,006	139,063	92,037	89,567	140,644	88,254	88,254	132,331	49,202	
Operating Cash Inflow (Outflow)	(7,614)	(40,383)	61,702	(4,812)	(4,459)	(12,204)	1,154	(6,020)	42,829	(4,496)	(14,139)	(14,884)	45,212	
Revenues - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-	
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-	
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	
Summerholdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	
Ending Cash	85,398	65,003	116,765	111,953	107,494	95,290	96,444	90,424	133,252	128,758	114,618	89,734		

SPARK Charter School
 Monthly Cash Forecast
 03.28.14

	2015/16												AFAR
	Projected												
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected	
Beginning Cash	88,734	62,888	81,487	32,838	31,249	40,829	92,195	131,242	106,382	462,215	354,730	249,990	
Revenue													
8012 Education Protection Account	-	-	18,332	-	-	18,332	-	-	118,495	-	-	118,495	-
8015 Charter Schools General Purpose Entitlement - 1	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 Charter Schools in Lieu of Prop. Taxes	-	58,554	113,108	75,459	75,459	75,459	75,459	75,459	300,745	195,372	195,372	195,372	195,372
General Block Grant	-	58,554	131,520	75,459	75,459	93,791	75,459	75,459	509,240	195,372	195,372	313,868	195,372
Federal Income	-	-	33,185	8,185	8,185	33,185	18,121	8,185	33,185	18,121	8,185	33,185	4,878
Other State Income	-	-	1,138	1,138	1,138	1,138	1,138	11,854	1,138	1,138	11,854	1,138	21,033
Local Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising and Grants	-	-	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	-
Total Revenue	-	58,554	170,322	89,261	89,261	132,893	99,217	99,777	548,042	218,131	218,691	362,870	221,385
Expenses													
Compensation & Benefits	36,487	112,489	114,379	112,489	112,174	112,174	114,864	112,489	112,489	110,514	110,514	99,805	-
Books & Supplies	812	47,390	47,390	17,831	17,831	17,831	17,831	17,831	17,831	17,831	17,831	17,831	17,831
Services & Other Operating Expenses	15,902	20,319	27,201	24,869	25,496	122,210	29,572	30,988	127,245	32,205	30,000	123,799	82,290
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	53,271	180,198	188,971	154,889	155,501	262,216	162,287	161,209	267,665	180,549	158,404	241,235	82,290
Operating Cash Inflow (Outflow)	(5,871)	(123,605)	(18,484)	(65,729)	(86,242)	(119,623)	(62,890)	(61,431)	280,477	68,581	61,287	111,635	139,133
Revenues - Prior Year Accruals	66,028	11,783	-	-	11,783	4,822	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	(49,202)	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	90.00	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Current)	-	100,721	-	84,140	84,140	168,080	101,827	36,581	85,345	(100,000)	(100,000)	(286,787)	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	62,888	81,487	32,838	31,249	40,829	92,195	131,242	106,382	462,215	354,730	249,990	84,698	

See attached
 receivable sale
 schedule

SPARK Charter School
 Monthly Cash Forecast
 03.28.14

	2016/17													APAR
	Projected													
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected		
Beginning Cash	94,698	121,956	4,698	54,608	117,613	73,052	222,206	179,909	133,387	28,388	81,318	128,640		
Revenue														
8012 Education Protection Account	-	-	88,414	-	-	88,414	-	-	157,690	-	-	157,690	-	
8015 Charter Schools General Purpose Entitlement - E	-	-	-	-	-	-	-	-	-	-	-	-	-	
8096 Charter Schools in Lieu of Prop. Taxes	-	103,158	206,317	137,545	137,545	137,545	137,545	137,545	447,657	223,828	223,828	223,828	223,828	
General Block Grant	-	103,158	274,731	137,545	137,545	205,958	137,545	137,545	605,647	223,828	223,828	361,618	223,828	
Federal Income	-	-	11,113	11,113	11,113	11,113	30,035	11,113	11,113	30,035	11,113	11,113	9,461	
Other State Income	-	-	1,506	1,506	1,506	1,506	1,506	1,506	15,900	1,506	1,506	15,900	1,506	
Local Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	
Fundraising and Grants	-	-	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	-	
Total Revenue	-	103,158	291,829	154,743	154,743	223,157	173,665	169,658	822,846	259,949	255,341	389,017	261,917	
Expenses														
Compensation & Benefits	80,840	159,527	160,550	159,527	159,187	159,187	160,908	159,527	159,527	159,681	159,681	130,235	-	
Books & Supplies	824	49,466	49,466	22,997	22,997	22,997	22,997	22,997	22,997	22,997	22,997	22,997	-	
Services & Other Operating Expenses	14,300	23,026	31,883	27,127	28,837	161,363	33,056	33,056	165,812	28,141	28,141	160,897	110,525	
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Expenses	76,764	231,019	241,919	209,651	209,821	342,877	216,861	214,580	347,336	207,019	207,019	332,129	110,886	
Operating Cash Inflow (Outflow)	(76,764)	(109,063)	50,010	(55,008)	(92,208)	(119,825)	(43,296)	(44,922)	275,509	52,930	48,322	76,888	151,413	
Revenues - Prior Year Accruals	165,372	10,517	-	-	10,517	4,870	-	-	-	-	-	-	-	
Expenses - Prior Year Accruals	(62,250)	-	-	-	-	-	-	-	-	-	-	-	-	
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	
Summerholdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	
Loans Payable (Current)	-	-	-	116,913	-	263,595	-	-	(380,500)	-	-	-	-	
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	
Ending Cash	121,956	4,698	54,608	117,613	73,052	222,206	179,909	133,387	28,388	81,318	128,640	206,628		

ATTACHMENT 30: LETTERS OF SUPPORT

September 7, 2013

To Whom It May Concern,

I write to express my support for the SPARK Charter School. It is my belief the school will provide a valuable public school alternative for Sunnyvale families with elementary and middle school-aged children.

As a former Sunnyvale City Councilmember and Mayor, I care deeply about the educational quality and opportunities for the children in our community.

SPARK Charter's educational approach seeks to engage the curiosity of its students, encourage critical thinking, foster deeper learning, and facilitate collaboration. I feel the school's emphasis on project and inquiry-based learning as well as its use of social-emotional learning would greatly benefit the students. There is a large and growing body of research which indicates schools that employ these approaches significantly improve student learning and retention, including for low-performing students.

I commend SPARK Charter's effort to provide an alternative public school option to the children in our community. I am pleased to offer my support to the parents and community members working to bring SPARK Charter to the Sunnyvale community, and I respectfully urge you to approve the SPARK Charter petition.

Sincerely,

Jack Walker

Former Mayor, City of Sunnyvale

September 9, 2013

To Whom It May Concern:

I am writing this letter in support of the Spark Charter School.

Our City today faces a critical need for school services as evidenced by performance of all north Sunnyvale public school facilities.

In the Sunnyvale Elementary School District (SESD) 60% of students score at or above proficient in English Language Arts at 3rd grade, and 8th grade. Only 45% African-American students score at that level, where county-wide the fraction is 57%. For Hispanic students the fraction is 31% at 3rd grade, and only 38% by 8th grade.

In SEDS, 33% of students score at or above proficient in algebra at 8th grade, compared to 48% county-wide. Only 10% of Hispanic students score at this level, compared to 23% county-wide. Interestingly, at 3rd grade, 77% of students score at or above proficient in math, and 57% of Hispanic students, figures only slightly below the county-wide averages.

Results are so persuasive that in a city where half of all voters are college graduates, and one quarter have graduate degrees, the majority of public school enrollees are on free or reduced-price lunch, in contrast to the demographic of Silicon Valley. Families who can afford to, have abandoned the public school system in large numbers.

In Santa Clara County 75% of Hispanic students score at or above proficient in math on the California High School Exit Examination (CAHSEE). At Fremont High School (FHS) that percentage is 48%. For African-American students at FHS that percentage is 61%, versus 80% county-wide. A-G completion at FHS is only 28% for Hispanic students and 32% for African-American students, and while the latter statistics are sadly commensurate with county-wide averages, they pale compared to the achievements of charter schools in the Bay Area. Suffering most from this are children of minority and low-income families whose parents have no other choice but to send them to a school system that has no persuasive vision of how change will come, and that has no adequate operating and capital plan to support a serious plan for change.

We need leadership that appreciates that parental engagement is the first priority, and attempts by all means to support engagement, and most especially grass roots efforts on behalf of the kids. Our school system must provide adequate facilities and if that means asking the community for support for capital projects, then the “ask” should be ambitious, far-sighted, and bold. The schools must convey to the voters the magnitude of the need and the scope of their ambitions and inspire the community to step up to support the corresponding financial plan. A leadership that says “we can’t do that” is ready for retirement.

In this context, I am very glad to hear that parents in the community are taking it on themselves to step up and to lead change, to be the change we need. It is my understanding that Spark Charter School will draw applicants from every demographic, without admission testing, and that the school will encourage every family that attends to participate in some manner, and will make accommodations so they can. This is what the community needs. It has my full support. This effort has the potential not only to help the students served directly, but to transform the community conversation on schooling in the Heart of Silicon Valley. I urge support of this effort.

Sincerely yours,

David H. Whittum

Member, Sunnyvale City Council

September 8, 2013

To Whom It May Concern,

I write to express my support for the SPARK Charter School. It is my belief the school will provide a valuable public school alternative for Sunnyvale families with elementary and middle school-aged children.

As a parent of a school-aged child within the Sunnyvale Elementary School District, and as a former Sunnyvale City Councilmember and Mayor, I care deeply about the educational quality and opportunities for the children in our community.

SPARK Charter's educational approach seeks to engage the curiosity of its students, encourage critical thinking, foster deeper learning, and facilitate collaboration. I feel the school's emphasis on project and inquiry-based learning as well as its use of social-emotional learning would greatly benefit the students. There is a large and growing body of research which indicates schools that employ these approaches significantly improve student learning and retention, including for low-performing students.

I commend SPARK Charter's effort to provide an alternative public school option for the children in our community. I am pleased to offer my support to the parents and community members working to bring SPARK Charter to the Sunnyvale community, and I respectfully urge you to approve the SPARK Charter petition.

Sincerely,

Jim Roberts

Former Mayor, City of Sunnyvale

Sunnyvale Parent Preschool
1515 Partridge Ave.
Sunnyvale, CA 94087

(408)736-8043

To Whom It May Concern:

I am the director of Sunnyvale Parent Preschool, a play-based , parent-participation nursery school that has served Sunnyvale area families for more than 60 years. We support young children and their parents in their social and emotional growth and development, and believe that this approach enables the children from our program to be exceptionally well prepared for the future challenges they may face throughout their lives.

I offer my support for Spark Charter School, which I believe will offer Sunnyvale families a supportive, nurturing community that will help their children succeed in their education and careers.

I'm especially excited about a few elements of Spark Charter School's focus. First, Spark Charter School will integrate social-emotional development into its teaching. As an educator, I routinely hear that the biggest challenges children have as they adjust to elementary school have to do with their decision-making, impulse control, and social interactions. I was pleased to learn that Spark Charter School will continue to focus on these areas through its "self-science" curriculum and other forms of instruction, as these are very important life-long skills, which are applicable to all aspects of our lives, professional, as well as, personal.

Second, I'm deeply committed to play-based learning, especially for young children. The inquiry-based learning at Spark Charter School extends the benefits of play-based, emergent instruction by allowing children to engage deeply and personally in their learning and to explore the practical application of what they are learning into meaningful activities which will not only benefit them directly, but will have a benefit to the surrounding community, through projects which incorporate learning in context with the local environment.

I am pleased to offer my support to parents and community members working to bring this school to the Sunnyvale community. I urge you to approve the charter petition.

Sincerely,
Jane Hayes
Preschool Director/Teacher

September 6, 2013

To Whom It May Concern,

I write to express my support for the SPARK Charter School. It is my belief the school will provide a valuable public school alternative for Sunnyvale families with elementary and middle school-aged children.

As a business owner in Sunnyvale, I care deeply about the educational quality and opportunities for the children in our community, as this impacts my customers' and my employees' families.

SPARK Charter's educational approach seeks to engage the curiosity of its students, encourage critical thinking, foster deeper learning, and facilitate collaboration. I feel the school's emphasis on project and inquiry-based learning as well as its use of social-emotional learning would greatly benefit the students. There is a large and growing body of research which indicates schools that employ these approaches significantly improve student learning and retention, including for low-performing students.

I commend SPARK Charter's effort to provide an alternative public school option for the children in our community. I am pleased to offer my support to the parents and community members working to bring SPARK Charter to the Sunnyvale community, and I respectfully urge you to approve the SPARK Charter petition.

Sincerely,

Joe Antuzzi
Owner, Il Postale

Footnotes, page

1 This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

2 The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

3 The Charter School Director may determine, in writing, that a particular consultant, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s duties and, based upon that description, a statement of the extent of disclosure requirements. The Charter School Director’s determination is a public record and shall be retained for public inspection in the same manner and location of interest code.

Sunnyvale School District
Board of Education

Review and Action Agenda Report


To: Members, Board of Education
FROM: Benjamin Picard, Superintendent
CONTACT: Benjamin Picard, Superintendent
DATE: April 29, 2014
RE: Consideration of Whether Spark Charter School Has Met Conditions for Approval of Charter Petition

I. Support Information

See attached Staff Report Spark Charter Petition

II. Recommendation

The Superintendent recommends that the Board of Education take action to rescind its conditional approval of the Petition for Spark Charter School based upon Spark's failure to comply with the conditions set forth in Resolution 14-05 and to supplement its findings that the Petitioners are demonstrably unlikely to successfully implement the program set forth in the Petition and the Petition does not contain reasonably comprehensive descriptions of the required charter elements within the meaning of Education Code section 47605(b)(2) and (b)(5).

Recommended Approval  _____

Reference: 14-33-SUP

SUNNYVALE SCHOOL DISTRICT
Sunnyvale, California

April 29, 2014

STAFF REPORT
Spark Charter Petition

I. BACKGROUND

The Governing Board ("Board") of the Sunnyvale School District ("District") formally received the Spark Charter School ("Spark" or "Charter School") charter petition ("Petition") at a meeting held on October 1, 2013. Pursuant to Education Code section 47605, subdivision (b), the Board held a public hearing on October 17, 2013, to consider the level of support for the Charter School by teachers, other employees of the District, and parents.

After evaluation and analysis, District Staff found various deficiencies contained in the Petition. Specifically, District Staff had concerns including, but not limited to, the Charter School's onerous parent participation requirements; heavy reliance upon parent participation in the delivery of its educational program; lack of specific curriculum and instructional materials; inadequate planning for English Learner ("EL") students; inadequate description of measurable pupil outcomes and means of measuring those outcomes; preferential admissions treatment for founding families; and unsupported and unrealistic projections of revenue and expenditures.

Although the Petition contained significant deficiencies, the Board had reason to believe that the Petitioners could correct those deficiencies and meet the District's high standards for education. Rather than denying the Petition outright, the Board sought to provide Petitioners with an opportunity to correct the problems contained in the Petition and to assist Petitioners to realize their goals of establishing an operational educational program.

Accordingly, on November 21, 2013, the Board passed a Resolution Conditionally Approving Charter Petition of Spark Charter School (No. 14-05) ("Resolution"). The Resolution conditionally approved the Petition for a four (4) year term from 2014 to 2018, subject to Spark's compliance with various terms and conditions that were designed to correct the deficient components of the Petition and supporting financial plan. The Resolution set forth detailed written descriptions of the deficiencies, enumerated the conditions requiring compliance, and required Spark to satisfy the conditions by April 1, 2014. According to the Resolution, if Spark failed to meet the conditions by April 1, 2014, the Board's conditional approval must be rescinded and the Petition must be deemed denied. During the pendency of the compliance period after the passage of the Resolution, District Staff was available to Petitioners to meet with and provide information to Petitioners. A copy of Resolution No. 14-05 is attached hereto as Attachment A.

On April 1, 2014, Spark resubmitted its revised charter Petition ("Petition") to the District in response to the Resolution. District Staff reviewed and analyzed the Petition for compliance with the conditions set forth in Resolution 14-05. However, District Staff finds that Spark has not complied with all of the conditions and that the Petition still contains significant deficiencies, which are further detailed below. The Resolution requires the Board to decide whether Spark has complied with the conditions before May 1, 2014, and the Board is scheduled to consider this matter at its April 29, 2014 meeting.

II. STAFF RECOMMENDATION

The options before the Board are as follows: (1) approve the Petition as submitted; or (2) rescind the conditional approval. Based upon its comprehensive review and analysis of the Petition, **Staff recommends that the Board rescind its conditional approval of the Petition.** This Staff Report contains Staff's findings and analysis of Spark's compliance with the conditions set forth in Resolution 14-05, and the written findings supporting the recommendation for rescission and findings within the meaning of Education Code section 47605(b)(2) and (b)(5).

Should the Board take action to rescind its conditional approval of Spark, pursuant to Resolution 14-05, the rescission will be effective May 1, 2014; the Petition shall be deemed denied as of November 21, 2013 (the date the Resolution was passed); and the findings of Petition deficiencies expressed in Resolution 14-05, and the Staff Report presented to the Board on November 21, 2013, shall constitute the requisite written factual findings supporting denial of a charter petition in accordance with Education Code section 47605, subdivision (b). In addition, the Board may also adopt this Staff Report to further support its decision to rescind its conditional approval based upon Spark's failure to comply with the conditions set forth in Resolution 14-05.

Under Education Code section 47605, subdivision (j)(1), if a school district denies a charter petition, the petitioners may appeal that denial to the County Office of Education. If the County Office grants the charter, the County Office becomes the supervisory agency over the charter school. If the County Office denies the petition, the petitioners may appeal to the State Board of Education ("SBE"). (Ed. Code, §47605, subd. (j)(1).)

III. FINDINGS IN SUPPORT OF RESCISSION

Staff's review and analysis of the Petition and its compliance with the conditions set forth in Resolution 14-05 resulted in the following findings, causing Staff to recommend that the Board rescind its conditional approval of the Petition. Staff's findings and analysis are expressed under each of the Resolution's conditions as follows:

Element I – Educational Program

Condition 1(a). "The Petition shall clarify that Spark shall enroll students regardless of their physical and/or mental disability, without regard and reference to any qualifications for educational participation, including but not limited to whether the student will benefit from Spark's educational program or whether student's parents will attend orientation, sign a parent agreement, or otherwise participate in the operations of the school."

Spark did not comply with this condition. As further detailed below under Condition 3(a), the Petition continues to reflect an expectation that parents and/or families of students must volunteer and also sign a Parent Agreement. (App. 22, p. 118.) The Petition incorporates the Parent Agreement as an appendix to the Petition, and the Parent Agreement states that "[i]n signing this Agreement, we agree to support the Spark Charter School educational philosophy and program in the following ways." (App. 22, p. 371.) The agreement then identifies numerous duties and responsibilities expected to be performed by

each parent, including working a regularly scheduled shift of two (2) hours per week per child and serving as a chaperone on at least two (2) field trips per year.

The expectation for parent participation is expressed in the Parent Agreement and Petition. The agreement states that “[i]n the event that any of the above *expectations* create a hardship on a family, the Spark Board encourages that family to seek assistance from the Executive Director and/or a Spark Board member in finding alternative ways to meaningfully contribute to the Spark community.” (App. 22, p. 372; emphasis added.) Moreover, the Petition states that “if parents are unable to volunteer during school hours, or *dedicate the number of hours sought*, the school will find a way for them to participate.” (App. 22, p. 118; emphasis added.) The Petition states: “To realize its educational goals, Spark will ask all of its families to volunteer in the school. However, we recognize that due to work or other obligations, some families may not be able to volunteer during the school day, or the number of hours sought. In such circumstances, Spark will find an accommodation that will enable families to participate.” (p. 42.) This language does not reflect that participation is truly optional and reflects the expectation that every family will volunteer at the school.

Although Spark lifts the Resolution language from Condition 1(a) and inserts it directly into the Petition (p. 22), the above provisions and the inclusion of the Parent Agreement as an appendix reflects Spark’s expectation that parents volunteer their services, which is inconsistent with the condition set forth in Condition 1(a) which requires the Petition to be clear that enrollment is not conditioned upon parent agreement or commitment to parent participation. Accordingly, Condition 1(a) is not satisfied as the Petition was not revised to make clear that Spark shall enroll students regardless of whether their parents sign a parent agreement or otherwise participate in the operations of the school.

It is important to note that Spark violated Condition 1(a) after the passage of the Resolution and during the pendency of the compliance period when Spark made applications for enrollment available at only three information meetings, which essentially required parents to attend one of the meetings to even obtain an application to enroll. Thus, Spark made the enrollment process contingent upon parent participation at this informational meeting, despite the fact that it knew of the District’s concerns regarding parent participation. Only after the District issued a Letter of Concern on or about February 14, 2014 did Spark post its applications on its website for the general public to access.

Condition 1(b). “The Petition shall reflect that its plan for supporting EL students with adequate specificity as to how Spark will measure English language development and an EL student’s progress towards fluency after his or her initial identification as an English learner. The Petition shall reflect a plan for EL students, with adequate specificity, to ensure differentiated instruction and meaningful support for such students by properly credentialed and competent teachers.”

Spark did not comply with this condition. While the Petition acknowledges that the Charter School expects “to enroll a significant number of students from homes in which English is not the primary language” and the Budget anticipates approximately one third of its students will be EL learners, the EL plan lacks adequate specificity to be considered operational. (p. 59.) Namely, the plan reflects a general approach to EL instruction and identifies “best practices” for EL instruction, but provides insufficient details as to exactly how EL instruction will be delivered. (App. 13.) In other words, the Petition does not provide an EL instructional delivery plan, and crucial questions are left unanswered, such as exactly how Spark will apply the pullout model or the number of instructional minutes to be offered. In fact, the EL plan does not identify or commit to specific instructional materials or curricula for its EL population.

The lack of planning is also reflected in the Petition, where the Petition indicates that English Learners in grades 2-8 must score Basic on the STAR/CAT6 to be reclassified from English Learner to Fluent English Proficient (“FEP”) status (p. 63); however, these assessments are now obsolete. The Petition also indicates that “teachers will use a number of assessments to monitor progress” as part of an EL student’s on-going assessment. (p. 63.) However, the Petition does not describe, identify, or provide any of these on-going assessments. The Petition also states that teachers “may” use Specially Designed Academic Instruction in English (“SDAIE”) strategies to support EL students in learning academic content (p. 61), but does not describe when and how teachers will apply such strategies or how they will ensure the students are accessing the content in core and other courses.

The Petition also states that “[a]ll EL students will be fully integrated into the regular classroom setting,” which raises concerns as to whether the Charter School will operate a discrete EL program, or simply treat all students, regardless of English proficiency, the same in a general education setting. The lack of planning is further reflected by the fact that “ELD standards will be incorporated *whenever possible*,” and the Petition does not describe exactly when such standards will be applied. (p. 60; emphasis added.) In light of the fact that Spark believes parent participation “enables teachers to more easily offer small group instruction and differentiated learning” (p. 8), and that Spark will provide training to “family volunteers to better understand the social and emotional challenges of English-Language learners” (p. 59), it appears that Spark intends on using unqualified volunteers to assist the EL students, while the remainder of the non-EL population receives the attention from certificated and credentialed personnel.

Additionally, the Petition reflects inconsistencies in staff qualification requirements to support the EL program. The Petition states that “Spark teachers shall possess appropriate English Learner certification at the time of hire” (p. 128) but also indicates that it will “prioritize” the hiring of teachers with a CLAD or BCLAD certificate, not guarantee it. (p. 61.) Moreover, the EL plan also does not specifically describe how the 0.5 ELD FTE, as provided for in the Budget, will be used, especially when the Petition appears to rely upon parent volunteers for at least part of its EL program. Lastly, Spark’s EL plan is not incorporated into the Petition, but rather stands alone as an appendix (App. 13), despite the fact that District Staff has asked Spark in the past to integrate other critical elements of the educational program, such as the Suspension and Expulsion Procedures, into the body of the Petition. This is important so that parents are clear on the Charter School program and the Charter School is clear that it is accountable for these requirements as an element of its charter.

Condition 1(c). “The requirements of Education Code section 47605(b)(5)(A)(ii) shall be incorporated into the Petition.”

Spark did not comply with this condition. Education Code section 47605(b)(5)(A)(ii) requires a description of annual goals, for all pupils and for each numerically significant subgroup of pupils, to be achieved in the state priorities that apply for the grade levels served by the charter school, and specific annual actions to achieve those goals.

The Petition does incorporate a table describing the annual goals to be achieved in the state priorities that apply for the grade levels served and the specific annual actions to achieve those goals, pursuant to Education Code section 47605(b)(5)(A)(ii). (p.80-104). However, upon evaluation, it appears that many of the goals and actions are too general and vague to be meaningful, and the Petition does not otherwise provide further clarification or specificity to ensure that the stated actions will achieve the identified goals.

For example, the Petition states that, as a goal, “100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.” (p. 81.) To achieve this goal, Spark plan that “[a]ll instructional material purchased will be aligned to CA Common Core State Standards and aligned with our charter petition” (p. 81) However, as further described below, the Petition does not identify its curriculum or any instructional materials for grades 6-8, and the Petition omits curriculum maps for middle school grade students. Moreover, the Petition does not further identify what these “standards-aligned materials” and “additional instructional materials” are. To meet its annual API growth target, the Petition vaguely states that “[c]lassroom instruction will incorporate testing strategies in preparation for the CA MAPP.” (p. 84.) The Petition does not further describe exactly how classroom instruction will incorporate these strategies. The new California Measurement of Academic Performance and Progress (“MAPP”) will be a computer-based assessment, and the Petition does not describe exactly how testing strategies will be implemented in light of this recent development and it is noted that the Budget does not include educational software. The Petition also states that the “Charter School will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled,” (p. 85) without further elaboration.

The Petition also states that “[a]ll students...will demonstrate grade level proficiency” in English Language Arts/literacy, mathematics, social sciences, science, and visual and performing arts. (p. 87-88.) However, the Petition does not identify what it means to be “grade-level proficient” in these subjects, nor does it identify the standard or assessment against which proficiency will be judged. The Petition also states that “[h]ealth topics will be integrated in the four core subject areas.” (p. 88) Again, this intended action is vague and does not explain exactly which health topics will be integrated or how they will be integrated, for example, in a subject such as mathematics. Other actions appear unsupported by the remainder of the Petition and the Budget. For example, “EL students will receive in-class instructional support which includes 1-on-1 teacher support, 1-on-1 parent support...” (p. 84.) However, neither the Petition nor the Budget contemplates the staffing or resources necessary to ensure 1-on-1 teacher and parent support for each EL student.

Additional Deficiencies: In evaluating Spark’s compliance with the conditions relating to Spark’s Educational Program, District Staff found numerous deficiencies to further support the Board’s finding, as set forth in Resolution 14-05, that Petitioners are demonstrably unlikely to successfully implement the educational program. Although discussed here related to the educational program, the deficiencies set forth below further reflect a failure to comply with conditions 2(a), 2(b), and 10(j).

The Petition sets forth descriptions of Spark’s instructional philosophy, strategies and approaches that Petitioners plan to use. For example, the four key components comprising Spark’s educational philosophy are: (1) a high-quality academic program that emphasizes project- and inquiry-based learning; (2) social-emotional learning; (3) a K-8 school configuration; and (4) family participation and community. (p. 19-21.) The educational program also describes constructivism and the Helical Model as pedagogical theories that Spark intends to apply. (p. 22-32.)

The description of the instructional philosophies and strategies embody Spark’s attitudes and values as to how it seeks to educate its students. However, these philosophies and strategies are not curriculum, defined as the actual substantive topics and materials comprising a specific course of study. Without specific curriculum and instructional

materials, the instructional philosophies and strategies are rendered ineffective and impossible to be implemented.

Here, the Petition does not reflect that these instructional philosophies and approaches have been reduced into a specific and detailed educational program that is operational. The Petition simply does not identify the actual textbooks or instructional materials to be used, and therefore does not provide curriculum for the educational program. The instructional materials that are identified appear merely as suggestions. For example, the science program will be “guided” by *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas* (p. 33); Spark will “work” with the Silicon Valley Math Initiative and Math Solutions for “access” to curriculum (p. 34-35); for social studies, teachers “will take inspiration” from *Social Studies Alive!* (p. 35); and to plan English Language Arts instruction, teachers will use books from specialists “such as” Lucy Calkins and Stephanie Harvey (p. 37). The Petition simply does not commit to specific instructional materials.

The Petition also states that “curriculum is aligned with each child’s developmental level to allow children to feel successful regardless of academic level.” (p. 48.) However, such instructional material is neither identified nor provided. Numerous references are given regarding the Charter School’s application of the Common Core State Standards; however, concrete details and examples are not provided. For example, the Petition states that “[a]ligned with the Common Core Standards, the curriculum at Spark Charter is structured so students can delve deeply into core subject areas with a focus on inquiry, exploration, and understanding.” (p. 50.) This description is vague and is not further clarified through the identification or description of specific curriculum and textbooks that incorporate both the Common Core Standards and Spark’s focus on “inquiry, exploration, and understanding.”

Moreover, despite the fact that Spark intends to serve grades K-8, the Petition fails to describe a specific educational program designed for middle school students. For example, the Petition includes curriculum maps for science, social studies, English Language Arts, and mathematics (Apps. 5A-D); however, these maps are designed for grades K-5, and no analogous curriculum was described or identified for grades 6-8. The Petition attempts to describe pupil outcomes for English, mathematics, social sciences, and science (p. 99-101), and for each of these core subjects, the Petition attempts to set forth goals, actions to achieve goals, measurable outcomes, and methods of measurement. However, the Petition only does so with respect to K-5 students, and no goals, actions, measurable outcomes, and methods of measurement are identified for students in grades 6-8. In addition, the Petition provides a sample, not a final, K-8 weekly instructional schedule (p. 47). However, the instructional schedule appears designed for primary grade students rather than middle school students, and the Petition does not otherwise state how Spark will modify the schedule to accommodate the needs of various grade levels, including grades 6-8.

Additionally, the weekly instructional schedule provides the number of instructional minutes to be provided each day (e.g., 325 minutes from Monday through Friday; 225 minutes on Friday). However, the Petition does not include an annual calendar of instructional days, which is required to verify whether these daily instructional minutes will meet or exceed the statutory minimum of 36,000 annual minutes for kindergarten; 50,400 annual minutes for grades 1-3; 54,000 annual minutes for grades 4-8; or the 54,800 annual minutes that Spark intends to offer as stated in the Petition. (p. 46.) Spark provides only one sample instructional schedule and does not further disaggregate or apportion the instructional minutes to reflect the different educational needs of primary grade and middle school students. For example, Education Code section 51210 requires 200 minutes of physical

education instruction each 10 school days for grades 1-6 and section 51222 requires 400 minutes of physical education instruction each 10 schooldays for grades 7-8. However, the "one-size-fits-all" K-8 instructional schedule allocates only 15 minutes per day of "morning fitness" four days per week. Moreover, the weekly instructional calendar does not account for the educational programs that Petitioners themselves propose to offer. For example, the Petition indicates that Spark will offer foreign language instruction representing the top three immigrant populations in the community (Spanish, Mandarin, and Hindi). (p. 43, 46, 58.) However, the weekly instructional schedule omits foreign language instruction entirely.

Rather than identifying specific textbooks, instructional materials, or curricula, it appears that Spark plans on having its teachers develop the instructional material themselves. The Petition states that teachers, in addition to developing weekly lesson and unit plans, must also engage in "long-term planning," which consists of "curriculum mapping of grade level state/core content standards" and "develop[ing] scope and sequence for school-wide activities linked to the cross-curricular units." (p. 40.) The Petition states that "teachers will engage in long-term planning before the school year begins...and map the Core content and/or California State Standards onto a school year calendar." (p. 41.)

This proposal reflects a lack of understanding as to the enormous scope of this task. The Petition essentially requires teachers to develop curriculum for each grade level, which is a substantial undertaking and made all the more arduous considering the Petition does not identify specific textbooks or instructional materials. Moreover, the Petition states that "in the first three years of the school, teachers will have the guidance and support of a curriculum specialist in the design and delivery of their curriculum." (p. 46.) However, according to the Budget, Spark will not have a Curriculum Director until its third year of operation, which will make curriculum design all the more difficult. The Petition also does not provide adequate lesson planning materials. The Petition provides a sample Helical Model Lesson Planning template, but only for first grade language arts (App. 9), and a unit planning template and sample, but only for a natural resources unit for the second grade (App. 8).

The Petition also reflects a lack of commitment in even identifying materials to assist teachers to develop curricula. For example, the Petition states that teachers will use books and resources by specialists "such as" Lucy Calkins and Stephanie Harvey, and that Spark "may also consider" using the Step Up to Writing program developed by Sopris learning. (p. 37.) Also concerning is the fact that the added task of developing curriculum is not commensurate with the salary of Spark's teachers. According to the Budget, Spark intends to pay its teachers \$55,000 per year, which is significantly lower than the District's average teacher salary of approximately \$80,000 per year, and which is even below the average salary of \$58,476 per year for early career hires. Thus, the Petition raises concerns about Spark's ability to retain a highly-qualified certificated staff, in light of the additional and onerous responsibilities imposed, at a less competitive rate of compensation.

The Petition also reflects a lack of commitment to implement specific elements of the educational program. For example, the Petition states that the Charter School's "intent" is to offer Spanish, Mandarin Chinese, and Hindi "as its budget allows" (p. 43); in year 3, "pending budgetary availability," Spark Charter School plans to employ a Special Education Manager (p. 72); the Charter School will "strive" to ensure that its student body represents the school-age population residing within the District's boundaries (p. 2); the orientation process at Spark will "strive" to be inclusive of and welcoming to all families (p. 60); Spark Charter shall "strive" to have 75% of the students in grades K-8 receive a score of proficient or above on the progress report at the end of the academic year (p. 80); or teachers across all grade level "may" use SDAIE strategies to support ELs in learning academic content (p.

62). The Petition also provides “draft” curriculum maps for science, social studies, English Language Arts, and mathematics (Apps. 5A-D); a “sample” unit planning template (App. 8); a “sample” Helical Model Lesson Planning template for first grade only (App. 9); a “sample” K-8 week instructional schedule (p. 47); and a “sample” writing rubric, which does not indicate for which grade level it applies (App. 15). The Petition also wavers with respect to the implementation of the Common Core State Standards. The Petition states that “learning how to effectively implement this new educational standard will take time,” implying that Common Core may not be implemented immediately. (p. 7.) The persistent use of noncommittal language throughout the Petition such as “intent”, “strive”, “may,” “sample,” and “example” reflects Spark’s lack of commitment to implement a specific educational plan, and makes it difficult to hold Spark accountable to its own Petition.

The Petition also contains various inconsistencies and contradictions that, when taken as a whole, reflect a lack of clarity in the Petition and demonstrates a lack of an operational program. For example, the Petition makes numerous references to the use of the California Standards Test (“CST”) and the CAT/6 assessments, despite the fact that such assessments are now obsolete (e.g., pp. 63, 105, 109). The Petition also states that, as a measurable outcome for science, “75% of more of all students will earn a rating of proficient or advanced in *social studies* through formative assessments.” (Emphasis added.) Additionally, during Spark’s information session meeting on March 1, 2014, which was recorded and posted on Spark’s website, Petitioners represented that Spark “will offer an afterschool program”; however, the Petition reflects no plan, information or commitment to an after-school program. (Recording, at 10:40.) The Petition continues to contain deficiencies, which indicate that Petitioners are demonstrably unlikely to successfully implement their program.

Elements II and III – Measurable Pupil Outcomes/Methods of Assessment

Condition 2(a). “The Petition shall describe clearly-defined and objectively measurable pupil outcomes that are realistic, meaningful, academically challenging, and tied specifically to Spark’s educational program and to the Common Core State Standards. The Petition shall identify and describe clearly-defined and objectively measurable pupil outcomes to measure progress towards the attainment of the goals of the Spark program, including but not limited to outcomes centered on socio-emotional development and student physical fitness.”

Spark did not comply with this condition. The Petition attempts to identify measurable outcomes and methods of measurement for English, mathematics, social sciences, and science. (p. 99-102.) However, the Petition only does so for grades K-5, and does not establish outcomes and methods of measurement for grades 6-8. Moreover, even the stated outcomes and methods of measurement for the elementary program are vague, outdated, and inadequately described. For example, for English and mathematics, the Petition states that “75% of Kindergarten through 5th grade students will progress one grade/skill level each academic year” and “75% of 3rd through 5th grade students...will score proficient or higher on the CA MAPP statewide test,” which does not appear to be rigorous. For social science and science, the Petition states that “75% of all students....will demonstrate proficiency on the California Standards Test,” which is an obsolete assessment and reflects a lack of adequate planning. The Petition also states that, as a measurable outcome for science, “75% of more of all students will earn a rating of proficient or advanced in *social studies* through formative assessments.” (Emphasis added.) The fact that science includes, as a measurable outcome, a goal from another subject reflects a lack of an actual plan to achieve subject matter outcomes. (p. 99-102.)

The Petition states that “Spark Charter has developed grade level benchmark assessments in reading, writing, and math,” yet Spark has not submitted these benchmarks for the District’s review. (p. 80.) The Petition also states that “[a] variety of assessment tools will be used...” (p. 64.) As assessments, the Petition makes numerous references to summative performance assessments, formative assessments, report cards, journals, presentations, monthly reviews, and other forms of assessments created by Spark itself. However, Spark does not submit these assessments or describe any criteria for grading for the District to objectively determine what “proficient” or “advanced” actually means. The only assessment that the Petition identifies with particularity is the Fountas & Pinnell Benchmark Assessments (p. 100). However, this assessment is used for K-5 English only. Aside from Fountas & Pinnell, Spark does not identify or commit to specific benchmark assessments, especially assessments for its middle school students. Although the Petition includes a sample writing rubric, the rubric does not even identify for which grade level it applies. (App. 15.) Additionally, Spark indicates that it will align its pupil outcomes (e.g., for science and history/social science) with the California Standards Test (“CST”), and will administer the CST in ELA and math to students in grades 2-8 each year (p. 77-79, 105), despite the fact that the CST are obsolete. This error reflects a lack of adequate planning and also a lack of understanding regarding the implementation of the Common Core State Standards (“CCSS”).

The Petition also reflects a lack of commitment to meeting measurable pupil outcomes. The Petition states that Spark Charter shall “strive” to increase the number of students performing proficient and advanced on mandated standardized tests; have 75% of students in grades K-8 receive a score of proficient or above on their progress reports; have 100% of students meet the annual API growth target; and achieve a student attendance rate of at least 96.5%. (p. 80.) The fact that Petitioners used the word “strive,” as opposed to “will,” reflects a lack of commitment in reaching pupil outcomes, and impairs the ability to ensure that Spark is accountable for meeting its pupil outcome obligations.

Moreover, the goals and actions identified to implement the CCSS appear vague and reflect a lack of adequate planning for this important task. For example, the Petition indicates that, as a measurable outcome, “100% of teachers will participate in at least five hours of Professional Development and trainings in CCSS and three hours of Technology in Teaching and Learning professional development.” To achieve this outcome, Spark states that “Professional Development calendar and rosters will evidence participation by teachers.” (p. 91.) However, the Budget does not account for this training, and the Petition does not provide a professional development calendar.

While the Petition has accounted for some outcomes and assessment measures for physical fitness and socio-emotional development (p. 79-80, 88, 102-103; App. 6, 7), as described above, sufficient deficiencies with respect to Spark’s measurable pupil outcomes and methods of assessment exist to render the Petition noncompliant with this condition.

Condition 2(b). “The Petition shall identify and describe clearly-defined and measurable outcomes that address increases in pupil academic achievement both school wide and for all groups of pupils served by Spark, including but not limited to ethnic subgroups, socioeconomically disadvantaged pupils, English learners, students with disabilities, and foster youth.”

Spark did not comply with this condition. The Petition does not address increases in performance for specific groups of pupils aside from EL students. Rather, the Petition frequently states that students “including all student subgroups” will meet a particular outcome, without identifying what those subgroups are. (e.g., pp. 78, 79, 83.) The Petition

does not identify specific outcomes that address increases in pupil academic achievement for numerically significant ethnic subgroups, socioeconomically disadvantaged pupils, students with disabilities, and foster youth. Even the outcomes for EL students appear vague. For example, as a measurable outcome, the Petition states that “100% of EL students will gain academic content knowledge through the implementation of the CCSS.” (p. 91) However, the Petition does not define what it means to “gain academic content knowledge” and fails to describe how EL students will do so specifically through the implementation of the CCSS.

Element IV – Governance

Condition 3(a) “The Petition shall reflect no requirement or expectation for parents to sign or otherwise comply with a Parent Agreement, volunteer their time or services to the charter school, serve in any charter school related position, or attend meetings or trainings. The Petition shall reflect that any volunteer service by parents may not be connected to nor construed as a requirement for admission, continued attendance, or discipline. The Petition shall reflect no requirement that parents speak to or contact the Executive Director or any other representative or employee of Spark should they find themselves unable or unwilling to volunteer. The Petition shall reflect that any volunteer service by parents may not cause or result in preferential admission to the charter school or other privileges. The Petition shall reflect that any provisions concerning parental participation comply with Spark’s obligation to provide free public education, ensure the prevention of any disparate impact arising out of such provisions, and achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the District.”

Spark did not comply with this condition. Contrary to what Condition 3(a) requires, the Petition continues to maintain an expectation that all families participate in the educational program and that parents and/or families of applicant students complete and sign a Parent Agreement. (p. 118; App. 22.) The Petition reflects this expectation by stating “[e]ach family will be asked to complete a form which outlines how the family can contribute to the success of the program” (p. 118.) The Petition then incorporates the Parent Agreement as an appendix to the Petition. (App. 22.)

The Parent Agreement itself contains language reflecting Spark’s expectation that parents volunteer. For example, the Parent Agreement states “[i]n signing this Agreement, we agree to support the Spark Charter School educational philosophy and program in the following ways.” (App. 22, p. 371) The agreement then lists the various volunteer activities and requires parents to sign their initials next to each individual requirement. These requirements include, but are not limited, to the following: (1) “We agree that we will participate in a regularly scheduled shift of two (2) hours per week per child”; (2) “We will serve on a one-school-side committee in addition to our regularly scheduled classroom shift”; (3) “We will drive or chaperone on at least two (2) field trips per year for each of our enrolled children”; (4) “We will attend the social-emotional intelligence training, “Positive Connections,” as Spark”; (5) “We will attend the classroom volunteer training sessions”; (6) “We will participate in all community-wide and classroom parent meetings”; (7) “We will participate in at least one Campus Work Day per year.” (App. 22, p. 371-72.)

The Parent Agreement further states that “[i]n the event that any of the above *expectations* create a hardship on a family, the Spark Board encourages that family to seek assistance from the Executive Director and/or a Spark Board member in finding alternative ways to meaningfully contribute to the Spark community.” (App. 22, p.372; emphasis added.) “If parents are unable to volunteer during school hours, or *dedicate the number of hours sought*, the school will find a way for them to participate.” (p. 118; emphasis added.) Here,

the Parent Agreement itself acknowledges that the listed volunteer activities constitute "expectations" and the Petition reaffirms this expectation by indicating that Spark seeks parents to "dedicate" of a certain number of hours. Equally important, however, is the fact that this clause constitutes an independent and direct violation of the Resolution as Condition 3(a) states that the "Petition shall reflect no requirement that parents speak to or contact the Executive Director or any other representative or employee of Spark should they find themselves unable or unwilling to volunteer."

Petitioners' only efforts to comply with Condition 3(a) involve lifting compliant language from the Resolution and inserting that language at the end of the Parent Agreement (App. 22) and the Governance section. (p. 119.) Petitioners insert, at the end of the Parent Agreement, a statement that "Spark does not require parent or family participation, but "encourages parental participation," and that a parent's and/or family's inability, unwillingness, and/or failure to participate in Spark or its educational program shall not serve as a basis for admission, denial of admission, continued enrollment, or any form of discipline.

However, the insertion of this language is wholly inconsistent with the provisions in the remainder of the Petition that do reflect an expectation for parent participation. The persistent use of language such as "we agree", "we will serve", and "we will attend," in addition to the prefatory language stating that "we agree to support [Spark]...in the following ways," makes it abundantly clear that Spark maintains an expectation that parents and families volunteer their time or services to the charter school, serve in any charter school related position, or attend meetings or trainings, in violation of Condition 3(a).

In addition, Petitioners have also included as an appendix a 2006 legal memorandum from the California Department of Education's general counsel opining that a charter petition may include a requirement that parents agree to perform work for a charter school (App. 11). However, the District countered as obsolete in light of California Department of Education's Fiscal Management Advisory 12-02, dated April 24, 2013, which provides that charter schools may not require donations or service. Citing to the 2006 memorandum, the Petition states "[w]ith this in mind, Spark asks families to make a commitment to the community and their child to volunteer in the classroom on a weekly basis." (p. 3.) Spark establishes this expectation for parents to volunteer despite the fact that Education Code section 49011, enacted in 2012, prohibits all public schools, including charter schools, from providing privileges relating to educational activities in exchange for services from a pupil's parents or guardians, and despite the fact that Spark assures that the "Charter School will not charge tuition, fees, or other mandatory payments for attendance" in accordance with Education Code section 47605(d)(1)."

Nonetheless, the Petition makes clear that "[i]nvolving parents in supporting their children's education at home is not enough. To ensure the quality of schools as institutions serving the community, parents must be involved at all levels in the school." (p. 3.) Moreover, it is clear that Spark's educational program continues to remain heavily reliant upon parents, as Spark believes that parent participation "enables teachers to more easily offer small group instruction and differentiated learning." (p. 8.) Indeed, teachers "will create teaching teams comprising of volunteers" who will enable the teachers to differentiate and group students. (p. 44.) According to Spark, "it is vital for parents to complete the helical model mornings for continuity with the students" and volunteer parents are also to be relied upon to identify relevant technologies, set these up in school, and support teachers and students in using these technologies. (p. 44.) Moreover, foreign language instruction in Spanish, Mandarin, and Chinese "will be designed with a lead teacher...supported by volunteer parents fluent in each of the languages." (p. 43.) As previously stated in Resolution 14-05, the Petition does

not “account for the fact that parent participation cannot be required or for the possibility that not all parents/families have the time and resources to volunteer their services, which renders the educational plan unrealistic.”

After the passage of Resolution 14-05, District Staff raised these very issues relating to the parent participation expectations to Spark through Letters of Concern dated February 14, 2014, March 7, 2014, and March 14, 2014. Despite assurances from Spark that the Charter School will not require parent participation, the totality of the Petition and of Petitioners’ actions thus far indicate otherwise. For example, Spark posted the expected parent participation activities on its website, which continues to exist today. Moreover, during Spark’s information session meeting on March 1, 2014, which was recorded and posted on Spark’s website, Petitioners continued to maintain an expectation for parent participation. One of the Petitioners stated: “We’re asking for participation in the classroom as well as other places in the program. If it intimidates you about making a commitment like that, please, if you’re interested in the program, speak to us. There are creative ways to make this happen.” (Recording, at 67:37.) No further clarification was provided that parent participation is not required. Despite the fact Spark that inserted language into the Petition assuring that parent participation is not required, such assurances appear disingenuous as the language contained in other parts of the Petition, the inclusion of the Parent Agreement and CDE memorandum, and Petitioners’ own actions reflect the Charter School’s clear expectation for parent participation and reliance upon parent volunteers to operate its educational program.

Condition 3(b) “The Petition shall reflect Spark’s plan to implement a parent survey as a means of encouraging parental involvement. The parent survey shall inquire about and incorporate key elements of the parent-school relationship, such as but not exclusive of parental support, child behaviors, parent engagement, school climate, and parent roles and responsibilities.”

Spark did not comply with this condition. The Petition lifts the above-referenced language from the Resolution and inserts it into the Petition (p. 119), and states that “Spark shall develop and administer an annual parent survey as an additional means of encouraging parental involvement.” However, Petitioners do not include the Parent Survey as part of the Petition or even as an appendix. Accordingly, Spark did not meet this condition as the District cannot verify Spark’s plan to implement a parent survey, or confirm whether the survey adequately inquires about key elements of the parent-school relationship.

Additional Deficiencies: While evaluating Spark’s compliance with these conditions, District staff found additional deficiencies relating to the Charter School’s governance that further supports the District’s finding in Resolution 14-05 that Petitioners are demonstrably unlikely to successfully implement the program presented in the Petition. District staff found issues regarding Spark’s compliance with the Brown Act after the passage of the Resolution. Specifically, the District received a written complaint alleging that the Charter School Board repeatedly took action on changes to the Petition and Bylaws without complying with the Brown Act. As a result, on or about February 4, 2014, as part of its oversight responsibilities, the District sent Spark a Letter of Concern requesting additional information and seeking correction. In response, on or about February 14, 2014, Spark pledged to receive Brown Act training. However, on or about March 7, 2014, Spark informed the District that only three of its five board members received Brown Act training and provided no information why the other two board members – specifically, Gigi Carunungan and Christine Hernandez - did not receive training.

In addition, the composition of the Spark board has changed since the submission of the Petition on April 1, 2014. According to the agenda of a special meeting held by the Spark board on April 13, 2014, the Spark board considered "Board director appointment." The agenda for the regular meeting held on April 17, 2014 reflects that Alyson Abrego replaced board member Gigi Carunungan, who, according to the Petition, has curriculum development experience as the curriculum director of Synapse School. Spark did not provide formal notice to the District in advance of this change, nor did it provide the District with any further information or reason why Ms. Carunungan is no longer currently serving on the Spark board. Moreover, Spark did not verify whether Ms. Abrego has received Brown Act training.

Significantly, the Petition currently does not reflect the composition of the Spark board as it exists now. The fact that only three out of the five board members received Brown Act training; the composition of the Spark board changed without explanation after the submission of the revised Petition; and the board member with curriculum development experience no longer currently serves on the Spark board, raise serious concerns about the ability of the Spark board to successfully implement Spark's educational program.

Element V – Employee Qualifications

Condition 4(a) "Spark shall provide documentation demonstrating that all of its teachers possess EL certification. The Petition shall reflect a requirement that Spark's teachers possess appropriate EL certification at the time of hire."

Spark did not fully comply with this condition. Although the Petition states that "Spark teachers shall possess appropriate English Learner certification at the time of hire" and that Spark shall provide the District documentation of compliance with applicable English Learner certification requirements for teachers" (p.128), Spark did not submit to the District any documentation or supporting evidence that its teachers possess appropriate EL certification by the April 1, 2014 deadline. (See also, discussion re Condition 1(b).)

Element VI – Health and Safety

Condition 5(a) "The Petition shall reflect that no student or parent volunteer will be required to pay for testing."

Spark has complied with this condition. (p. 132.)

Element VII – Racial and Ethnic Balance

Condition 6(a) "The Petition shall provide accurate and up-to-date demographic information for the District, reflecting the student population residing within District boundaries. The Petition shall reflect the requirement that Spark achieve a racial and ethnic balance to reflect the demographics of the District as required by Education Code section 47605."

Spark did not comply with this condition. The Petition provides outdated demographic information for the District. The "Sunnyvale Unified School District Community Demographics" provided in the Petition is based on demographic data from 2010. (p. 135-136.) Additionally, as further described above, the Petition again reflects a lack of commitment to the educational program through the use of noncommittal language. Education Code section 47605(b)(5)(G), requires charter schools to describe 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....” (Emphasis added.) Here, the Petition reflects its lack of commitment in satisfying this condition by stating that Spark will “strive” to achieve a racial and ethnic balance among its pupils, “recognizing the legal limitations which prevent racial and ethnic quotas of affirmative action of any kind.” (p. 135.) Accordingly, the Petition does not reflect Spark’s commitment to achieving a racial and ethnic balance and required by the Education Code, but rather contains language that may later be used to excuse Spark’s potential failure to achieve the appropriate racial and ethnic balance, impairing the ability to hold Spark accountable to the charter.

Condition 6(b) “The Petition shall provide dates and locations of outreach and recruitment events, including but not limited to dates for community information nights, dates for media and communication submissions and airings, periods for leafleting, and other events and/or programs identified in the Spark’s Marketing and Community Outreach Plan.”

Spark has substantially complied with this condition. Spark includes a “Marketing and Community Outreach Plan” as an appendix to the Petition, and the plan identifies social media websites and various locations in the Sunnyvale community where Spark intends to engage in its outreach and recruitment events. (App. 26; p. 381.) Condition 6(b) requires Spark to provide dates of outreach and recruitment events. Rather than dates, however, Spark provides months during which it intends to engage in outreach efforts (e.g., December: Hold open house in English & Spanish). Although this does not necessarily violate the condition, it again reflects Spark’s unwillingness to commit to an actual course of action. Moreover, some of the “dates” identified are internally inconsistent within the Outreach Plan. For example, the event identified for “Early January” is “Outreach for Information Meeting #1 *in late January*.” (Emphasis added.) The outreach plan substantially complies with Condition 6(b) to the extent that it provides date ranges and locations of recruitment activities, but further reflects Spark’s lack of planning and lack of commitment to a specific course of action, which are found in other critical parts of the Petition.

Element VIII – Admission Requirements

Condition 7(a) “The Petition shall delete references to parent and/or family agreements or service, time, participation requirements for parents and/or or families. The Petition shall reflect that parent and/or family inability, unwillingness, and/or failure to volunteer or participate in Spark or its educational program shall not serve as a basis for admission, denial of admission, continued enrollment, or any form of discipline.”

Spark did not comply with this condition. As further described above in Condition 3(a), Spark did not delete its references to parent or family agreements, or service, time, and participation requirements for parents and families. To the contrary, the Petition expressly states that “[e]ach family will be asked to complete a form which outlines how the family can contribute to the success of the program,” and immediately cites to and includes the Parent Agreement as an appendix to the Petition. (p. 118; App. 22.) The Parent Agreement itself states that “[i]n the event that any of the above *expectations* create a hardship on a family, the Spark Board encourages that family to seek assistance from the Executive Director and/or a Spark Board member in finding alternative ways to meaningfully contribute to the Spark community.” (App. 22, p. 372; emphasis added.) The Petition also states that “if parents are unable to volunteer during school hours, or *dedicate the number of hours sought*, the school will find a way for them to participate.” (p. 118.)

The Petition also does not delete references to “service, time, participation requirements for parents and/or families” as required by this condition. The Parent Agreement states “[i]n signing this Agreement, we agree to support the Spark Charter School educational philosophy and program in the following ways.” (App. 22, p. 371.) The agreement then lists the various volunteer activities and requires parents to sign their initials next to each individual requirement. These requirements include, but are not limited, to the following: (1) “We agree that we will participate in a regularly scheduled shift of two (2) hours per week per child”; (2) “We will serve on a one-school-side committee in addition to our regularly scheduled classroom shift”; (3) “We will drive or chaperone on at least two (2) field trips per year for each of our enrolled children”; (4) “We will attend the social-emotional intelligence training, “Positive Connections,” as Spark”; (5) “We will attend the classroom volunteer training sessions”; (6) “We will participate in all community-wide and classroom parent meetings”; (7) “We will participate in at least one Campus Work Day per year.” (App. 22, p. 371-72.)

Although the Petition states that “family inability or failure to volunteer shall not serve as a basis for admission, denial of admission, continued enrollment, or any form of discipline (p. 138),” the language contained in the remainder of the Petition, in addition to the fact that the Petition includes a Parent Agreement, reflects a real expectation that parents must sign the Parent Agreement and volunteer their services as a condition of admission or enrollment. Indeed, parents who are unable to volunteer their time may reasonably view the Parent Agreement as containing obligations that they cannot fulfill, and feel dissuaded from submitting an application or enrolling their child as a result. Spark appeared to recognize this possibility during its information session meeting on March 1, 2014, when parents were directed to speak with Petitioners if they felt “intimidated” by the parent participation time commitment. Nonetheless, Petitioners continued to insist that they could find other “creative ways” for parents to participate rather than being clear it is not required. (Recording, at 67:37.) Accordingly, Spark did not comply with this condition.

Condition 7(b) “The Petition shall reflect that parent attendance at a school information meeting and a school tour is voluntary and shall not serve as a condition to admission, continued attendance, or completion of the application process.”

Spark did not comply with this condition. The Petition does not expressly state that parent attendance at a school information meeting and tour is voluntary. Moreover, the Petition states that “[a]ll parents or guardians shall be encouraged to attend” the meeting and tour (p. 138). Rather than stating that parents “are” encouraged, the Petition states that parents “shall be” encouraged, reflecting that the information meeting and tour are an expectation for enrollment and are not entirely voluntary. (See also discussion re Condition 1(a).)

Condition 7(c) “The Petition shall reflect no entitlement for preferential admissions treatment, including but not limited to the public random drawing, for extended family members of founding families.”

Spark has complied with this condition. However, although the Petition does not provide admissions preference in the public random drawing to extended members of founding families, it continues to do so for the founding families themselves. The Petition states that “Spark will give founders preference to no more than 10% of school enrollment.” (p. 139). In fact, both founding families and children of full-time paid Spark staff have enrollment preferences in the public random drawing over residents of the District. Although the District informed Spark that it did not believe a founding families preference was necessary because there appeared to be no issue of oversubscription of the Charter School, the

District made clear that parents or students may not receive preferential treatment based upon donation of services.

Element IX – Suspension and Expulsion

Condition 8(a) “The Suspension/Expulsion Procedures section of the Petition requires information regarding student discipline, disciplinary offenses, and the suspension and expulsion process, and rather than referring to policies and procedures attached to the Petition. Suspension/Expulsion Procedures are a required component of charter petitions and must be incorporated into the Petition itself. Additionally, the Petition must provide for processes or procedures by which a suspended or expelled student can appeal his or her suspension or expulsion. Also, the Petition must confirm that a student will not be subject to discipline as a consequence of a student’s, a parent’s, or a family’s failure to contribute to the school.”

Spark did not fully comply with this condition. The Suspension/Expulsion Procedures have been incorporated into the body of the Petition itself (p.141), rather than attached as an Appendix. However, this condition also expressly requires Spark to establish a procedure by which a suspended or expelled student can appeal his or her suspension or expulsion. The Petition fails to do so.

Supplemental Information

Condition 9(a) “The Petition shall reflect that Spark agrees, at its own expense, to hold harmless and indemnify the District from and against any and all claims, demands, actions, debts, judgments, damages, and liabilities, including attorney’s fees, arising from or relating to any acts, errors, omissions, debts or obligations of Spark.”

Spark has complied with this condition. (p. 167.)

Condition 9(b) “The Petition shall identify the specific coverage limits and/or amounts for each insurance policy obtained that shall be adequate as compared to a school of similar size. The Petition shall require the District to be named as an additional named insured on each insurance policy obtained by Spark. Spark shall provide documentation of compliant insurance coverage.”

Spark did not comply with this condition. The Petition identifies the types of insurance coverage that Spark “will secure and maintain,” specifically commercial general liability, workers’ compensation insurance, commercial auto liability, errors and omissions, fidelity bond, sexual molestation and abuse, and employment practices legal liability. (p. 166.) However, the Petition does not identify the specific coverage limits or amounts for each policy.

Spark also does not provide documentation of coverage, as appendices to the Petition or otherwise, which suggests that Spark has not yet obtained the requisite insurance policies. The Petition also states that “the District shall be named an additional insured on the general liability insurance of Spark Charter School” only (p. 167), and does not specify that the District will be named an additional insured on all of Spark’s insurance policies. This also calls into question the Budget line item for insurance.

Condition 9(c) “The Petition shall reflect that Spark shall execute the District’s MOU Regarding Oversight and Operations; the MOU shall become part of the conditions, standards, and procedures set forth in the Charter; the failure to meet the conditions set

forth in the MOU shall constitute a material violation of the conditions, standards, and procedures set forth in the Charter; and the MOU serves as Spark's admission that the failure to meet the conditions of the MOU constitutes a material violation that has not been remedied within the meaning of Education Code section 47607(c) and therefore serves as sufficient grounds for revocation.

Spark did not comply with this condition. Although Spark incorporates similar language into the Petition in response to Condition 9(c), the District finds the provision to be weaker than stated in the resolution. Specifically, the Petition states: "Spark shall execute a mutually agreed upon (Memorandum of Understanding) MOU with the District. The failure to meet the conditions set forth in the MOU may form a basis for the District's initiation of the process for revocation of the charter as described in Education Code Section 47607(c) if the failure qualifies as a basis for revocation pursuant to Education Code Section 47607(c)." (p. 168).

Condition 9(d) "Spark shall execute the District's MOU Regarding Oversight and Operations."

Spark did not comply with this condition.

Condition 9(e) "Spark shall provide documentation demonstrating enrollment of not less than 250 students."

Spark did not comply with this condition. As of the April 1, 2014 deadline to comply with the Resolution's conditions, Spark did not provide any documentation to support enrollment and did not demonstrate enrollment of no less than 250 students. The Budget for the 2014-2015 school year is based upon an enrollment of 158 and an Average Daily Attendance ("ADA") of 150.1. Petitioners informed the District that Spark received 241 applications as of the lottery deadline of March 15, 2014, and received 256 total applications as of March 29, 2014. However, applications do not constitute actual enrollment, which is what Resolution requires, and Spark has not provided the District with any documentation to substantiate enrollment of 250 students as required by the Resolution.

The distinction between applications and enrollment is not a trivial one, as not all applications materialize into enrollment. Submission of this documentation was critical in the District's evaluation of the status of the charter school's financial plan and ability to successfully implement the program. Due to the small size of the program, any decrease in ADA, however minimal, will have a significant negative impact upon the Charter School and would likely create major problems for Spark's financial operations. The lack of evidence demonstrating that Spark has any enrollment, or the required 250 students raises serious concerns regarding Spark's financial and operational viability going forward.

Condition 9(f) "Spark shall establish a plan to provide free and reduced-price meals in conformity with state and federal law."

Spark has substantially complied with this condition. Spark inserts language into the Petition stating that it "shall provide free and reduced-price meals in conformity with state and federal law. Spark shall provide free and reduced-price snack for this same cohort of students." (p. 166.) Although this does not establish a specific and detailed plan for provision of such meals it reflects the plan and commitment to provide meals in conformity with law.

Condition 9(g) "Spark shall submit final copies of all appendices and exhibits referenced in and attached to the Petition by or before April 1, 2014, for District approval."

Spark has substantially complied with this condition. It should be noted, however, that although Spark submitted its revised Petition and appendices on the April 1, 2014 deadline, not all of Spark's appendices were final copies. Rather, some of the appendices were drafts or samples. (e.g., Apps. 5A-D [draft curriculum maps]; 15 [sample writing rubric]; 24 [sample teacher evaluation].) It should also be noted that commitments such as compliance with the Brown Act and the CPRA should be set forth in the Petition rather than the Appendices so that those reviewing the charter are aware of the Charter School's obligations in operating the program.

Budget

Condition 10(a) "The Petition shall eliminate any references affording Spark the authority to raise the student class size for any reason, including for the purpose of financing budgetary shortfalls, without prior approval from the District."

Spark did not comply with this condition. Contrary to what Condition 10(a) requires, the Petition expressly states, "Spark could raise, if needed, the student class size to finance some shortfalls." (App. 29, p. 388) The Petition does not further provide that prior approval from the District is required to raise the student class size. Class size is a material component to the educational program identified in the Petition and noncommittal language to class size undermines accountability.

Condition 10(b) "Spark shall adjust its base rate projections used to calculate its General Purpose Entitlement to establish an accurate projection reflective of such rates within Sunnyvale and similar Santa Clara County communities."

Spark has complied with this condition. The Budget applies the following base rate: "Base rate \$6,773 per ADA per Estimate of LCFF Base rate from Kolvira Cheng at SCCOE." (Budget, p. 3.)

Condition 10(c) "Spark shall adjust its budget to reflect ADA projections consistent with enrollment as of April 1, 2014, and make related adjustments to revenue and expenditures to ensure a 5 percent reserve."

Spark's compliance with this condition is incomplete. The Budget is based upon an enrollment/ADA of 158/150.1 for 2014-2015. (Budget, p. 2.) The Budget also indicates a reserve for economic uncertainties is at least 5% of total expenses. (Budget, p. 1.) However, the Budget is still based upon an enrollment figure that is less than 250 and that does not comply with Condition 9(e). As the Budget does not reflect an adequate ADA projection, the revenues, expenditures, and reserve figures are not consistent with a compliant enrollment figure. Additionally, the Budget does not support the educational program as set forth below.

Condition 10(d) "The Petition shall include requirements for compliance with LCFF including timely development of a compliant LCAP. Spark shall prepare and provide documentation demonstrating compliance with LCFF requirements, including its LCAP."

Spark did not comply with this condition. The Petition indicates that "[o]n or before July 1, 2014, the Charter School will produce a Local Control Accountability Plan ('LCAP')." (p. 80.) However, the Petition does not include an LCAP template or at least a draft of the LCAP.

While the Petition references goals and actions to achieve state priorities pursuant to Education Code section 47605(b)(5)(A)(ii), for the reasons stated in Condition 2(a) above, the Petition's description of the goals and actions are deficient. (p. 80-104.) There is no documentation provided to establish that the Budget was prepared in compliance with LCAP.

Condition 10(e) "Spark shall provide documentation to support its revenue sources, including but not limited to donations, Spark's entitlement to reimbursement for Food Services Costs, state lottery income, start-up grant, and revolving loans and/or lines of credit and bring its budget in line with verified revenue sources."

Spark did not comply with this condition. Spark provides no backup documentation to support its revenue sources. In the Budget Narrative, Spark indicates that it received Public Charter Schools Grant Program ("PCSGP") grant of \$575,000, but provides no documentation to support this award. (App. 29, p. 389.) Moreover, it is unclear from the actual Budget whether this \$575,000 award was accounted for as revenue. The Santa Clara County Office of Education ("SCCOE") Charter School Financial Analyst has advised the District that many PCSGP requirements and restrictions will likely significantly hinder Spark's ability to receive the full \$575,000 grant amount. To date, there has been no approval of any grant amount and no documentation to substantiate including this revenue in its Budget.

The Budget also projects \$45,000 per year in parent donations and Spark states that "[e]xperience has shown, other charters have raised some factors of this amount annually." Again, however, Spark has provided no backup documentation to support this revenue source. In fact, the Budget notes even reflect that the \$45,000 in donations is not certain as the \$45,000 is "[b]ased on capacity of founders." (Budget, p. 4.) The lack of documentation is significant, as the startup budget reflects only two sources of revenue that are being relied upon. If grant funds are slow to come in or are declined, the in lieu of property taxes monthly distribution will not cover the Spark payroll.

Additionally, the Budget appears to reflect cash flow deficiencies. For fiscal year 2014-2015, the beginning cash amount is set at \$133,000, based on the start-up year (2013-2014) receipt of an implementation grant. The implementation grant can only be received if 80% of the start-up reimbursable expenses can be demonstrated. However, the Budget only reflects \$57,000 in total expenses, even though 80% of the \$175,000 grant is \$140,000. Moreover, no documentation demonstrating allocation of the start-up grant, or any other revenues, was provided. Thus, the Budget does not make clear when Spark will receive this grant, which will create a cash flow issue for the Charter School.

Condition 10(f) "Spark shall adjust its budget to include line items reflecting debt service on revolving loan(s) and any lines of credit and remove undocumented sources of revenue including donations."

Spark did not comply with this condition. The Budget accounts for \$45,000 per year in revenue for "Donations – parents," but the Petition does not provide any supporting documentation. While the Budget reflects line items for loan interest expenses and the Cash Flow chart reflects a line item for "loans payable" (Budget, p. 7; Cash Flow chart), it is still unclear from these two line items whether appropriate debt service is reflected for all loans taken by Spark.

Condition 10(g) "The Petition shall include provision(s) requiring Spark to inform the District of plans to incur debt at least thirty (30) days in advance. Spark shall provide

documentation regarding any debt incurred by Spark and the debt service associated with such debt.”

Spark did not comply with this condition, as this notice provision is not found in the Petition or the Budget.

Condition 10(h) “The budget shall be updated to reflect appropriate staffing levels necessary to implement Spark’s educational program, including but not limited to appropriate numbers of foreign language teachers, English Learner teachers, special education instruction and/or services staff, and Curriculum Director.”

Spark did not comply with this condition. The Budget does not reflect adequate staffing levels to support the educational program. During year 1, the Charter School will hire 0.5 Full-Time Equivalent (“FTE”) ELD; 0 foreign language teachers; 0 art music teachers; 0 curriculum directors; and 0 special education managers. According to the Petition, the Curriculum Director has been budgeted as a “consultant” in object code 5815 and in the PCSGP grant; however, object code 5815 in the Budget accounts for only about \$17,000 per year for the consultant, which is inconsistent with the \$80,000 average salary estimated in the Budget Narrative. (App. 29, p. 390.) According to the Job Opportunities section of the Spark website, Spark indicates that it has “open position for the 2014-2015 school year” for the Executive Director, K-5 teachers, business manager, and curriculum consultant.

Moreover, the Budget does not maintain appropriate funding for critical positions. Spark’s budgeted salary for a teacher of \$55,000 is significantly below the District’s average teacher salary of approximately \$80,000, and even below the average salary of \$58,476 for early career hires. When retirement and health and welfare benefits are included in the calculation of compensation costs, the total cost of compensating a teacher at Spark is approximately \$67,776, while the average cost of an early career hire at the District is significantly higher at \$76,783. Less competitive salaries are also seen in classified employees. The total cost of compensating an attendance clerk and custodian at the District, including salary, retirement benefits, and health and welfare benefits, is \$52,853 and \$63,425. The total compensation costs of these same positions at Spark are significantly lower - \$31,618 and \$36,014, respectively. These figures raise concerns regarding Spark’s ability to retain highly qualified certificated staff as well as classified employees.

Condition 10(i) “The Petition and budget shall clearly identify and describe employee benefits, including but not limited to such information as the health care plan cost per employee and the range of health care plans and costs from which employees may choose. The budget notes shall clearly describe the assumptions for the anticipated costs of employee salaries and benefits.”

Spark did not comply with this condition. Neither the Petition nor the Budget identifies or describes employee benefits, including the health care plan cost and range of health care plans available. The only notes provided in the Budget regarding the assumptions for the anticipated costs of employee salaries and benefits is that the State Teachers’ Retirement System (“STRS”) will cost 8.25% of certificated payroll and health and welfare benefits will cost \$7,000 per eligible employee per year, growing at 10% per year. (Budget, p. 5.)

Upon a comparison of the costs for the District’s health and welfare benefits to those projected for Spark, the health and welfare benefits costs for Spark appear understated. According to the Budget notes, all employees, whether certificated or classified, will cost approximately \$7,000 in health and welfare benefits. On the other hand, for example, the

cost of health and welfare benefits for District teachers is approximately \$11,733. Even positions such as a District attendance clerk, accountant, and custodian have higher health and welfare benefits costs (\$8,416, \$11,733, \$9,061, respectively) than the \$7,000 per employee provided by Spark. The health and welfare benefits appear understated, and Spark does not provide any documentation or further description to support these figures. It is also noted that the Petition commits to STRS/PERS but with the caveat that if the IRS determines charter schools may not participate that Spark “will participate in another retirement or reciprocal program” but does not identify the parameters of the alternative program. The Petition also reflects access to 401k and 403b programs “according to policies adopted by the Spark Board of Directors” but no such policies are included with the Petition.

Condition 10(j) “The Petition shall clearly identify and describe the textbooks and/or instructional materials to be used by Spark to educate its students and the budget shall be adjusted to reflect the costs of these textbooks and/or instructional materials. Spark shall provide supporting documentation identifying the costs associated with acquiring the books, supplies, and instructional materials necessary for its educational program.”

Spark did not comply with this condition. The Petition does not identify textbooks or instructional materials. The Petition also provides no supporting documentation for books and supplies costs, and the Budget also provides insufficient information regarding costs for books and instructional materials. For example, although the Budget provides a line item for “approved textbooks & core curricula material” at \$300 per student, the Budget allocated no money for the line item of “books & other reference materials.” (Budget, p. 6.)

Moreover, because neither the Petition nor the Budget notes provide information or documentation as to the specific instructional materials or textbooks to be used, it is impossible for the District to determine whether the \$300 per student allocation is reasonable to sustain the educational program. Additionally, the Budget also does not adequately reflect support for the program that Spark seeks to implement. For example, the Petition states that Spark may use Rosetta Stone language learning modules as a resource to structure foreign language classes. (p. 43.) However, the Budget reflects no allocation of any funds for “Educational Software” for the entire five-year charter term. Absence of educational software also raises concerns for implementing the technology requirements of Common Core and the Petition.

Condition 10(k) “Spark shall provide documentation supporting the budget’s facilities assumptions, including the assumption that the pro-rata share will be \$4.00 per square foot and that 80 square feet per student will be allocated under Proposition 39. Spark shall develop alternative facilities arrangements for students not eligible for facilities under Proposition 39.”

Spark did not comply with this condition. The Petition provides no documentation to support the Budget’s facilities assumptions. Additionally, alternative facilities arrangements for students not eligible for facilities under Proposition 39 are not evident in the Petition. The Petition does not identify its location as required by section 47605 and it is not identified on its website.

Condition 10(l) “Spark shall specifically describe and/or identify the “start-up” costs to be incurred in the initial year of operation.”

Spark did not comply with this condition. Spark states that “[i]n addition to the normal operating expenses, such as employee compensation, facility costs, insurance, school

supplies, etc., Spark has included a one-time startup costs for books, IT equipment, and furniture.” (App. 29, p. 388.) However, the narrative does not provide any further specificity. Some of the specific start-up expenses are identified in the “2013/14 Startup Budget” column of the Budget. However, it appears that these start-up costs are understated, such as \$6,000 for computers and \$3,000 in legal fees. As discussed above, the Budget also reflects minimal expenditures for textbooks and instructional materials.

Condition 10(m) “The budget shall reflect funds budgeted for Spark to comply with English Language Development and Section 504 of the Rehabilitation Act.”

Spark did not comply with this condition. The Budget provides for an ELD teacher, but only 0.5 FTE during the first year of operation. Notably, the Budget contemplates 57 EL students in year one, but does not provide for expenses to staff or implement the EL program. Additionally, the Budget provides for 0 special education managers, and the Petition states that Spark plans to employ a special education manager in year 3, and even then, only subject to “budgetary availability”. (p. 72.) The Budget Narrative states that the school is budgeting to pay its share of the Special Education costs paid for out of the District’s general fund (\$1107 per ADA), which was estimated by growing the 2012-13 encroachment by 3% over two years. (App. 29, p. 391.)

Condition 10(n) “The Petition shall provide and describe the criteria and process for the selection of contractors for administrative services. Spark shall provide documentation describing the specific services provided by the contractor selected and shall provide documentary evidence supporting its allocation of \$80,000 in the budget for such services.”

Spark did not comply with the condition. The Petition provides no criteria or process for the selection of contractors for administrative services. (p. 169.) Moreover, Spark did not submit any documentation describing the services provided by the administrative services contractor, or any documents supporting the allocation of costs for such services in the Budget. Indeed, it appears that Spark has already selected a provider for administrative services in EdTec, without describing the criteria and process it used to select this particular provider or providing any documentation to support the Budget item. (p. 169.)

IV. CONCLUSION

Resolution 14-05 sets forth detailed written descriptions of the deficiencies contained in the Spark’s original Petition, identifies specific and enumerated conditions required for approval, and reflects the Board’s continued efforts to provide Petitioners with an opportunity to correct the deficiencies and the District’s concerns with Spark’s educational program and operations. However, Spark did not comply with the vast majority of the conditions set forth in Resolution 14-05 by the April 1, 2014 deadline, and the conditions with which Spark did comply are insufficient to overcome the deficiencies described above.

For the reasons stated above, Staff finds that the Petition fails to comply with all of the terms and conditions set forth in Resolution 14-05 and continues to reflect that Petitioners are demonstrably unlikely to successfully implement the program and have not set forth reasonably comprehensive descriptions of the elements of the charter. Accordingly, Staff recommends that the Board’s conditional approval of the Petition be rescinded in accordance with the Resolution. Should the Board take action to rescind its conditional approval of the Petition, it may adopt this Staff Report to support its decision to rescind its conditional approval based upon Spark’s failure to comply with the conditions set forth in Resolution 14-05 and to supplement its findings that the Petitioners are demonstrably unlikely to

successfully implement the program set forth in the Petition and the Petition does not contain reasonably comprehensive descriptions of the required charter elements within the meaning of Education Code section 47605(b)(2) and (b)(5).

SUNNYVALE SCHOOL DISTRICT
Minutes of the Meeting of the Board of Education

Approved 5-1-14

DATE AND PLACE:

Tuesday, April 29, 2014

Bishop Elementary School Auditorium, 450 N. Sunnyvale Ave., Sunnyvale

CALL TO ORDER

Board President Reid Myers called the meeting to order at 6:30 p.m.

MEMBERS PRESENT

Sandy Agbayani, Jeffrey Arnett, Anita Herrmann, Reid Myers, Nancy Newkirk

ADMINISTRATORS PRESENT

Benjamin Picard, Claire, Castagna, Michael Gallagher

APPROVAL OF AGENDA (M-97)

Moved by Nancy Newkirk and seconded by Anita Herrmann to approve the agenda. Motion #97 passed unanimously 5-0

PUBLIC COMMENTS No comments

REVIEW AND ACTION: Consideration Of Whether Spark Charter School Has Met Conditions For Approval Of Charter Petition (M-98)

Superintendent Dr. Benjamin Picard shared the timeline of the district's review process for the Spark Charter School petition.

- October 1, 2013: Petition delivered to the Sunnyvale School District
- October 17, 2013: Public hearing held to receive community input regarding the Spark Charter School petition
- November 21, 2013: The board adopts Resolution #14-05 granting conditional approval of the Spark Charter School subject to compliance of conditions by April 1, 2014
- April 1, 2014: Spark delivers the revised petition to the district

Dr. Picard commented that the four areas of concern outlined at the October 2013 public hearing were: Unsupported ADA Figures, Financial and Operational Plan, Parent Participation Requirement and Unsupported Educational Plan.

After the District review of the revised Spark Charter School petition, Dr. Picard noted that the same concerns remained and that the conditions set forth in the Resolution remained incomplete or partially complete. Due to Spark's failure to meet and comply with the conditions stated in the Resolution, and detailed in a staff report to the Board, Dr. Picard recommended that the Board of Education rescind its conditional approval of the Petition.

Moved by Anita Herrmann and seconded by Nancy Newkirk to rescind its conditional approval of the Petition for Spark Charter School based upon Spark's failure to comply with the conditions set forth in Resolution 14-05 and to supplement its findings that the Petitioners are demonstrably unlikely to successfully implement the program set forth in the Petition and the Petition does not contain reasonably comprehensive descriptions of the required charter elements within the meaning of Education Code section 47605(b)(2) and (b)(5).

President Reid Myers opened the meeting for comments from the public.

The following individuals spoke in favor of rescinding the conditional approval of Spark Charter School:

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1. Heather Mumy, SEA President
2. Ann McCarty, SEA
3. Don Pearson, SEA
4. Kathleen Meadows, SEA
5. Anna Miller, Teacher Fairwood Explorer School

The following individuals spoke against rescinding the conditional approval of Spark Charter School:

1. Alexandra Zdravkovic, Spark Charter School Board President
2. Juliana
3. Vinay Bannai
4. Vivek Reddy
5. Gina Han
6. Susannah Medley
7. Laura Stuchinsky
8. Gustavo H. Abrego
9. Nita Madan
10. Einat Clarke
11. Shashi Gurprasad
12. Kiran Vemuri
13. Dilip Rangan
14. Jugnu Ojha
15. Stacey Peralta
16. Jag Koomer
17. Danica Schechner

President Myers ended public comments after 45 minutes of testimony.

Board Member Anita Herrmann commented that it is the Board's responsibility to uphold the complex California laws that govern charter schools. She pointed out that the Petition lacked items needed for district oversight. A major concern was the exclusion of a middle school curriculum.

Board President Reid Myers commented that the tight timeline may have been a factor in Spark's inability to comply with all conditions. Ms. Myers expressed her belief that there were many gray areas when determining whether or not Spark met conditions for approval. She concluded that if Spark was able to provide the district with a middle school curriculum and proof of start-up grant funding, she would vote against Staff recommendation to rescind the approval.

Board Member Nancy Newkirk commented that when the Board granted conditional approval, it believed that Spark would be able to meet or address the conditions within the given time frame. Ms. Newkirk pointed out many areas of concern including the exclusion of middle school curriculum, the parent participation requirement, and lack of documentation of grant funding.

Board Member Arnett said that the Board has the responsibility to ensure that Spark Charter is responsible and has longevity. He expressed concern about how the Spark's budget did not support the undocumented enrollment numbers. He also noted the lack of middle school curriculum, even though the charter school would grow to include middle school within the approval term of four years. Mr. Arnett commented that if the board decides to rescind the

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approval, Spark has other options including resubmitting the petition at a later date or appealing to the County Office of Education.

Board President Myers called for the Board's vote. Motion # 98 passed 4-1.

FUTURE MEETING AND ADJOURNMENT

The next meeting of the Board of Education is a regular meeting scheduled for Thursday, May 1, 2014 at 6:30 p.m. President Myers adjourned the meeting at 8:46 p.m.

Spark Rescission Hearing Transcript

April 29, 2014

Superintendent Benjamin Picard: The District received the Spark Charter Petition on October 1st of last year and held a public hearing on October 17th to hear from Spark supporters. After careful review District staff found various deficiencies contained in the petition. Even though deficiencies were identified we believed that given an extension of time Spark could correct these deficiencies and therefore rather than denying the petition the Board passed a conditional approval for four years subject to Spark's compliance with the conditions prescribed in the Board approved resolution by April 1, 2014. There were four general areas of concern outlined at the public hearing. They were:

- Unsupported ADA Figures
- Financial and Operational Plan
- Parent Participation Requirement
- Unsupported Educational Plan

Based on District staff review and detailed in the staff report before you these same concerns remain. Many of the conditions approved by the Board of Education in October remain incomplete or partially complete. Spark has completed others. The resolution requires that the Board of Education decide whether Spark has complied with the conditions before May 1, 2014 and that is the purpose of tonight's meeting. I am recommending that the Board of Education rescind its conditional approval of the Petition. The findings are detailed in the staff report.

I think it should be noted that the charter is a license or agreement between the authorizer and the petitioner that ensures a high quality-education for students. The board and superintendent have three major responsibilities:

1. To review the charter school petition, prior to approval, to ensure compliance with statutory conditions and feasibility of the proposed operations.
2. To continuously review the performance of the charter school in order to ensure fiscal stability and programmatic effectiveness.
3. To periodically determine whether a charter school petition should be renewed or revoked in accordance with law.

The Charter Petition is the plan by which likelihood for success is judged and to the extent that the charter petition is deficient makes the authorizing board and superintendent oversight responsibilities all the more difficult.

In the case of Spark and our review we find that:

1. Spark does not offer a complimentary program to that of SSD, in fact, it reflects the work of the District around Social-Emotional Learning, Common Core and project based learning. Additionally, the District already offers a parent participation school in Fairwood Explorer.
2. There is a general lack of curriculum detail and no middle school curriculum even though Spark's petition calls for a K-8 program. Although the Charter School expects to enroll a significant number of English Learners, the Petition does not provide an English Learner instructional delivery plan.
3. Spark cites as a budget assumption an ADA of 158 and 256 in e-mails. No documentation has been provided for the conditional enrollment requirement of 250, or any of the numbers cited.
4. We find the financial sustainability to be questionable and lacking the documentary support required within the conditional approval. There are very low salaries and benefits budgeted across positions, which will make it challenging to attract and retain quality certificated and classified personnel. Some positions are not supported in the budget. Lack of documentation of the PCSGP grant, donations, lines of credit. Of significance is Spark cites grant approval of 'up to' \$575,000.
5. Spark's parent participation compliance waiver appears to be disingenuous. They have inserted a paragraph addressing the legal issue as required by the conditional approval; however, Spark's marketing conveys a different message, which may screen out parents unable to meet the criteria described.
6. Brown Act compliance remains a concern for public accountability and transparency.
7. The revised petition defines a 5 year approval which is longer than what I would recommend for a new charter.

In closing, I want to acknowledge the hard work, dedication and commitment of the Spark Board and Founders. When the Board of Education gave its conditional approval it laid out a prescriptive approach in November that, if met, would result in approval. Opening a new school is a daunting task and it is necessary to meet all of the conditions set forth in the resolution. The authorizing board is obligated to monitor the charter school's Financial and Operation plan as well ensuring that it provides a sound educational plan for all of its students. It is my view that more work is needed on the petition for the Board of Education to ensure Spark Charter School provides a successful option for students in Sunnyvale.

Anita Herrmann: ...based upon Spark's failure to comply with the conditions set forth in Resolution 14.03.05. We need to have a motion, and we second in order to discuss this.

Reid Myers: Thank you for clarifying that. Is there a second? [indecipherable 0:22] second, and all in favor, please signify by...

[crosstalk]

Reid Myers: Sorry, I was just going rotely. That would have been bad. Yes?

Anita Herrmann: I would like to start, please. I would like to read an email that I sent to...

[crosstalk]

Reid Myers: Can you not hear us?

Audience: No.

Reid Myers: You can hear my microphone though, right?

Audience: Yes.

Anita Herrmann: Can you hear me now?

Audience: Yes.

Anita Herrmann: I would like to read an email that I sent to Jane Li. I believe her handle is heritagegardensparked@googlegroups.com.

This starting petition are none of the things that we need to control or to oversee the Spark board. That's the only real document that we have, to oversee the board. To oversee Spark Charter.

One of the issues that we requested on multiple occasions is that the recent curriculum in sixth to eighth grade, put into petition. Without that, we have no control over anything that happens in the middle school curriculum.

They could be doing "Angry Birds" all day and we don't have any way to make a disagreement with that. It's specifically for that reason that I don't know why they failed to do this.

I'm not clairvoyant, I've never been clairvoyant, but that's not in the best interest of the middle school students of our district...or any district.

Reid Myers: OK. Are there any more comments? I'm happy though.

Woman: OK. Tell us why.

Reid Myers: I'm happy though. I had an emotional day today. I thought about this. I've been thinking a lot about it for days. I went back and forth. It's so hard to think about everything, being fair, and do my thing.

To be honest, I feel it's hard and you can't please everybody. My goal in life is to please everybody. I'm not going to be able to do that today.

I had to think about what my convictions are, and how I feel as a community member, a parent, and a board member. Feel fair in my rule as being a board member as well. Ensuring that I'm doing what I believe is right for our community and for our district.

I'm going to read this. Here we go. Having a communication option is important many parents in our community. There's no one set goal for our children. We have a 10 grade district school.

There is still a market for more in different programs to serve our community. We have two successful choice options within our district. We're working on more. At the district, we want to offer as many choices as we can.

As a board member and representative of the community, it's important to encourage activism, involvement, and even some risk-taking to promote excellence and innovation within our district.

We need to keep an open mind to change as part of that. We will know in the current. The type of the existence of charter schools is to give a lot of creative innovations to address the needs of under-achieving kids.

There are definite points to be made that SPARK is specifically addressing. Right now there's some conversations about whether it's worth it or not...I would contend that it's different and attempt to inspire all of you who want to join.

It is clear that they demanded a hearing for the school. There are only a few legal reasons to deny a charter. I want to read what the reasons are.

Lack of required signature.

Doesn't contain reasonably comprehensive descriptions of the 16 charter elements.

Presents an unsound educational program or a petition to demonstratively...unlikely to successfully implement the program set forth in the petition.

The petition process has been very difficult. The law is set up with contention. Even though we all want what's best because it's the best thing for our children, the process, and I will incur, on both sides, it would be very hard, somewhat emotional, and very time consuming for all of us.

I want to thank our staff for the time and energy put in to this. It's been months and months of monopolization of time, and very time-consuming for all of us. I want to thank our staff for the time and energy put into this. It's been months and months of monopolization of time. And I think everyone's done a great job with really trying to dig deep into it.

Regardless of the outcome, we've all learned from this process. On November 21st we met here at Bishop, and conditionally approved Spark. We felt the petition had merit, but wasn't comprehensive enough to ensure a successful program for our kids.

Now, we need to decide if Spark met the conditions to our satisfaction, or if we rescind the petition. Our staff recommends we rescind the approval, based on deficiencies that remain. I've been torn with my decision.

I respect and value our staff and legal counsel, and their knowledge and expertise. I also understand the high level of expectations we put on our own district schools, and which we want to apply to any school over which we have oversight.

That said, although I believe we put together our conditions in good faith, I contend that determining if Spark has met the conditions is not black and white, but full of many shades of gray, and I've learned the same of the chart of the law.

I don't want to approve a charter that is likely to fail, but I also don't want to deny the opportunity if the risk of failure is low. Spark has worked exceedingly hard and quickly on putting together this charter, and I think some of the issues stem from a very fast turnaround, which has made hitting some of the legal deadlines difficult.

For example, as of now there are up to 280 interested families who'd like to enroll in Spark, but with the prop. 39 facilities agreement those families need to be accounted for by November first. That was the deadline in order for us to cover facilities for the in district students. That put Spark in a quandary about meeting a 250 enrollment condition, yet not having facilities for nearly that number.

Although we ask for 250 in our conditions, for me it's more important that the budget is functional with whatever amount of students that are enrolled. Regarding the educational program, I was looking at petitions of other successful charters with similar goals, and found that the Spark petition has a very similar, if not more detailed description of lesson plans and curriculum, and these are from charters that have been successful.

Since Spark has held accountable to their charter, it's important to address the six to eighth grade curriculum since they'll be operating those grades within the time frame of this petition. If we're using this petition as your charter, and this is what we're holding you accountable for, if there's no sixth through eighth curriculum, then that means that we can't hold you accountable for a six to eight curriculum.

Again, the fast turnaround of this petition meant that they needed to...I don't know if I should say "they or you," but I guess I'm speaking to you guys, so I'm going to continue to say "they." Again, the fast turnaround of this petition meant that they needed to prioritize, and the middle school wasn't a priority since it's not imminent.

I want to also address the parent participation issue. Spark is forming as a parent participation school and they need to communicate this to the community. There's a natural creaming effect that parent participation schools have, the inability for low-income families to participate if they're working multiple jobs, et cetera.

Legally, Spark can't require parent participation, but they can ask for it. Being a parent participation school they need to find a way to ask without a requirement. There are a myriad of local schools that ask for parent participation and most parents are asked to sign an agreement.

The fact that Spark has put disclaimers, both in their petition and online, shows that they're willing to accept students regardless of parental participation. I can only see this as a legal issue if someone sued them for not allowing their child to enroll based on participation.

As long as Spark is true to their word, their risk is mitigated. I'm not fully comfortable with the fact that it will likely be harder to get low-income parents to participate, but I think with efforts Spark

can encourage these families to join their community. I'm almost done. I know you guys are waiting to hear my final outcome.

Here we go. I also want to address the budget. The salary levels they are offering can be debated as sufficient depending on how committed to the program potential employees are. My biggest area of concern is the PCSGP Startup Grant.

Once again, this is a chicken-egg scenario with our valid concern that Spark can't meet their budget goals without the approved grant, but Spark can't get the grant in hand until they are approved. Again, part of this scenario and this issue is due to compressed approval process.

As far as my vote goes, I want to show my support for community choice. There's a groundswell of demand for this program, and I would like to give Spark the opportunity to put their energy behind their school, their passion behind their school, and show us what they're capable of.

I do continue to have concerns. Although the petition isn't perfect, I think as long as they get their start-up grant, they're likely to run a successful program, and I would like to vote in their favor. I just need to add that for me there needs to be a condition that they have their PCSGP, their startup grant, in hand before they open their doors.

I would also like to see them add a program for middle school into the current petition so it would serve them for the term of their charter.

[applause]

Nancy Newkirk: I remember when I was here in November that everybody was excited about the charter. We had three options, and I heard everybody wanting to go forward with it and not to deny it, and I believe sincerely that the district felt that it was a compressed time, that while there were sufficient deficiencies, including heavy reliance upon parental participation as an integral component of the delivery of their educational program.

There was a lack of a well-defined and specific curriculum instructional materials. The revenues and protections and expenditures were unsupported and unrealistic, and that they may not be successful to implement the program.

We felt that rather than denying the petition outright, that we could give you another opportunity, another chance, to bring this forward and meet conditions and bring it up to a standard. We identified those particular areas and we believe that you, the petitioners, would and could correct these deficiencies.

We provided you with time that we felt sufficient to meet those conditions, but we said if you were ready, prior to that, you could submit all your documentation earlier. And according to the resolution, if you fail to meet all of the conditions for our conditional approval, we would rescind the petition and then the petition would be deemed denied.

Although you could have done some things to submit your responses anytime before April the first, you chose to submit it on the last day.

Then we were given the opportunity to look at what you had done and to look at whether or not you were able to meet those conditions, and these deficiencies are not merely a period at the end of a sentence or a change of a word. When your board was up here and your legal counsel were up here, I really talked about the Christopher Columbus syndrome. If you don't know where you're going, how will you know when you get there?

These conditions were part of helping us as a board understand that when we're taking this journey and you're asking parents to take this journey, that they would know what the end point was going to be at five years that we would be able to have a sense of accountability for the product that you are doing.

I talked with sincerity about the parent, about the required parent participation agreement. The resolution specifically required Spark to remove any expectation for the parents to sign a parent agreement or volunteer any of their time to the charter school, and I said that it was my concern that not all parents would be able to meet this requirement.

I also expressed concern to that point that there was a misunderstanding about what your responsibility is as a charter versus the program that we have here at the district. When you're a charter, you are a district unto itself so that threshold of parent participation must not be a barrier for anyone coming into your school.

I think that there may be some changes that you put down at the bottom of your agreement as a disclaimer. However, the parent agreement still requires that you're regularly expected to meet a shift of two hours per week per child up to a maximum of six. You need to serve as a chaperon at at least two field trips per year.

You attached this parent agreement as a part of this appendix that you currently have. While you indicate that activities are an expectation, you still require that parents need to speak with staff if they're unable to participate, which is something that we said was not a part in our conditions, was not a part of what you had agreed to.

I have a concern about how you're using your parents in your program in the classroom at providing students with differentiation opportunities for learning for the EL students, but you say it's a requirement that they must have specific training to do this.

For me, if I'm trying to look at the flow, I still have levels of confusion about what you say in one area and finding there's that disconnect in another portion of the same total document. Those haven't been really altered and connected in a way that shows me your sincerity.

Additionally, we specifically talked about the outdated regulation memorandum from the Department of California that stated that a charter school can require parents to agree to perform work for a charter school. That law has been changed. In the Ed Code section that listing is 49011. It was enacted in 2012.

It prohibits all public schools including charter schools from providing education in exchange for services from people's parents. The paradigm with parent participation preschools is that the parents are, "We see other people doing it. Why can't we do that"? Parent participation preschools are adult ed. They are asking the adults who participate in that as a part of a class. What?

Audience Member: Why is it required at Fairwood Explorer then? [inaudible 14:49]

Nancy Newkirk: This is my time to speak. For me that's an ongoing concern. I still am very concerned about the financials. For me, not including the letter documenting that you've gotten a grant, I can't explain it. I can't explain that you would not want to document sources of income.

The letter is an invitation to continue on a journey in a process that takes place through petitioning and reviewing as well. The guarantee of receipt of funds is not automatic. What?

Audience Member: That's not true.

Nancy Newkirk: I'm sorry. This is my time to speak. I guess those kind of concerns are a little bit more than a period or an I or a little tweak [inaudible 16:30]. I'm also concerned about some governance issues with relation to the Brown Act. Though while this may sound trivial, for me this is seminal because you are a public institution.

It's part of your accountability to have the public be aware and participate in the democratic process. I went to your website, and I don't find minutes listed for meetings that have already been listed as having been received and approved by your board.

It's a challenge for me to know when you're meeting because although your petition talks about regular meetings happening, there hasn't been any kind of indication even at the end of your meeting or even in your minutes of when a next regular meeting needs to occur.

Unless I'm looking at your website on a regular basis, it's difficult for me to have an understanding that the public would be able to regularly and clearly participate in understanding what the business governance is about. All of these conditions really speak to what my role is as far as a charter school authorizer. I really thought, "Am I doing the best that I can do in looking at the petition, and asking for documentation"?

I looked out on websites for other districts to see what they required. LA Unified has much more restrictions, and their process is far more complicated in order to move forward. I think what we're asking is essentially reasonable given the fact that we've given you more time. The purpose of a charter school is to improve student achievement.

"A quality authorizer engages in responsible oversight of a charter school by ensuring that schools have both the autonomy to which they are entitled, and the public accountability for which they are responsible." This is a quote from the National Association of Charter School Authorizers. That supports standards of quality authorizing, 2009. I found it in the LA Unified documentation of how they review charters. I think that's the [inaudible 19:54] for me.

You're asking me to make a leap of faith for a five year period. This is my only time as the overseeing entity who can authorize your charter to be able to have in here the accountability measures that will allow me to assess the quality of your program five years from now. It also has the accountability measures in there so that you, as a chartering agent, can be responsive and responsible not only to the parents that you serve, but you have that responsibility to be accountable... It's challenging for me to not understand why you have not been able to meet a

reasonable threshold within the conditions of the petition. I'm about ready to lose my voice so I'm going to stop right now.

Reid Myers: Thank you, Nancy. Any other comments?

Sandy Agbayani: I'll pass the mic to Jeff.

Jeffrey Arnett: We've been through this individually and collectively, in quite some time. I want to address a few things that have really been a struggle for me because I know that not every student learns the same way.

I find myself more open to school choice than I have been in the past. I'm concerned about some of the concerns that I've heard about timeline. Timeline in this case is another friend, and if the vote turns out to rescind, it's not noted to spark a no charter. It's just known at the time.

There are other options. One option was I know some of the Spark leadership like to be approached [inaudible 01:47] about if they admitted the charter earlier, would be accommodated an earlier decision. We agree with that, however, it came down to submission at the last minute. That's the law, April 1st.

If we decide to resume the proposal tonight to start a charter school next year, I think that the county is still an option. It's a tight timeline to prepare it, very tight timeline. We're not going to try to gloss over that. But Spark Charter has done a tremendous job in a short period of time, but the timeline is a concern.

This a huge process and a huge learning curve for us. This is the first time we've gone through this deep into the process, and the laws have been...I often leave that comment about the chicken or the egg scenario, and you have our sympathies on that.

There are some things that we were actually talking with state legislators about trying to clear up some inadequacies with the timeline. There are laws that we have to follow once this process is engaged. Proposition 39, in which case enrollment of 150, 158, is allotted per facility.

I appreciate the need or the desire to get the charter approved this year and start this year, but opening a school is a huge process. I think that everyone's intentions are good. I look through this material and I see some details that I would like to see, but I'm willing to work in the gray.

There are some laws that I have to follow. With that said, now I'll probably [inaudible 04:02] some of the comments that were made. When I was struggling through this, because I've worked with some of you, some of the people involved with Spark Charter in the past, I respect you.

All of us live in the same community, and I respect that. I also respect, the State of California understands that education of people's children are the parents. In that vein, schools choice is a reality. However, back in November, I did tell you that I'm pretty strict on the faith I put into the education of our children.

As difficult as it is now to make that vote, imagine our position four or five years ago, we don't feel like you're following. We have to listen to a bunch of students talk about not closing their school. I

think that would bring me to tears. I have a responsibility to the students. The responsibility to make sure that the school is adequate, responsible, and has longevity.

That's what I have to remind myself as I read through this. I read through this. I wanted, wanted to pass it. I wanted to find ways that I can...it's a two-brain system. I find myself wanting to because I respect the community members. I like the grassroots effort.

As this local politician, as a teacher, an administrator, I have some details that I want to work out. I'm trying to balance the two. When it came down to it, I focused on the children. The fact is, what I realize is that our enrollment...I'm looking at a budget of 118. We have facilities for 158, and I'm sorry about the numbers. We've been going through a lot.

My concern is that we have a lottery for 256 students on March 31st, and April 1st, the day after, we have this charter. The budget does not support that number. Then later on in some correspondence, we get that the number's up to 286. Again, the budget does not support those numbers. We have desire, but we don't have support.

I hear a lot about the curriculum not necessarily being necessary to this petition, to this charter, specifically for grade six through eight. The charter's for four or five years. Yes, it is. Again, the details of curriculum, that could be debated. I'm willing to listen to that, but not having it. I can't do that.

That also is one of the premises of the need for your charter. This is going to sound more combative than I mean it to, but I look at that almost as a thesis statement. Your outline on Sunnyvale is not fulfilling the needs for math specifically of middle school children, but then you don't prove your thesis. That falls short.

You have a couple options available to you. In the case it's not clear, I do plan on voting to support the motion on the floor to rescind. The couple options available to you are to appeal to the district.

By the way, and I forgot to mention this, the whole process of enrollment. As I was going through the charter, it became clear to me that I don't know who these students are. I don't know how to support the budget if I don't know who the students are and what their needs are.

Although I know the process was really restrictive with Prop 339, and it forced you to come up with enrollments in a certain number, and that caught you off guard. Again, that's based off this timeline that we set up for ourselves here, but the state timeline. Not our timeline, the state timeline.

There was some enrollment. There were some applications, and applications, enrollment, that process is regardless. I just want to know who the students are. If you tell me who the students are, tell me you've identified the needs, come up with education goals, that helps convince me that you're on the ball. That allows me to work in the gray a little more, but that wasn't done.

I don't know who the students are. I know who the students are from the application. This isn't one of the big reasons why I'm not supporting the charter, because I know it wasn't one of the conditions. I'm just saying that in the future, if you do try to appeal or try to re-submit, maybe you

can reach in and start looking at your community, to those that offer some solutions to some of these questions.

The fact that if you have enrollment that doesn't match the demographics of Sunnyvale, that's something that's fine. It's challenging. That would be a challenging condition to me. If you look at your enrollment, you see that it doesn't match the demographics of Sunnyvale. They need to know a plan on how you were going to outreach to that, and that allows me to look at the gray a little more.

That all aside, we go from 118. We created a facility for 158 and hit 256, 286, unsupported. I'm going off my flow, here. I need to feel that the students will be supported in a school that has longevity. I need to see the budget that works, at least a budget that acknowledges the enrollment that you have.

On April 1st, we didn't receive those applications. We did the number, but we don't have the applications or the enrollment forms. I don't know where the students are. That sounds a little bureaucratic, and I hate being the bureaucratic villain, but in this case I have to be. On this timeline, I have to be.

Again, the options available to you are to appeal to the county. That might be [inaudible 11:06] because even if you don't, regardless of why you did not submit the applications, or the applicants to the board. Maybe it was just inability to do so for whatever reason, or unwillingness to do so.

If it was unwillingness, that also suggests that the trust between our groups is broken. I'll acknowledge that. I can understand how you might feel that way.

Back in November, when I did accept the vote for initial approval, it was my truest intention, my truest hope that there was collaboration. That was naive. I accept that was naive. The state laws are contentious.

Anybody who's gone through this process, especially the leadership of Spark, you will understand that looking at the state process of the law. You have our sympathies. This is a learning process for all of us, staff and board members.

You have the option to go to the county, or you have the option to resubmit to us. As much time as this has taken from us, I'm still willing to hear that and work with the community.

Before November vote, I did meet with some leadership of Spark, and I encouraged the collaborative atmosphere. I expressed my concerns. I had some inkling of the legal obstacles, although, like I said, that proved to be pretty naive between the time. This has been a learning experience. Not necessarily a pleasant one, but it has been a learning experience. I will respect your decision either way.

Although I've read this, I have to make sure I just say this. In some of the social media that I read, this is not a stake in the heart of Spark. At this time, no. I can't allow it, because I need some assurances. I'm not willing to gamble with the education of our children in our community. I need budget support, and I need some curriculum outlined.

One thing I did not enjoy about the report was the nitpicking of wording. I would have preferred to have a little more time. Again, the timeline issue, that goes with us, too. I would have liked to have a little more time to smooth out a few rough edges. I think that's all I have to say.

Anita Herrmann: Dr. Picard, I have a question. We offered some facilities that were I believe within their requirements, a certain distance from the train station. Last time I heard, that had not been accepted. Has that changed?

Dr. Picard: As of today, just late this afternoon, [?] we did get a word from Spark accepting [inaudible 14:21] .

Anita Herrmann: Thanks. It must have been after I stopped reading my emails.

[crosstalk]

Alexandra Zdravkovic: [inaudible 14:30]

Reid Myers: Go ahead, Alexandra.

[crosstalk]

Alexandra Zdravkovic: [inaudible 14:40]

Anita Herrmann: Could you please use the microphone? My hearing is hard.

Woman 1: xxxx, did you mean the letter of accepting Columbia, or do you mean the letter?

[crosstalk]

Alexandra Zdravkovic: You mean the letter for Prop 39, right?

Woman 1: Yes.

[crosstalk]

Superintendent Picard: We just did receive that this afternoon.

Alexandra Zdravkovic: Exactly. The reason for that is because as Stark would like the program, and we don't have much funding. We have to work pro bono with a lawyer to work on that letter. We received that letter at 3:00 PM, and we had to make some changes and add some things that were left blank.

That is exactly when my kids came out of school, and I was actually very proud that I managed with the kid and everything to get that letter timely to the district. We have talked to that lawyer about a month ago, and I couldn't even prior to that, when we chose the preliminary offer.

Because honestly, I always felt like that offer was fair. I have talked with our lawyer two months ago about, "OK, what can we do? What do we need to do to sign that agreement?" Unfortunately, because we work with pro bono, I received that letter at 3:00 PM today.

Woman 1: Go ahead.

Jeffrey: I'm going to speak for myself. Again, I should have read the board. The work put into the Spark Charter is substantial, and you're all volunteers. You're caring parents, and we understand that. We're not trying to punish you in that respect. It's just we need to have certain assurances in the timeline.

I can't stress this enough. It's the timeline. Once that timeline's engaged, we have certain legal requirements of us. We get a little concerned about what we can say and what we can't say, because we have liability issues. We have to protect the interests of the district, 7,000 students, 10 schools.

Again, I'm not trying to create more work for myself. In the interest of collaboration...Once again, if you do not trust that process, I totally understand that, because it's a frustrating process.

Like I said, you have options available to you. If you want to go to the county route though, again, I can't stress this enough. You have to act immediately, and that was not a Machiavellian design on our part. I have to say that, too.

Nancy: I want to underscore -- now that my voice has returned a little bit -- that I had been a part of the Parent Participation School Board before I came to this board. I understand what it takes to run a school with volunteers, and I really appreciate them.

But I saw another 10 percent that was probably underestimating the amount of times that you missed dinner, may have forgotten to pick up something, had to burn the midnight oil only to get up again the next morning to go to work and take your kids to school. I appreciate and I value the passion. It's that I can't match that passion within the confines of what it is that I'm supposed to do within my realm of responsibility.

But I value the engagement that this opportunity has provided for us to understand the parent community more, to get a sense of what it is that you're looking for.

All of us heard about wanting to have more options within the Sunnyvale school district. In retrospect, everybody wanted to work with one another. But the process is adversarial, and it's not one's fault. It's just the way that things are set up. I'm hoping that that can be changed in the future, but that's our current reality of the challenges with timelines and trying to meet them.

I would invite you to think about reflecting on those other charters that were successful in the past. Those charters didn't come up within a short timeline as yours. They had communities of longstanding support before they went into the process of forming charters.

I've heard that you talked about community probability does take open, bold engagement of a lot of people, lots of hands on deck, lots of dialog for things to come forward, to build trust, and to have a well articulated plan that addresses the requirements.

I would echo the fact that the action that's taken tonight is just like when we did it before. It's a journey, not a destination. There is a guideline that has not happened. If not, we need to have a dialog about a K-8 configuration, and offering continuity of program within that domain, for any of that. This process truncated that other discussion that I would like to see move forward, too, in this process.

Reid Myers: Are there any other comments? We're ready for a vote. The vote is on the motion that the board adopt this Spark petition staff report presented recently, and based on the findings outlined in the staff report, which supplement the findings in Resolution 1405, that the board rescind the conditional approval of the Spark petition. All in favor, please signify by saying aye.

Multiple: Aye.

Reid Myers: And chair votes no, but the motion passes. The meeting is adjourned at 8:50.

Transcription by CastingWords



807 Lakehaven Dr
Sunnyvale, CA 94089
www.SparkCharter.org

VIA: E-MAIL
BENJAMIN.PICARD@SESD.ORG,
REID.MYERS@SESD.ORG,
JEFFREY.ARNETT@SESD.ORG,
SANDY.AGBAYANI@SESD.ORG,
ANITA.HERRMANN@SESD.ORG,
NANCY.NEWKIRK@SESD.ORG

April 29, 2014

Re: Response to Sunnyvale District's recommendation to rescind Spark Charter School's approval

Dear Superintendent Picard, Board President Myers and Members of the Sunnyvale School District Board of Education:

The Spark Charter School Board of Directors was deeply disturbed to read the Superintendent's recommendation that the Sunnyvale School District Board of Education vote to rescind its conditional approval of the Spark Charter petition.

The staff recommendation is arbitrary and capricious. In good faith, the Charter School went above and beyond attempting to meet the conditions set forth in the Board resolution, despite our objection to the conditions, on both legal and practical grounds. Education Code Section 47605 requires a district board to either approve or deny a charter within 60 days of submission. The law does not give an option for a middle ground, conditional approval. To do so would lead to the absurd results we see here today ---- a charter submitted in a timely manner, met with initial staff objection, and then approved with conditions that cannot be negotiated and which effectively stall the petitioners ability to receive funds, apply for loans, make hiring decisions, enroll students, or appeal a denial in a timely manner. The ultimate effect of the District's unlawful conditional approval appears to our supporters to be a huge set up – setting up the charter school for pre-ordained failure to meet the conditions, and in the process

stalling the period of time that we would be preparing for operation. The law would never support such an absurd result.

And yet, the Charter School was assured during your Board meeting that the staff was acting in good faith and there was no intention to pull a gotcha here. No intention to pull the rug out from under the charter developers. And so, despite our objections, the Charter School made good faith efforts to meet with Staff, to communicate with them about the conditions with which we felt compromise was needed. In response, the District has been unyielding. It has felt as if our group was being set up to fail from the very beginning. We have been shaken by the District's unwillingness to negotiate the conditions, the unwillingness to negotiate the terms of the MOU, and a prop. 39 offer that fails to accommodate our intended student population. Probably most shocking has been the apparent double standard with regard to our encouragement of parent participation. It is a fact that the District requires parent participation at the Fairwood Explorer Magnet School and requires a parent to sign a written agreement with regard to participation as a condition of enrollment in the Magnet. And yet, the charter is being faulted for setting expectations for parent participation and highly encouraging the same *without* requiring a written agreement or conditioning enrollment on such an agreement. How disappointing to our parents that their District is refusing their choice in education and defending that refusal by a blatant double standard. Is this District so frightened of the very competition intended by the Charter School's Act that it would stoop so low??

We relied on this charter approval. Your legal counsel wrote to our legal counsel stating very clearly that the charter was approved, thus precluding charter appeal. We relied on this charter and to our detriment. Parents chose to enroll in the charter school; we expended funds... all to meet the conditions set forth in the resolution. If the District moves forward in the arbitrary and capricious manner recommended by staff we will have no choice but to consider all legal options to recoup our damages.

Conditions

The Charter School believes it has satisfied the vast majority of the imposed conditions. Some were impossible to meet; others compromised the Charter School's educational goals or its independence. In such instances, the Charter School sought to find a way to address the District's legitimate oversight needs while preserving the Charter School's integrity and purpose. The Charter School sought to resolve several of the more contentious conditions with the District before resubmitting its petition, but was told that no changes could be made to the Board of Education's Resolution Number 14-05 and that the Charter should simply resubmit its petition and the District board would determine whether the Charter's response was adequate.

While there was insufficient time from when the Charter School learned of the District's recommendation on Friday evening to counter every point made in the staff report, the Spark Board wishes to respond to some of the key criticisms leveled. We urge the

District Board to lift the conditions on the Spark Charter petition and affirm final approval of Spark Charter School.

The Spark Board acknowledges that its petition is not perfect. We neglected to replace references to the California Standards Test (CST) with the new California Assessment of Student Performance and Progress (CAASPP), California's new standardized assessment system, which is aligned with the Common Core State Standards for English language arts/literacy and mathematics. Further, Spark's budget should have more clearly shown how the Charter School intended to use its Public Charter School Grant Program (PCSGP) funds, which would have addressed the District's concern that the budget did not include funding for software or all of the Curriculum Director's salary. And, the Petition could have communicated more clearly how Spark's existing schedule provides blocks of time (between 45 and 90 minutes every day) for students, including English Language Learners (ELL), to work on English and math skills with others at the same academic level. These time blocks may also be used for ELL pull-out programs.

However, the Spark Board strongly disagrees with a number of the more serious complaints raised by the District and its conclusion that "the Petitioners are demonstrably unlikely to successfully implement the program set forth in the Petition and the Petition does not contain reasonable comprehensive descriptions of the required charter elements within the meaning of the Education Code section 47605 (b)(2) and (b)(5)." The Board addresses these criticisms below:

Lack of "Specificity"

One of the primary criticisms of the Spark Charter Petition is, in the view of District staff, its lack of "specificity." The District report faults the petitioners repeatedly for failing to "identify the actual textbooks or instructional materials to be used." It also criticizes the petition for, among other things: providing "a sample, not a final, K-8 weekly instructional curriculum"; for failing to "provide a professional development calendar"; and for failing to "identify its curriculum or any instructional materials for grades 6-8."

There's a straightforward response to three of these concerns. First, while it is in list rather than in calendar format, the petition provides the professional development schedule for Spark's first year on pg. 45 of the petition. Second, Spark does not specify "actual textbooks" because it will not rely on textbooks, but a hands-on, project-based curriculum developed by teachers and a professional curriculum designer. Third, there are no curriculum maps for grades 6-8 because Spark will open serving only K-5. It won't expand through eighth grade until 2017. Spark will develop the curricula for these grades in consultation with administrators and teachers well before the 6-8 grades are open for students, and shall provide such curriculum maps to its authorizer at that time.

There are three major problems with the District's demand for greater specificity. First, how much detail is "sufficient" in a charter petition? The original petition was reviewed and deemed solid by the California Charter Schools Association, which examines

hundreds of petitions every year. Second, only 55 percent of the charter schools that applied for the California Public Charter School Grant Program (PCSGP) in 2013 were approved on first review. Spark was among the successful applicants. In fact, the California Department of Education ranked Spark highly. Also, in preparing its petition, Spark's Board members reviewed a number of previously approved petitions. Spark's petition, particularly the revised petition, provides more detail than any of the approved petitions the petitioners reviewed. There are, for example, 300 pages of curriculum maps in Spark's revised petition for grades K-5. With attachments, Spark's petition totals 583 pages. One wonders if any level of detail would satisfy a District staff that openly scoffed at the idea of a charter school such as Spark at last November's District Board meeting.

Second, the level of specificity the District seeks would inhibit the Charter School's ability to use different and innovative teaching methods to improve pupil learning. Pedagogical innovation was a principal goal when the state established public charter schools in 1992. (Education Code section 47601). Rather than one-size-fits-all textbooks and worksheets, Spark's constructivist approach emphasizes primary source materials and manipulative materials. The petition provides examples of the types of materials and curriculum it will use to preserve its flexibility to take advantage of new, and perhaps better, materials that may become available over the term of its petition, while also giving its authorizer an indication of the types of materials and assessments it will use. If Spark committed to specific instructional materials, any change the Charter School might want to make during the term of the petition would be considered "a material change," requiring the approval of the District.

Lastly, the level of specificity the District is seeking suggests a "rule-based" approach to accountability, rather than the "performance-based accountability system" the Legislature explicitly sought when it approved the California Charter Schools Act of 1992. The Legislature stated that its intent was to "provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

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

An "Expectation" for Parent Participation

The District criticizes the petitioners for, in its view, “expecting” parent participation. The District has made clear that in its interpretation, Spark’s expectation of parent participation in the Charter School violates Education Code section 49011’s prohibition of pupil fees.

Spark’s legal counsel disagrees with this interpretation of Education Code section 49011, which was enacted in 2012 to prohibit public schools from charging mandatory fees to participate in educational activities in violation of the California Constitution’s “free public education” guarantee. Indeed, there is nothing in Education Code section 49011 that contemplates the prohibition of recommendations, encouragement, expectations, or even requirements regarding parent volunteer hours. Education Code section 49011 prohibits the offering of “course credit or privileges related to educational activities in exchange for money or donations of goods or services from a pupil or a pupil’s parents or guardians...” Spark Charter School does not offer any course credit or privileges in any way *in exchange for* parent participation in the Charter School. Parent participation at Spark is simply *encouraged*; there is no unlawful quid pro quo offered by Spark in exchange for parent participation. Further, parent participation in Spark Charter School does not equate to “money or donations of goods or services” as used in Education Code section 49011. There is no basis to interpret the statute to prohibit a parent from volunteering in the classroom or chaperon in a field trip because such activities equate to a prohibited “donation of service.” To assume otherwise is absurd, not grounded in the law, and is contrary to the tradition of volunteer parent service in California public schools for generations. Moreover, as explained further below, the Spark charter does not require parent participation in the Charter School.

And, in fact, the Spark Board has found that many authorizers around the state do not interpret Education Code section 49011 as narrowly as the District does.

Parent participation is essential to the mission of the Spark Charter School. Research has shown that parent participation helps boost academic performance across all grades and academic achievement levels. Engagement in school can also be an effective way to empower parents, particularly low-income families. In fact, a number of charter schools that target low-income, low-performing students, such as Rocketship, require parent participation as a means of building community and empowering their parents. The State of California considers “parental involvement” one of the eight state priorities pursuant to Education Code Section 52060(d).

Spark Charter has clearly and repeatedly sought to *encourage, but not require*, parent participation. Since Spark’s exchange with the District on this topic in mid-February, the Charter School took additional steps to make it unequivocally clear that no parent or student would be negatively impacted by the failure of a parent to participate, whether it be by choice or necessity. The Spark Board sees no conflict in encouraging prospective families to complete a family participation form, and urging them to consider a variety of ways to participate if volunteering in the classroom will not work, while also stating

clearly that there will be no adverse impact for failing to do so, or even to complete the form. Two parent information sessions held after the March 1 presentation made this point explicitly as well.

As was noted in the petitioner's response to the District's February 14 "Letter of Concern Regarding Parent Participation," the Charter School also agreed not to have mandatory orientations. However, in discussions between our legal counsel and District legal counsel, our legal counsel discussed the desire of the Charter School to have parents receive information about the school prior to applying. District legal counsel and our legal counsel discussed handing out applications during presentations for that purpose. Nevertheless, we provided the opportunity for interested parents to receive an application through an email to the Charter School if they are unable to attend an orientation session. And, later, due to the large number of prospective families who attended Spark's subsequent parent information sessions, the Spark Board decided to make the application form, as well as an audio tape of Spark's third presentation, available on its website. Clearly, the Charter School has not mandated school tours or orientations.

Founder's Admissions Preference

The District also cited Education Code section 49011 in prohibiting Spark from granting admissions preferences to extended family members of founding families (see Condition 7(c)). As noted in the District report, Spark has met the District's condition by removing the reference to extended families. However, the District report then faults Spark for not complying with a condition that was **not** included in the November 21, 2013 District conditions by appearing to disallow a preference for founding families altogether.

Despite the District's overreaching, to accommodate the District's interpretation of Education Code section 49011, the Charter School removed volunteer hours as a factor for determining whether a family was a founder. Instead, the Charter listed the families it considered "founders" in the petition and stated that founders and children of staff seeking to enroll in Spark would constitute no more than 10% of the total student population. This admissions preference is expressly permitted under federal Department of Education guidelines governing the Public Charter Schools Grant Program. Moreover, it is permitted by Education Code section 47605(d)(2)(B). Despite these accommodations, the District continues to oppose a founders' preference on the basis of Education Code section 49011, which is not applicable to this matter.

Failure to Enroll Students and Enter Contracts Prior to Authorization

The District staff criticized the petitioners for failing to provide documentation demonstrating enrollment of "not less than 250 students." ***However, this "failure" is a direct result of the District's own actions regarding its deficient Proposition 39 facilities offer.*** To date, the Charter School has received completed applications from more than 284 students, which is 34 students beyond the District's condition. Given the District's concerns about Spark's budget, and the District's allocation of only six classrooms under Proposition 39, the Spark Charter Board was forced into disappointing

many applicant families and revised its budget to an enrollment/ADA of 158/150 for 2014-15.

The Charter School waited to submit its revised petition in order to include the results of its first lottery, completed on March 31, as a means of demonstrating Spark's likely enrollment. Spark now has 158 students that expect to attend the Charter School in the fall, with 126 students on the waitlist (with applications continuing to come in).

The District was aware, when it conditionally approved Spark's petition in November 2013, that the Charter School could not *enroll* students before the District cleared these conditions. Yet, the November 21, 2013 Resolution adopted by the District's Board of Education required Spark to document enrollment by April 1, 2014, the deadline for Spark to resubmit its petition. Spark's Counsel pointed out this conflict in an exchange with District Counsel in January 2014. District Counsel responded in part by saying, "The primary concern addressed by this condition is whether Spark can garner adequate enrollment to maintain a viable program." In its response, Spark has demonstrated adequate enrollment and a viable program through its revised budget and enrollment figures. Therefore this condition has been met.

The District has insisted that Spark Charter consider the petition approval process and Proposition 39, requiring the District to provide adequate classroom space, as unrelated activities. However, Spark could hardly offer enrollment to students for whom it had no classrooms. Spark had to factor in the District's limited offer of space in preparing its revised budget and petition. However, since the revised budget is based on an enrollment of fewer than 250 students, the District found the budget "nonconsistent with a compliant enrollment figure."

In a similar vein, the District faulted the petitioners for failing to provide the District documentation or supporting evidence that the Charter School's teachers possess appropriate English Language Learners certification by the April 1 deadline. But it would not be ethical for the Charter School to make an offer of employment to teachers until the District voted to lift the conditions. As with the demand to "enroll" students before being authorized by the District, it is impossible for the petitioners to meet this condition.

Also, the District faulted the petitioners for failing to provide documentation of insurance coverage, "which suggests that Spark has not yet obtained the requisite insurance policies." That is correct. Spark was waiting for the District to lift its conditions so that it can take this action.

Inadequate Teacher Salaries

The District expressed concern that the salaries budgeted for teachers, as well as other staff, in Spark Charter's petition are too low to recruit high quality staff. This concern is based on conjecture by District staff, not actual facts. Further, the experience of other charter schools, as well as the response to Spark's job postings, demonstrates otherwise.

Spark's proposed salaries are comparable to other charter schools in the county, a fact that was confirmed by Spark's own research and a teacher who is currently teaching in a nearby charter school who testified to this at the District's November 21 hearing on Spark's petition. In point of fact, Spark has received applications from a number of qualified candidates. While Spark's Board intends to offer higher salaries over time, as Spark's finances improve, it must operate within its actual budget, rather than the one it would like to have.

Lack of Specificity Concerning English Language Learners

The District criticizes the petition for failing to "identify or commit to specific instructional materials or curricula for its English Language Learners population" and for not providing adequate specificity about how students will be assessed. The petition, as well as the Plan for English Language Learners (Attachment 13), which is referenced in the petition, notes that the Charter School intends to use the California English Language Development Test (CELDT) to evaluate its students language proficiency and progress until the State shifts to a new assessment system called the English Language Proficiency Assessments for California (ELPAC), which is aligned to the State's new (2012) English Language Development Standards. The petition mentions that parents will support Spark's EL-certified teachers with small group instruction and that those volunteers will be provided training to understand the needs of English Language learners. The District interpreted this to mean: "Spark intends on using unqualified volunteers to assist the EL students, while the remainder of the non-EL population receives attention from certified and credentialed personnel." The assertion defies logic and is not based in facts present in the petition. The Spark petition makes clear that the Charter School will hire certified and credentialed teachers. Parents will assist, as they will in all other areas of instruction.

The District complains that the petitioners should have included the English Language Learner Plan in the body of the petition itself rather than in the Appendix. This was not part of the original set of District conditions; therefore, Spark cannot be penalized for failing to comply with such condition. Moreover, the petitioners would have happily complied with this request if the District had asked in the first place.

Failure to Surrender Additional Authority to the District

The District faults the petitioners for failing to include the District's Memorandum of Understanding (MOU) in its petition and for refusing to agree to language stipulated by the District that "the MOU shall become part of the conditions, standards, and procedures set forth in the Charter; the failure to meet the conditions set forth in the MOU shall constitute a material violation of the conditions, standards, and procedures set forth in the Charter; and the MOU serves as Spark's admission that the failure to meet the conditions of the MOU constitutes a material violation that has not been remedied within the meaning of Education Code section 47607 (c) and therefore serves as sufficient grounds for revocation."

Spark was unwilling to accord the District greater authority than is granted an authorizer under the Education Code. The Charter School agreed to execute a mutually agreed upon MOU, but would not agree that failure to meet the conditions set forth in the MOU may form the basis for the District's initiation of the revocation process. Revocation is clearly defined in Education Code Section 47607 and does not include violation of an MOU unless that violation qualifies as one of the bases for revocation independent of its inclusion in the MOU.

Similarly, the District criticizes the Charter for not acceding to the District's stipulation that the petition "eliminate any references affording Spark the authority to raise the student class size for any reason, including the purpose of financing budget shortfalls, without prior approval from the District." In a dialogue between the District Counsel and Spark's Counsel in early January, the Charter School offered to include a range of acceptable class sizes in the petition to satisfy the District's oversight concerns. The District Counsel responded that Spark should do so; but, the District staff report makes clear that the District was not satisfied with this response. The petitioners have provided information above and beyond what is required by the Education Code and is more than sufficient for the District to perform its oversight responsibilities to ensure that class sizes remain within the ranges as provided in the Charter Petition.

Failure to Commit to Specific Racial and Ethnic Balance

The District faults the petition for reflecting "a lack of commitment" in that the petition says Spark Charter will *strive* to achieve a racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the school district...." rather than "the school *will* achieve a racial and ethnic balance...."

Spark is deeply committed to creating a diverse student body reflective of the general population that lives in the District. It has demonstrated that commitment through its outreach efforts this first year, and its Outreach Plan.

We note that the Education Code does not require a charter school to achieve a specific racial and ethnic balance; rather, Education Code Section 47605(b)(5)(G) states the charter petition must include "*The description of how the charter will ensure a racial and ethnic balance among its pupils that is reflective of the general population residing in the territorial jurisdiction of the district to which the charter petition is submitted.*" (emphasis added). Spark has provided this assurance by committing to implement the Outreach Plan that is provided with the charter petition to seek to achieve the goal of achieving a racial and ethnic balance. Like all public schools in California, Spark is prohibited from instituting racial or ethnic quotas; thus, the charter school cannot *commit* to a specific racial and ethnic balance of its student population. Also, the District faulted the Charter School for using "outdated demographic information for the District." The Education Code does not require the Charter School's student population to reflect that of the student population of the District. Rather, the Charter School is required to ensure a balance reflective of the "general population residing in the territorial jurisdiction of the

district.” Thus, the Charter School provided 2010 U.S. Census data to meet this requirement, which is obviously the most recent census data available.

Finally, as required by law, enrollment in Spark is voluntary and spaces are allocated through a lottery. As with every other school in the District, Spark cannot *guarantee* a perfect reflection of Sunnyvale’s racial and ethnic diversity.

Failure to Include LCAP Template

Once again, the District’s staff report goes far beyond the District’s original conditions as adopted on November 21, 2013. The District now criticizes the petitioners for failing to “include an LCAP template or at least a draft of the LCAP.” This was not part of the original set of District conditions; therefore, Spark cannot be penalized for failing to comply with such condition.

Moreover, the Charter School does not see what value an LCAP template would provide to the District given that the template is posted on the California Department of Education website. Since the petition obligates the Charter to complete the LCAP on or before July 1, as required by state law, it is clear the Charter School will meet this requirement or be out of compliance with its petition.

Suspension and Expulsion Procedures

The District report’s citation to Condition 8(a) is wholly incorrect. Resolution No. 14-05 (November 21, 2013) states that Condition 8(a) is as follows:

8. Suspension and Expulsion

- a. The Petition shall include the suspension and expulsion provisions in the charter and reflect that parent and/or family inability, unwillingness, and/or failure to volunteer or participate in Spark or its educational program shall not serve as a basis for student discipline, including but not limited to suspension and expulsion from the charter school.

Here, once again, the District’s April 29, 2014 report states that the petition fails to include “a procedure by which a suspended or expelled student can appeal his or her suspension or expulsion.” This was not part of the original set of District conditions; therefore, Spark cannot be penalized for failing to comply with such condition.

Furthermore, the Education Code does not require a charter school to include an appeal process for suspensions or expulsions. The Spark Charter petition clearly states the following regarding student appeal rights: “The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board’s decision to expel shall be final.” (page 154). The expulsion procedure as set forth in the Spark charter petition is clear and provides the legally required level of due process for students. Unlike Districts and their SARB process, charter schools do not have a natural appellate body beyond the charter school’s Board of Directors, which makes the final decision regarding expulsions.

Erroneous Budget Claims

The District report contains numerous erroneous statements regarding the Petition's budget. For example:

- It claims that the Petition provided no documentation to support the Budget's facilities assumptions. This is incorrect. The petitioners explained that its facilities assumption was based on statewide averages for Proposition 39 costs. The District did not provide any Proposition 39 information that countered the Petitioner's assumptions. The District is the sole source of that information.
- It criticizes the Petition for what it said was "understating the start-up expenses for the Charter School, such as \$6,000 for computers and \$3,000 in legal fees." In actuality, the school plans to delay the purchase of computers and supplies until funding arrives. The start up column provides detail about what the school intends to purchase during the startup period (pre-July 1). In total, Spark Charter's Public Charter School Grant Program (PCSGP) budget provides more than \$50,000 towards the purchase of computers, tablets and laptops in the first year. Additional funding for educational material and software is also provided via the PCSGP grant.
- It faults the Petition for budgeting "for 0 special education managers, and the Petition states that Spark plans to employ a special education manager in year 3, and even then, only subject to 'budgetary availability'" However, since the school at least initially would be a "school of the district" for special education purposes, the District would be providing any staff required for special education. The Petition clearly states that Spark's Executive Director will serve as the Charter School's special education coordinator for the first three years of the program, or until there is sufficient funding and need to hire a special education manager.
- It faults the Petition for providing only a half-time English Language Development teacher in year one and "does not provide for expenses to staff or implement the EL program." The budget, which provides for a full-time Executive Director as well as a half-time Curriculum Director (funded in part with PCSGP money), will both help develop, support and oversee Spark's English Language program and teachers.
- It states that "... according to the budget, Spark will not have a curriculum director until its third year of operation..." This is incorrect. This position is funded via the PCSGP grant and object code 5815 in the budget, which is clearly stated on page 390 of the revised petition attachments. It is funded as a part-time consultant position for the first two years of operation before becoming a part time benefitted position.

- It asserts that “Neither the Petition nor the Budget identifies or describes employee benefits, including the health care plan cost and range of health care plans available.” Spark cannot provide the actual health care plans until the Charter School has hard data on the employees it has hired, such as their ages and zip codes, to generate quotes for those plans. But, many charter schools are able to pay for a basic Kaiser plan and Delta Dental plan with an average cost of \$7,000 per employee. That is why Spark is budgeting \$7,000 per employee towards the cost of employee benefits.
- It faults the Petitioners for committing to the State Teacher’s Retirement System/ Public Employees Retirement System (STRS/PERS), but not providing the parameters of an alternative program should the IRS determine that charter schools may not participate in STRS/PERS. If the IRS should decide that charter schools may not participate in STRS, Spark Charter School’s employees would be covered by Social Security, which is less expensive than STRS. The Spark Board has not adopted a 401k or 403b plan as yet, so this cost has not been included in the budget. If at some future date the Charter School decides to participate in an additional retirement plan, the Charter School will adjust its budget accordingly.
- It expresses concern that Spark’s budget may be vulnerable as PCSGP requirements and restrictions will likely hinder Spark’s ability to receive the full \$575,000 grant amount. But, Spark did not budget \$575,000, the highest grant level possible from the PCSGP. It used a conservative estimate of \$375,000, which it believes is prudent
- It faults the Petition for failing to provide supporting documentation for \$45,000 per year in anticipated revenue from donations and fundraising. It is unreasonable to expect Spark to provide documentation for donations that have not yet been received. Spark has done extensive research with similar schools and feels this estimate is reasonable, and even conservative. Moreover, the individual donor line item alone isn’t material in the context of Spark’s entire budget. Spark’s budget is still viable without it.

It questions whether Spark reflected appropriate debt service for all loans taken by the Charter School. The narrative indicates the assumptions used for the debt service. The Petitioners even included a separate schedule detailing the ins and outs of the receivable sales.

Other Factual Errors

There are also a number of errors in the staff report. For example:

- The District report criticizes the petitioners for failing to include foreign language instruction in the sample weekly instructional schedule. However, “language” is

clearly noted as an alternate with music, art, PE in the schedule, every day of the week.

- The District report reasons that Spark did not comply with the condition that “the petition shall reflect that parent attendance at a school information meeting and a school tour is voluntary and shall not serve as a condition to admission, continued attendance, or completion of the application process” because the petition states that parents “shall be” encouraged rather than parents “are” encouraged. But by using “shall” rather than “are,” the District reasons that the petitioners are “reflecting that the information meeting and tour are an expectation and are not entirely voluntary.” In fact, the only semantic difference between “shall” and “are” is temporal, the first referring to the future, the second to the present.

Conclusion

In conclusion, the Spark Board believes that its petition addresses all of the significant issues raised by the District Board on November 21, 2013. Moreover, the Spark petition provides reasonably comprehensive descriptions of the required charter elements, including a realistic budget to deliver that program, and demonstrates a strong interest in the community for the educational program Spark proposes. For these reasons, the Spark Board urges the District Board of Education to lift the conditions on Spark’s charter and affirm final approval of Spark Charter School.

Map of Sunnyvale Schools Rankings 2012-13

From GreatSchools.org



Rankings based on Student Achievement for 2012-2013.



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STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

October 29, 2013

Alexandra Zdravkovic, President, Board of Directors
Spark Charter School, Inc
807 Lakehaven Dr
Sunnyvale, CA 94089

Dear Alexandra Zdravkovic:

The purpose of this letter is to provide you feedback on the Public Charter Schools Grant Program (PCSGP) application submitted by the September 16, 2013, filing deadline. The PCSGP application was reviewed and scored through a peer review process. Each element of the application's narrative responses was scored using a 4-point rubric. To receive PCSGP grant funds, an applicant must receive a score of 4, 3, or 2 in the seven required narrative response elements as stipulated in the Request for Applications (RFA), 2013–14.

The overall narrative element score for the **Spark Charter School, Inc** application met the RFA criteria and received a total score of **51** by the peer reviewers. However, the school cannot be considered for funding until the applicant has an approved charter from the district or county office of education where the school will be located or the State Board of Education. The charter must be approved by April 30, 2014. After the California Department of Education receives formal notification that the charter has been approved, the application will then continue in the review process to be considered for funding, subject to the availability of funds.

Information regarding the PCSGP scoring process and rubric are located on the California Department of Education (CDE) PCSGP RFA 2010–15 Web page at <http://www.cde.ca.gov/fg/fo/r1/pcsqp13rfa.asp>.

If you have any questions regarding this subject, please contact CDE staff, by phone at 916-322-6029 or by e-mail at PCSGP-APPS@cde.ca.gov with the words "PCSGP Scoring" and the Charter School name in the subject line.

Sincerely,

Julie Russell, Director
Charter Schools Division

JR:bw

From: mlopez@mycharterlaw.com
To: sevans@dwkesq.com
Subject: Spark Charter School - Response to District Conditions
1/3/2014 12:06 PM

Hi Sue Ann – Happy New Year! I hope this email finds you well and that you had a great holiday. I understand from your assistant that you are on vacation but are checking email. Lisa Corr wanted to make sure that you received the attached response from Spark Charter School regarding Sunnyvale School District's conditions for its charter approval. If you have any questions, please let us know.

Many thanks,

Michelle

MICHELLE A. LOPEZ, ESQ.

YOUNG, MINNEY & CORR, LLP

5250 Lankershim Blvd., Suite 610

North Hollywood, CA 91601

Tel: 916-646-1400

Fax: 916-646-1300

www.mycharterlaw.com

	RESOLUTION	RESPONSE
	Overarching Concern	There is a conflict between the timelines required under the Proposition 39 regulations for charter approval (March 15 th) and the April 1, 2014 date by which the District has provided for review and approval of the conditions described by the District's resolution. As such, Spark asks that the District waive the March 15 th Proposition 39 deadline to allow it time to submit its response to the District and seek an appeal should the District make the determination, as it has allowed itself the sole discretion to do under the Resolution, that the conditions have not been met.
1	Educational Program	
1.a	The Petition shall clarify that Spark shall enroll students regardless of their physical and/or mental disability, without regard and reference to any qualifications for educational participation, including but not limited to whether the student will benefit from Spark's educational program or whether student's parents will attend orientation, sign a parent agreement, or otherwise participate in the operations of the school.	Agreed.
1.b.1	The Petition shall reflect that its plan for supporting EL students with <i>adequate specificity</i> as to how Spark will measure English language development and an EL student's progress towards fluency after his or her initial identification as an English learner.	Petitioners sought clarification on this condition to ensure that they understood exactly what the District is seeking. The Petitioners do not want, nor expect the District to assist them in writing the Petition, but given the subjective language of the resolution giving the District absolute discretion in rejecting the language provided by the Petitioners, it is fair to seek clarification as to the District's expectations.
1.b.2	The Petition shall reflect a plan for EL students, with adequate specificity, to ensure differentiated instruction and meaningful support for such students by properly credentialed and competent teachers.	Agreed in principle. Petitioners sought clarification on this condition to ensure that they understood exactly what the District is seeking. The Petitioners do not want, nor expect the District to assist them in writing the Petition, but given the subjective language of the resolution giving the District absolute discretion in rejecting the language provided by the Petitioners, it is fair to seek clarification as to the District's expectations.

	RESOLUTION	RESPONSE
2	Measurable Pupil Outcomes/Methods of Assessment	
2.a.1	<p>The Petition shall describe clearly-defined and objectively measurable pupil outcomes... tied specifically to Spark’s educational program and to the Common Core State Standards... to measure progress towards the attainment of the goals of the Spark program, including but not limited to outcomes centered on socio-emotional development and student physical fitness.</p> <p>Outcomes must address increases in pupil academic achievement both schoolwide and for all groups of pupils served by Spark, including but not limited to ethnic subgroups, socioeconomically disadvantaged pupils, English learners, students with disabilities, and foster youth.</p>	<p>The Petitioners will prepare curriculum maps for English Language Arts and Math that includes description of objectives by grade, subject and trimester, connected to Common Core standards, includes instructional materials and strategies, as well as assessment methods.</p> <p>Petitioners sought clarification on this condition to ensure that they understood exactly what the District is seeking. The Petitioners do not want, nor expect the District to assist them in writing the Petition, but given the subjective language of the resolution giving the District absolute discretion in rejecting the language provided by the Petitioners, it is fair to seek clarification as to the District’s expectations.</p> <p><u>Question to District:</u> “Foster youth” is not a subgroup for which testing data is currently disaggregated. It is possible that it will be in the future, but unlikely that the School will ever have a numerically significant subgroup. Request further clarification.</p>
3	Governance	
3.a.1	The Petition shall reflect no requirement or expectation for parents to sign or otherwise comply with a Parent Agreement, volunteer their time or services to the charter school, serve in any charter school related position, or attend meetings or trainings. The Petition shall reflect that any volunteer service by parents may not be connected to nor construed as a <i>requirement</i> for admission, continued attendance, or discipline.	Agreed. Petition currently does not use the word “requirement” and Spark does not intend to “require” participation.
3.a.2	The Petition shall reflect no requirement that parents speak to or contact the Executive Director or any other representative or employee of Spark should they find themselves unable or unwilling to volunteer	Agreed. We are fine with Petition reflecting no “requirement” that parents speak to or contact the Executive Director or any other representative or employee of Spark should they find themselves unable or unwilling to volunteer.
3.a.3	The Petition shall reflect that any volunteer service by parents may not cause or result in preferential	Agreed, with the exception of a “founders” preference that would identify all families who volunteered at least two-hundred (200) hours by the public random drawing (lottery). There are currently only thirty (30) families who

	RESOLUTION	RESPONSE
	admission to the charter school or other privileges.	would qualify under this preference.
3.a.4	The Petition shall reflect that any provisions concerning parental participation comply with Spark’s obligation to provide free public education, ensure the prevention of any disparate impact arising out of such provisions,	Agreed.
3.a.5	...and achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the District.	Agreed but with recognition of legal limitations which prevent racial and ethnic quotas or affirmative action of any kind. Spark is committed to diversity of its school and will do extensive outreach to seek to achieve that goal. As you are aware, no public school can legally guarantee its racial and ethnic balance, but Spark will ask applicants to voluntarily provide racial and ethnic information to allow Spark to track the success of its outreach methods prior to any lottery and to then alter its outreach plans as needed.
3.b	The Petition shall reflect Spark’s plan to implement a parent survey as a means of encouraging parental involvement. The parent survey shall inquire about and incorporate key elements of the parent-school relationship, such as but not exclusive of parental support, child behaviors, parent engagement, school climate, and parent roles and responsibilities	Spark will develop and administer an annual parent survey.
4	Employee Qualifications	
4.a.1	Spark shall provide documentation demonstrating that all of its teachers possess EL certification.	Agreed. Spark will commit, in the charter, to providing documentation of compliance with applicable EL certification requirements for teachers. Of course, Spark will not have hired all of its teachers by April and thus documentation for the first year teachers will be provided by a date certain as established within the MOU.
4.a.2.	The Petition shall reflect a requirement that Spark’s teachers possess appropriate EL certification at the time of hire.	Agreed. See 4.a.2.
5	Health and Safety	

	RESOLUTION	RESPONSE
5.a.	The Petition shall reflect that no student or parent volunteer will be required to pay for testing.	Agreed.
6	Racial and Ethnic Balance	
6.a.1	The Petition shall provide accurate and up-to-date demographic information for the District, reflecting the student population residing within District boundaries.	Agreed.
6.a.2	The Petition shall reflect the <i>requirement</i> that Spark achieve a racial and ethnic balance to reflect the demographics of the District as required by Education Code section 47605.	See response to 3.a.5.
6.b	The Petition shall provide dates and locations of outreach and recruitment events, including but not limited to dates for community information nights, dates for media and communication submissions and airings, periods for leafleting, and other events and/or programs identified in the Spark's	Spark will not have specific dates and locations listed in the charter as these will be adjusted for the specific year, venue availability, and success from prior year recruitment. Spark will include a list of methods of outreach, the frequency, and the type of venues. Spark will post details on its outreach and recruitment events on its website as they are scheduled.
7	Admission Requirements	
7.a.1	The Petition shall delete references to parent and/or family agreements or service, time, participation requirements for parents and/or or families.	Spark will not require parent or family participation, but will encourage parental participation.
7.a.2	The Petition shall reflect that parent and/or family inability, unwillingness, and/or failure to volunteer or participate in Spark or its educational program shall not serve as a basis for admission, denial of admission, continued enrollment, or any form of discipline.	Agreed.
7.b	The Petition shall reflect that parent attendance at a school information meeting and a school tour is voluntary and shall not serve as a condition to	For the sake of the students as well as the district, we think it is essential that families get solid information about the school before electing to attend. If a family cannot attend the scheduled orientation and/or tour, we are willing to make one-on-one appointments.

	RESOLUTION	RESPONSE
	admission, continued attendance, or completion of the application process.	
7.c	The Petition shall reflect no entitlement for preferential admissions treatment, including but not limited to the public random drawing, for extended family members of founding families.	Agreed. However, please see 3.a.3 regarding the “founders preference”.
8	Suspension and Expulsion	
8.a	The Petition shall include the suspension and expulsion provisions in the charter and reflect that parent and/or family inability, unwillingness, and/or failure to volunteer or participate in Spark or its educational program shall not serve as a basis for student discipline, including but not limited to suspension and expulsion from the charter school.	Agreed. Will move from appendix into the main body of the charter.
9	Supplemental Information	
9.a.	The Petition shall reflect that Spark agrees, at its own expense, to hold harmless and indemnify the District from and against any and all claims, demands, actions, debts, judgments, damages, and liabilities, including attorney’s fees, arising from or relating to any acts, errors, omissions, debts or obligations of Spark.	Agreed.
9.b	The Petition shall identify the specific coverage limits and/or amounts for each insurance policy obtained that shall be adequate as compared to a school of similar size. The Petition shall require the District to be named as an additional named insured on each insurance policy obtained by Spark. Spark shall provide documentation of compliant insurance coverage.	Agreed.

	RESOLUTION	RESPONSE
9.c	The Petition shall reflect that Spark shall execute the District's MOU Regarding Oversight and Operations; the MOU shall become part of the conditions, standards, and procedures set forth in the Charter; <i>the failure to meet the conditions set forth in the MOU shall constitute a material violation of the conditions, standards, and procedures set forth in the Charter; and the MOU serves as Spark's admission that the failure to meet the conditions of the MOU constitutes a material violation that has not been remedied within the meaning of Education Code section 47607(c) and therefore serves as sufficient grounds for revocation.</i>	Revocation is defined clearly in Education Code Section 47607 and does not include violation of an MOU unless that violation qualifies as one of the bases for revocation independent of its inclusion in the MOU.
9.d	Spark shall execute the District's MOU Regarding Oversight and Operations.	Agreed. But, the MOU is a bilateral agreement and requires discussion and negotiation and agreement by both parties.
9.e	Spark shall provide documentation demonstrating enrollment of not less than 250 students.	Spark will not have enrolled any students before the District clears these conditions. Parents interested in Spark were called by District Principals alerting them that if they signed demonstrating interest in Spark, they would be disenrolled by their school of choice in the District, immediately. If Spark receives a commitment from the District that it will not require a parent to forfeit their space at their school of choice unless and until Spark is approved without conditions and has a facility and family has (provided written commitment to) enroll in Spark, then Spark will provide requested documentation. For the District to do otherwise, would be to punish parents for exercising their statutory right under Education Code Section 47605(d).
9.f	Spark shall establish a plan to provide free and reduced-price meals in conformity with state and federal law.	Agreed.
9.g	Spark shall submit final copies of all appendices and exhibits referenced in and attached to the Petition by or before April 1, 2014, for District approval.	Agreed. This is assuming we can reach agreement on the items requiring clarification as described herein. Will the District agree to act within ten business days of Spark's submission?
10.	Budget	
10a	The Petition shall eliminate any references affording Spark the authority to raise the student class size for any reason, including for the purpose of financing budgetary	Spark will include a range of acceptable class size in the charter.

	RESOLUTION	RESPONSE
	shortfalls, without prior approval from the District.	
10.b.	Spark shall adjust its base rate projections used to calculate its General Purpose Entitlement to establish an accurate projection reflective of such rates within Sunnyvale and similar Santa Clara County communities.	Agreed. Spark seeks, as a public record, the District's estimate of revenue under LCFF. This is necessary for Spark's projections.
10.c.	Spark shall adjust its budget to reflect ADA projections consistent with enrollment as of April 1, 2014, and make related adjustments to revenue and expenditures to ensure a 5 percent reserve.	Spark will adjust its budget to reflect ADA projections and make related adjustments to revenue and expenditures to ensure a 3-5% reserve.
10.d.	The Petition shall include requirements for compliance with LCFF including timely development of a compliant LCAP. Spark shall prepare and provide documentation demonstrating compliance with LCFF requirements, including its LCAP.	Agreed. Spark will update the petition to reflect Education Code Sections 47605(b)(5)(A)-(C) as amended by the adoption of the LCFF.
10.e.	Spark shall provide documentation to support its revenue sources, including but not limited to donations, Spark's entitlement to reimbursement for Food Services Costs, state lottery income, start-up grant, and revolving loans and/or lines of credit and bring its budget in line with verified revenue sources.	Agreed. However, Spark will not have documentation to support all donations as it will continuously fundraise.
10.f.1.	Spark shall adjust its budget to include line items reflecting debt service on revolving loan(s) and any lines of credit and remove undocumented sources of revenue including donations.	Spark believes it is acceptable and standard practice to include a conservative amount of donations. As a public record, please provide documentation of any budgeting of anticipated donations in the District-wide or site specific budgets, specifically Cumberland and Cherry Chase.
10.f.2.	The Petition shall include provision(s) requiring Spark to inform the District of plans to incur debt at least thirty (30) days in advance. Spark shall provide documentation regarding any debt incurred by Spark and the debt	Agreed. Spark seeks to agree upon a threshold amount for this requirement.

	RESOLUTION	RESPONSE
	service associated with such debt.	
10.h.	The budget shall be updated to reflect appropriate staffing levels necessary to implement Spark’s educational program, including but not limited to appropriate numbers of foreign language teachers, English Learner teachers, special education instruction and/or services staff, and Curriculum Director.	Agreed. The budget will reflect staffing levels and the assumptions will describe those positions and the years in which those positions will be utilized.
10.i.	The Petition and budget shall clearly identify and describe employee benefits, including but not limited to such information as the health care plan cost per employee and the range of health care plans and costs from which employees may choose. The budget notes shall clearly describe the assumptions for the anticipated costs of employee salaries and benefits.	Agreed.
10.j	The Petition shall clearly identify and describe the textbooks and/or instructional materials to be used by Spark to educate its students and the budget shall be adjusted to reflect the costs of these textbooks and/or instructional materials. Spark shall provide supporting documentation identifying the costs associated with acquiring the books, supplies, and instructional materials necessary for its educational program.	Agreed.
10.k.1	Spark shall provide documentation supporting the budget’s facilities assumptions, including the assumption that the pro-rata share will be \$4.00 per square foot and that 80 square feet per student will be allocated under Proposition 39.	Agreed.
10.k.2	K2 Spark shall develop alternative facilities arrangements for students not eligible for facilities under Proposition 39.	Agreed. Spark will seek to include payment for facilities for those students as part of the facilities use agreement. Please provide Spark with the District’s proposed fees for such usage.

	RESOLUTION	RESPONSE
10.1	Spark shall specifically describe and/or identify the “start-up” costs to be incurred in the initial year of operation.	Agreed.
10.m	The budget shall reflect funds budgeted for Spark to comply with English Language Development and Section 504 of the Rehabilitation Act.	Agreed.
10.n.1	The Petition shall provide and describe the criteria and process for the selection of contractors for administrative services.	Agreed.
10.n.2	Spark shall provide documentation describing the specific services provided by the contractor selected and shall provide documentary evidence supporting its allocation of \$80,000 in the budget for such services.	Agreed. Spark will provide evidence of the costs of contractors known at this time and the specific services of each to support the allocation.
	At Board Meeting	
1	Spark will commit to providing snacks for students.	Agreed.
2	Spark will comply with Education Code Section 47605(b)(5)(A)(iii)	Agreed.



SAN FRANCISCO
275 Battery Street
Suite 1150
San Francisco, CA 94111
TEL 415.543.4111
FAX 415.543.4384

LONG BEACH
115 Pine Avenue
Suite 500
Long Beach, CA 90802
TEL 562.366.8500
FAX 562.366.8505

SAN DIEGO
750 B Street
Suite 2310
San Diego, CA 92101
TEL 619.595.0202
FAX 619.702.6202

www.DWKesq.com

SUE ANN SALMON EVANS

Attorney at Law
sevans@DWKesq.com

Long Beach

January 10, 2014

Via Email and U.S. Mail

Lisa Corr
Young, Minney & Corr, LLP
701 University Avenue, Suite 150
Sacramento, CA 95825

Re: Sunnyvale School District,
SPARK Charter School;
Our File 8115.20813

Dear Lisa:

Below please find the Sunnyvale School District's ("District") responses to the issues raised by Spark Charter School ("Spark") to the conditions set forth in the District Board of Education's ("Board") Resolution. For those items Spark identified as "Agreed," we do not provide any comment. However, some of Spark's responses were qualified. We respond to each such response below but wish to again note that while the District wishes to assist Spark in seeking clarification, the District is not in a position to reach agreement with Spark regarding the Resolution or its terms or otherwise modify the Board's action.

1. Response Without Agreement

For the following conditions, Spark provided a response, but did not indicate that they would agree or otherwise comply with the condition.

- **Outreach Events:** The Resolution requires Spark to submit the dates and locations of outreach and recruitment events.
 - **Spark Response:** *"Spark will not have specific dates and locations listed in the charter as these will be adjusted for the specific year, venue availability, and success from prior year recruitment. Spark will include a list of methods of outreach, the frequency, and the type of venues."*

DEDICATION
WISDOM
KNOW-HOW



- Assessment: The underlying concern addressed by this condition is whether Spark has an actual outreach plan that they intend on implementing. We would expect Spark to provide, as they indicated, a list of methods of outreach, the frequency of outreach, and the type of venues. Although specific dates are not required we would expect to see time frames for meetings, for example, quarterly.
- **School Information Meeting/Tour**: The Resolution requires parent attendance at the school information meeting and tour to be voluntary and to not serve as a condition to admission, continued attendance, or the application process.
 - Spark Response: *"For the sake of the students as well as the district, we think it is essential that families get solid information about the school before electing to attend. If a family cannot attend the scheduled orientation and/or tour, we are willing to make one-on-one appointments."*
 - Assessment: While it appears that Spark is willing to acknowledge that parent attendance at the school information meeting and tour will be voluntary, Spark should also make it clear that parental attendance at a one-on-one meeting cannot serve as a condition for admission, continued attendance, or completion of the application process. Spark may encourage attendance but the charter needs to be clear that it is not a requirement for enrollment.
- **MOU**: The Resolution requires that Spark execute the District's MOU Regarding Oversight and Operations; that the MOU become part of the conditions, standards, and procedures set forth in the Charter; that the failure to meet the conditions set forth in the MOU shall constitute a material violation of the conditions, standards, and procedures set forth in the Charter; and that the MOU serves as Spark's admission that the failure to meet the conditions of the MOU constitutes a material violation that has not been remedied within the meaning of Education Code section 47607(c) and therefore serves as sufficient grounds for revocation.
 - Spark Response: *"Revocation is defined clearly in Education Code Section 47607 and does not include violation of an MOU unless that violation qualifies as one of the bases for revocation independent of its inclusion in the MOU."*

Assessment: Education Code section 47607(c)(1) states that a charter may be revoked if the charter school "committed a material violation of any of the conditions, standards, or procedures set forth in the charter." Here, the terms are to be incorporated into the charter. Additionally, the MOU provides that a violation shall constitute such a "material violation" of the charter. Therefore, even though the Education Code does not expressly state that a violation of an MOU constitutes a revocable offense, the Resolution and terms of the MOU requires Spark to recognize that violating the MOU will qualify as a "material violation" of their charter. Moreover, charter schools, including those represented by your firm, routinely enter into MOUs with same and/or similar provisions.

- **Enrollment Documentation**: The Resolution requires Spark to provide documentation demonstrating enrollment of not less than 250 students.
 - **Spark Response**: *"Spark will not have enrolled any students before the District clears these conditions. Parents interested in Spark were called by District Principals alerting them that if they signed demonstrating interest in Spark, they would be disenrolled by their school of choice in the District, immediately. If Spark receives a commitment from the District that it will not require a parent to forfeit their space at their school of choice unless and until Spark is approved without conditions and has a facility and family has (provided written commitment to) enroll in Spark, then Spark will provide requested documentation. For the District to do otherwise, would be to punish parents for exercising their statutory right under Education Code Section 47605(d)."*
 - **Assessment**: The District disagrees with the contentions and assumptions upon which this comment is raised by Spark. The District Principals did not make the statements as asserted. However, it is correct that if a student is enrolled in a charter school, they are no longer enrolled in the District just as when a student enrolls in another school district, that student is no longer enrolled in the prior school district. Disenrolling students who enroll in the Charter School does not constitute "punishing" parents for exercising their statutory rights. Instead, it is a function of enrollment in the State and the related statutory requirements that there is no dual enrollment. Of course, students can always reenroll in District schools should they later decide not to attend Spark.

The primary concern addressed by this condition is whether Spark can garner adequate enrollment to maintain a viable program. Thus, Spark should take appropriate action to demonstrate enrollment to meet the 250 student threshold.

- **Class Size**: The Petition shall eliminate any references affording Spark the authority to raise the student class size for any reason, including for the purpose of financing budgetary shortfalls, without prior approval from the District.
 - **Spark Response**: *"Spark will include a range of acceptable class size in the charter."*
 - **Assessment**: Spark should identify the range of acceptable class size it proposes to include in the charter.
- **Debt Service**: Spark shall adjust its budget to include line items reflecting debt service on revolving loan(s) and any lines of credit and remove undocumented sources of revenue including donations.
 - **Spark Response**: *"Spark believes it is acceptable and standard practice to include a conservative amount of donations. As a public record, please provide documentation of any budgeting of anticipated donations in the*

District-wide or site specific budgets, specifically Cumberland and Cherry Chase."

- **Assessment:** First, Spark does not address the debt service issue. The budget must account as expenditures any amounts paid towards debt-service during the time the charter school is in repayment. This may be because Spark agrees to this condition but the response lacks some clarity on this point. Second, if Spark seeks to include a "conservative amount of donations," Spark should provide documentation or other evidence to support that source or assumption. It is common practice to require budget assumptions be supported by documentation. As noted in the State Board of Education regulations governing petition review, support for budget assumptions is necessary to establish that the charter school is demonstrably likely to successfully implement the program. This is particularly important for a charter school with no history to establish the ability to develop this kind of revenue and when the budget is as tight as it is under these circumstances, unsupported inflation of revenues is not fiscally responsible.

2. Agreement with Qualification

For the following conditions, Spark indicated that they agree with the condition, but also provided a qualifying response. The District responds below:

- **Volunteer Services/Preferential Treatment:** The Resolution requires that any volunteer service by parents may not result in preferential admission to the charter school or other privileges, and that extended family members of founding families shall have no preferential admissions treatment.
 - **Spark Response:** *"Agreed, with the exception of a "founders" preference that would identify all families who volunteered at least two-hundred (200) hours by the public random drawing (lottery). There are currently only thirty (30) families who would qualify under this preference."*
 - **Assessment:** The District believes the law is clear that parents or students may not receive preferential treatment based upon donation of goods or services and on this basis cannot agree or recommend the Board agree to modify the Resolution to allow for this preference. However, because there appears to be no issue of oversubscription, we see no issue with the students of "founders" obtaining enrollment in the school. Once enrolled, they do not need to pursue the lottery process to remain enrolled.
- **Racial/Ethnic Balance:** The Resolution requires Spark to achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the District.
 - **Spark Response:** *"Agreed but with recognition of legal limitations which prevent racial and ethnic quotas or affirmative action of any kind. Spark is committed to diversity of its school and will do extensive outreach to seek to achieve that goal. As you are aware, no public school can legally guarantee its*

racial and ethnic balance, but Spark will ask applicants to voluntarily provide racial and ethnic information to allow Spark to track the success of its outreach methods prior to any lottery and to then alter its outreach plans as needed."

- **Assessment:** It is important that Spark implement the outreach and diversity plan as described in the Petition in order for Spark to achieve the appropriate racial and ethnic balance. The District does not suggest a quota system or intend to identify any particular means to obtain the ethnic and racial balance required by law.
- **EL Certification:** The Resolution requires Spark to provide documentation demonstrating that all of its teachers possess EL certification and that Spark's teachers possess appropriate EL certification at the time of hire.
 - **Spark Response:** *"Agreed. Spark will commit, in the charter, to providing documentation of compliance with applicable EL certification requirements for teachers. Of course, Spark will not have hired all of its teachers by April and thus documentation for the first year teachers will be provided by a date certain as established within the MOU."*
 - **Assessment:** Although Spark may not have hired all of its teachers by April 1, 2014, Spark can still change their Petition to require that Spark's teachers possess appropriate EL certification *at the time of hire*.
- **Final Exhibits:** The Resolution requires Spark to submit final copies of all appendices and exhibits referenced in the Petition by or before April 1, 2014, for District approval.
 - **Spark Response:** *"Agreed. This is assuming we can reach agreement on the items requiring clarification as described herein. Will the District agree to act within ten business days of Spark's submission?"*
 - **Assessment:** Spark must provide final copies of all appendices and exhibits referenced in the Petition by April 1, 2014, as that deadline has been set by Board Resolution. Moreover, the April 1, 2014 deadline is still several months away, and should be adequate time for Spark to submit final copies of their exhibits. The District will continue to work in good faith with Spark to resolve issues requiring clarification, but the District may not modify the Resolution by making the requested agreement.
- **Base Rates:** The Resolution requires Spark to adjust its base rate projections used to calculate its General Purpose Entitlement to establish an accurate projection reflective Sunnyvale and similar Santa Clara County communities.
 - **Spark Response:** *"Agreed. Spark seeks, as a public record, the District's estimate of revenue under LCFF. This is necessary for Spark's projections."*

- **Assessment:** Enclosed herewith is the District's First Interim Budget. We have also included information provided to the District by the Santa Clara County Office of Education regarding CDE's Charter School Alternative Reporting Form.
- **Debt Notice:** The Resolution requires Spark to inform the District of plans to incur debt at least thirty (30) days in advance and to provide documentation regarding such debt.
 - **Spark Response:** *"Agreed. Spark seeks to agree upon a threshold amount for this requirement."*
 - **Assessment:** The Resolution requires Spark to inform the District thirty days in advance of plans to incur any amount of debt.
- **Facilities:** The Resolution requires Spark to develop alternative facilities arrangements for students not eligible for facilities under Proposition 39.
 - **Spark Response:** *"Agreed. Spark will seek to include payment for facilities for those students as part of the facilities use agreement. Please provide Spark with the District's proposed fees for such usage."*
 - **Assessment:** The District is not obligated to allocate space to a charter school that does not have the requisite in-district ADA or to allocate space for students that do not reside within the District. The District does not have space available for lease or use for a fee. The Resolution provides that Spark address and account for these expenses.

3. Requests for Clarification

Below please find the District's response to Spark's additional requests for clarification. We note that the District is not in a position to inform Spark how to implement the conditions in the Resolution. It is up to Spark to demonstrate the requisite knowledge and experience to develop the means to meet the academic components of the conditions.

- **EL Development:** Petition shall reflect that its plan for supporting EL students with adequate specificity as to how Spark will measure English language development and an EL student's progress towards fluency after his or her initial identification as an English learner.
 - **Clarification:** This condition seeks to address the fact that the criteria to measure EL development and re-designate a student as fluent English proficient are vague and subjective. For example, such criteria includes "reasonable performance on baseline and benchmark assessments," "teacher evaluation and recommendation," and "parent opinion and consultation." The criteria require more detail and/or objective measures.

- **EL Instruction:** Petition shall reflect a plan for EL students, with adequate specificity, to ensure differentiated instruction and meaningful support for such students by properly credentialed and competent teachers.

Clarification: This condition seeks to address two main issues. First, with respect to ensuring properly credentialed and competent EL teachers, the proposed budget accounts for 0 ELD FTE positions during the first year of operation, only 0.7 FTE during the second year, and 1 FTE during the third year. The Petition also states that classroom teachers need only "work towards certification" for teaching English learners, without providing any description of what this means, whether the school will provide assistance to teachers in obtaining EL authorization, and the consequences of not obtaining appropriate authorization to teach EL students. In light of the Petition's indication that Spark intends to enroll a significant number of EL students, Spark must ensure adequate ELD staffing to support its EL population.

Second, with respect to ensuring differentiated instruction, the Petition appears to reflect differentiated instruction and opportunities for high-achievers (e.g., through the Individualized Gifted and Talented Education ("GATE") Plan ("IGP")) but leaves low-achievers and EL students to have the same instruction as the general student population under the supervision of parent volunteers and teachers who may not yet have certification to teach EL students. Spark must reflect a more detailed plan to serve its EL students.

- **Outcomes:** Petition shall describe clearly-defined and objectively measurable pupil outcomes... tied specifically to Spark's educational program and to the Common Core State Standards... to measure progress towards the attainment of the goals of the Spark program, including but not limited to outcomes centered on socio-emotional development and student physical fitness.

- Clarification: This condition seeks to address the fact that the Petition: (1) identifies outcomes based on the performance on the California Standards Test ("CST"), despite the fact that the CST will no longer constitute a valid assessment going forward; (2) describes outcomes in broad, philosophical terms as opposed identifying objective, measurable outcomes. For example, the pupil outcome for science summarily states, "Students will become proficient in science concepts and scientific thinking"; (3) identifies no physical fitness measurable outcome despite the fact that the school seeks to incorporate physical fitness "to activate students' brains and to prepare them for learning"; and (4) identifies no socio-emotional development measurable outcome despite the fact that one of the main components of the educational program revolves around socio-emotional learning.

Spark indicates that they "will prepare curriculum maps for English Language Arts and Math that includes description of objectives by grade, subject and trimester, connected to Common Core standards, includes instructional materials and strategies, as well as assessment methods." The District requests that these curriculum maps be provided by the April 1, 2014 deadline.

Lisa Corr
January 10, 2014
Page 8

4. Timeline Waiver Request

Spark requests that the District waive the March 15th deadline for charter approval per the Proposition 39 regulations because the Resolution requires compliance with the conditions by April 1, 2014. According to California Code of Regulations, title 5, section 11969.9(a), a new charter school is entitled to facilities "only if it receives approval of the petition before March 15 of the fiscal year preceding the year for which facilities are requested."

In processing Spark's facilities request made under Education Code section 47614 and the implementing regulations, the District has not taken the position that the Spark Charter has not been approved within the meaning of section 11969.9(a). Therefore, there is no need to agree to a waiver of the March 15 deadline with regard to Spark's facilities request. The Charter has been approved; albeit subject to conditions it is nonetheless approved. However, should Spark take the position that it may pursue appeal and seek charter approval by the County as mentioned in your January 8, 2014 email, the District would not only challenge the right to appeal but would deem Spark's actions as rendering it ineligible for facilities pursuant to section 11969.9(a).

We are hopeful that Spark will remain focused on meeting the conditions set forth in the Resolution which are designed to allow for a safe, effective, and sustainable educational program.

Very truly yours,

DANNIS WOLIVER KELLEY



Sue Ann Salmon Evans

SASE:if

Enclosures



LEARN TODAY LEAD TOMORROW

BENJAMIN H. PICARD, Ed. D., SUPERINTENDENT

BOARD OF EDUCATION

SANDY AGBAYANI
JEFFREY ARNETT
ANITA HERRMANN
REID MYERS
NANCY NEWKIRK

February 14, 2014

VIA Email and U.S. Mail

Ms. Alexandra Zdravkovic
Board President
Spark Charter School
807 Lakehaven Drive
Sunnyvale, California 94089

Re: Letter of Concern Regarding Parent Participation and Enrollment

Dear Ms. Zdravkovic:

It has come to our attention that Spark Charter School ("Spark") is imposing a requirement that parents and/or family members of students must volunteer their time and services to the charter school. Additionally, Spark is requiring that parents must attend a mandatory meeting prior to applying to the charter school, and giving admissions preferences to certain groups of students based upon parent participation. The purpose of this letter is to inform Spark of the Sunnyvale School District's ("District") concerns and to provide Spark with an opportunity to address these matters.

According to the Spark website, Spark will ask each family to: (1) participate in a regular, weekly 2-hour shift in each enrolled child's classroom; (2) serve on one school-wide committee per year, which involves approximately 3-4 hours per month of service; (3) drive on a minimum of two field trips per year for each of their enrolled children's classes; (4) attend Spark's "Positive Connections" social-emotional intelligence class and classroom volunteer training; and (5) participate in one Campus Work Day per year. The District interprets these as service and volunteer requirements, as the Spark website makes clear that "regular parent participation is essential" and "Spark Charter School can only deliver on its educational philosophy to the extent that families participate."

The Spark website also indicates that applications for enrollment will only be available at three information meetings, one of which is already full and closed to further registration, and that parents who cannot attend either of the remaining two meetings must email Spark at info@sparkcharter.org. The District interprets these application procedures as requiring parents to attend the meeting to complete the application process, and, at the very least, discouraging parents who cannot attend the information meeting from even applying. The website also states that admissions preferences in the public random drawing will be given to founding families, siblings of currently enrolled students, and children of full-time paid staff over residents of the District.

As you know, the District Board of Education ("Board") identified the parent participation requirement in its Resolution for Conditional Approval ("Resolution") as a key deficiency contained in the Spark Charter Petition. As the Board stated in the Resolution, required parent participation is contrary to law as Education Code section 49011 prohibits all public schools, including charter schools, from providing privileges relating to educational activities

Alexandra Zdravkovic
Spark Charter School
February 14, 2014
Page 2

in exchange for services from a pupil's parents or guardians. Thus, to address this specific deficiency, the Board conditioned charter approval on the Petition reflecting no requirement or expectation for parents to volunteer their time or services to Spark, serve in a charter school related position, or attend any meetings or trainings.

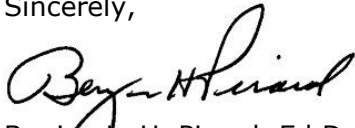
Related to the Board's concerns regarding required parent participation, the Resolution also conditioned approval on the Petition reflecting no requirement that parents speak to or contact any employee or representative of Spark should they find themselves unable or unwilling to volunteer. In addition, the Resolution makes clear that parent attendance at a school information meeting is voluntary and shall not serve as a condition to the completion of the application process. The Resolution also expressly states that the Petition shall reflect no entitlement for preferential admissions treatment.

The District interprets the information on the Spark website as inconsistent with the conditions set forth in the Resolution. The website is one of the vehicles used to solicit enrollment and should make clear that parent participation and meeting attendance is not mandatory. Thus, the District has concerns regarding Spark's ability, and willingness, to comply with the Resolution. Moreover, the District has strong concerns about these requirements and preferences acting as barriers to entry for those students whose parents and/or family-members cannot afford to volunteer their time, especially for families of lower-socioeconomic status who still wish to enroll their children at the charter school.

The District requests that Spark respond regarding how it will address and rectify the inconsistency between the information on the Spark website, the family service and meeting attendance requirement, the admissions preferences, and the Resolution. Please kindly provide a response within five (5) business days of the date of this letter.

We look forward to hearing from you shortly.

Sincerely,



Benjamin H. Picard, Ed.D
Superintendent



Spark Charter School
807 Lakehaven Dr
Sunnyvale, CA 94089

www.SparkCharter.org

February 24, 2014

Sent via email and mail

Benjamin H. Picard, Ed.D., Superintendent
Sunnyvale School District
819 W. Iowa Avenue
P.O. Box 3217
Sunnyvale, CA 94088-3217

Re: Notice of Concern Regarding Parent Participation

Dear Superintendent Picard:

This letter serves as Spark Charter School's ("Charter School") response to Sunnyvale School District's ("District") Notice of Concern dated February 14, 2014, raising concerns regarding the Charter School's compliance with the District's conditional approval and Education Code Section 49011.

In short, the Charter School denies the allegations raised by the District. Neither specific levels of parental participation, nor a school tour or orientation are required by the Charter School, unlike the District's own Fairwood Explorer program.

The Charter School will not require any specific level of participation. It has committed to asking for parental participation, but never requiring it. No parent or student will be negatively impacted by the failure of a parent to participate whether it by choice or necessity. The Charter School and its students will greatly benefit from parent participation, as do all schools. In fact, the Charter School was thrilled to see that the State considered "parental involvement" one of the eight state priorities pursuant to Education Code Section 52066(d)(3). In asking for parent participation, but not requiring it, the Charter School is not violating Education Code Section 49011, nor the Resolution describing the District's conditional approval. Instead, the Charter School is supporting one of the State's adopted priorities.

The Charter School also agreed not to have a mandatory orientation. In discussions between our legal counsel and District legal counsel, our legal counsel discussed the desire of the Charter School to have parents receive information about the School prior to applying. District legal counsel and our legal counsel discussed handing out applications during presentations for that purpose. However, we have also provided the opportunity to receive an application through an email to the Charter School, as you pointed out in your letter. No mandated school tour or orientation will occur. The Charter School has not violated Education Code Section 49011, nor the Resolution.

The Charter School has a small group of Founding Parents. In total, the group is thirty families. These are the families that came together to create the Charter School. A founder's preference for admission is written into the charter in alignment with the U.S. Department of Education's U.S. Department of Education, non-regulatory guidance and in alignment with Education Code Section 47605(d).

The Charter School respectfully wishes to point out the District's Fairwood Explorer program and its published information on the District website:

<http://sunnyvaleschool.ca.schoolwebpages.com/education/components/faq/faq.php?sectiondetailid=8630&>

**What exactly does
"parent
participation"
mean?**

★

A In context of the Fairwood Explorer program, there is an expectation that parents will spend two hours a week in the classroom per child and participate in one school-wide committee assignment. In the classroom, parents are not expected to actually teach, but to assist with small group activities that reinforce the concepts the teacher is covering. Having that extra adult means that the students have more one on one help and attention. This means the teacher can plan diverse activities that appeal to students with different learning styles.

Parents are also asked to serve on one committee. The types of committees include, but are not limited to, curriculum, lunchtime activities, internal communication, gardening, to act as classroom coordinator, or field trip coordinator to help further the goals of the program.

Additionally, the District provides a link to the Fairwood Explorer, "Family Participation Requirements" on its website:

<http://www.sesd.org/education/components/layout/default.php?sectiondetailid=9815&>

You will see that the requirements for parental participation at Fairwood Explorer are very specific, two-six hours per week per family.

Can you help us to understand how the District believes the Fairwood Explorer program to be lawful, but not the language being used by the Charter School, given that the Charter School's language is far more flexible than that used by the District?

We trust that this letter and proposed course of actions will assuage any concerns the District may have regarding the allegations in its Notice of Concern dated February 14, 2014. The Charter School is committed to serving a broad range of students representing the diversity of the District. We would welcome the opportunity to discuss any follow up questions or concerns. Should you have any questions or comments, please do not hesitate to contact me.

Sincerely,



Alexandra Zdravkovic

cc: Spark Charter School Board



LEARN TODAY LEAD TOMORROW

March 7, 2014

Ms. Alexandra Zdravkovic
Board President
Spark Charter School
807 Lakehaven Drive
Sunnyvale, California 94089

Re: Letter of Concern Regarding Parent Participation and Enrollment

Dear Ms. Zdravkovic:

The Sunnyvale School District ("District") is in receipt of Spark Charter School's ("Spark") February 24, 2014 response to the District's Letter of Concern, dated February 14, 2014. This letter serves to follow up on Spark's response to the District's concerns regarding parent participation and enrollment.

The District notes that Spark has modified its website to address the issue of limiting access to enrollment applications to only those parents who attend a mandatory informational meeting. According to the Spark website, interested parents may now download the requisite enrollment forms and submit enrollment applications directly to the charter school via mail. However, the District is disappointed to learn that the requisite enrollment forms also include a Parent Agreement. Despite the fact that your response promises that Spark "will not require any specific level of participation" and that "[n]o parent or student will be negatively impacted by the failure of a parent to participate," the Parent Agreement reflects otherwise.

The Parent Agreement expressly states that "[i]n signing this Agreement, we agree to support the Spark Charter School educational philosophy and program in the following ways." The Parent Agreement then proceeds to list the same volunteer requirements indicated in the Petition and identified in our Letter of Concern, such as participating in a regularly scheduled shift of two (2) hours per week per child; serving on one school-wide committee; driving or chaperoning on at least two (2) field trips per year; attending social-emotional intelligence and classroom volunteer training sessions; participating in all community-wide and classroom parent meetings; and participating in at least one Campus Work Day per year.

Despite your assurances, nowhere in the Parent Agreement does it indicate that parent participation is voluntary and not required, or that no parent or student will be negatively impacted by the failure or inability of a parent to participate. Indeed, the plain text of the Parent Agreement and the fact that the Parent Agreement is incorporated with the enrollment forms and constitutes one of three documents that must be submitted by March 15 for a student to even qualify for the open enrollment lottery, reflects that Spark is not merely "asking for parent participation," but is instead requiring it. In fact, the "Parent Involvement" section of Spark's website remains unchanged, and does not make it clear that parent involvement is voluntary and not mandatory. As previously indicated in our Letter of Concern, required parent participation is contrary to Education Code section 49011

Alexandra Zdravkovic

March 7, 2014

Page 2

and the District Board of Education's ("Board") Resolution for Conditional Approval ("Resolution").

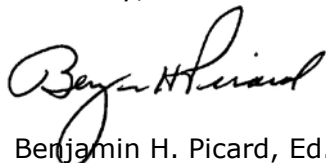
In your letter, you also indicate that the website of the District's Fairwood Explorer Program at Fairwood Elementary School contains similar language regarding parent participation as provided on the Spark website. The District would like to provide some clarification regarding this issue.

First, the District does not and has never denied enrollment of any student from the Fairwood Explorer program based upon a parent's failure or inability to participate. In fact, the District understands that one of the reasons Petitioners sought to establish Spark was because Petitioners were dissatisfied that the District would not compel parent participation in the Fairwood Explorer program. With regard to the District's website, we note that the language contained on the Fairwood Explorer website regarding parent participation was developed by individuals now serving as Petitioners and founders of Spark and the District's website is in the process of being revised. The District revised the enrollment form for the Fairwood Explorer program earlier this school year to make clear that parent participation is voluntary. We also note that unlike Spark, which constitutes its own school district, Fairwood Explorer is a magnet program of the District, and not a school or a school district.

In our Letter of Concern, we also brought to your attention that the Spark website indicates that admissions preferences in the public random drawing will be given to founding families, siblings of currently enrolled students, and children of full-time paid staff over residents of the District. We also pointed out that the Board's Resolution expressly states that "the Petition shall reflect no entitlement for preferential admissions treatment, including but not limited to the public random drawing, for extended family members of founding families." Your response to our Letter of Concern does not address this issue and could be read to suggest that Spark does not intend to comply with this condition. The District inquires whether Spark is refusing to revise its admissions preference for founding families.

The District requests that Spark provide a response regarding the above-described issues within five (5) business days of the date of this letter and looks forward to hearing from you shortly.

Sincerely,



Benjamin H. Picard, Ed.D
Superintendent



Spark Charter School
807 Lakehaven Dr.
Sunnyvale, CA 94089
www.SparkCharter.org

March 13, 2014

Delivered via: email and U.S. Mail,

Benjamin H. Picard, Ed.D., Superintendent
Sunnyvale School District
819 W. Iowa Avenue
P.O. Box 3217
Sunnyvale, CA 94088-3217

Re: Response to Letter of Concern Regarding Parent Participation and Enrollment

Dear Superintendent Picard:

This letter serves as Spark Charter School's ("Charter School") response to Sunnyvale School District's ("District") Notice of Concern dated March 7, 2014, raising concerns regarding the Charter School's compliance with the District's conditional approval regarding parent participation and enrollment.

The Charter School observes that, since its February 24, 2014 response to the District's Letter of Concern, the District has modified its web pages for Fairwood Explorer to remove references to "required" parent participation. However, the Charter School respectfully observes that the information provided to current and prospective Explorer families via the website and the District's presentations during the 2014-15 enrollment process stated that parent participation was "required." In fact, a handout specifically listing Parent Participation Requirements--which was not drafted by any individuals now serving as Petitioners or founders of Spark Charter--was distributed to all attendees of Fairwood Explorer's Info Nights held on both December 10, 2013 and January 13, 2014 (See Enclosure 1). This document indicates that to attend Fairwood Explorer, families will be required to "commit to aiding in each of their children's classrooms for two hours per week, with a family maximum of six hours per week." Also under the "Requirements" heading is a Team Participation requirement. The Charter School is extremely concerned that the District seeks to impose a double standard against families who choose to attend the Charter School as opposed to the Fairwood Explorer Program.

Nonetheless, the Charter School wishes to assure the District that the Charter School does not and will not *require* participation. Like the District, the Charter School has no intention of ever denying enrollment to any student based upon a parent's failure or inability to participate. To make this absolutely clear, the Charter School has amended its enrollment form (see Enclosure 2) and website (see Enclosure 3) to state:

Spark Charter does not require parent or family participation, but encourages parental participation. A parent's and/or family's inability, unwillingness, and/or failure to volunteer or participate in Spark or its educational program shall not serve as a basis for admission, denial of admission, continued enrollment, or any form of discipline.

The Charter School Board respectfully wishes to point out that the District is in error in asserting that one of the Petitioners' reasons for establishing the Charter School was "because the Petitioners were dissatisfied that the District would not compel parent participation." The Petitioners are aware that this was a concern voiced by many Explorer families. However, the Petitioners' prime reason for establishing the Charter School was to fully realize the educational goals that initially prompted Explorer's creation.

Lastly, the District asks if the Charter School intends to comply with the District's requirement that the Petition reflect no entitlement for "extended family members of founding families." Indeed, the Petitioners shall remove this clause from the Petition.

Please do not hesitate to contact me any time should you have questions about this response or require additional information.

Sincerely,



Alexandra Zdravkovic
Spark Board President

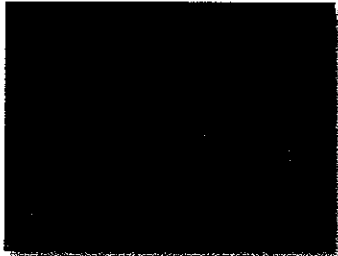
Enclosures:

- (1) Fairwood Explorer's Info Night Handout
- (2) Amended Spark Charter Enrollment Form
- (3) Copy of Parent Involvement webpage

Fairwood Explorer Program
Community, Education, Skills for Life

Research has demonstrated that when parents are actively involved in their children's schools and education, the children are more likely to succeed and excel.

At Fairwood Explorer, our mission is to provide students with hands-on, challenge-based instruction and active community involvement through family participation.



We offer high academic standards, small classes and a fully diverse student body. Our whole-child education program guides students to become:

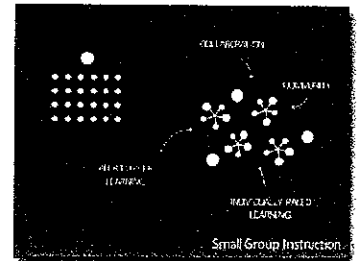
- Creative
- Intellectually Curious
- Confident
- Respectful
- Self-Disciplined
- Socially Responsible

Available to students residing within the Sunnyvale School District, the Fairwood Explorer Program is located at Fairwood Elementary School at 1110 Fairwood Ave off of Lawrence Expressway. Since the Explorer Program is classified as a "Program of Choice", students who attend the Fairwood Explorer Program are considered students at Fairwood Elementary School. We are currently planning to extend the Explorer Program School-wide.

Small Group Environment

Unlike a traditional class set-up, much of the instruction takes place in small groups with parents assisting the teacher

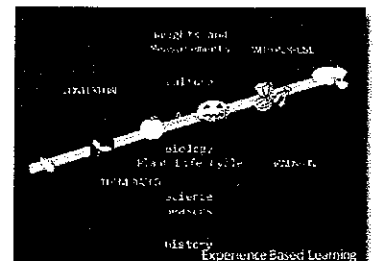
This creates a unique environment that promotes collaboration and peer-to-peer learning, celebrates diversity, and teaches children how to be effective, responsible leaders in their community. It also presents the perfect scenario for individually-paced learning. Students "loop" with their teachers, spending two years together. This allows children and teachers to develop long-term relationships, enabling us to better meet individual students' academic and emotional needs



Experience Based Learning

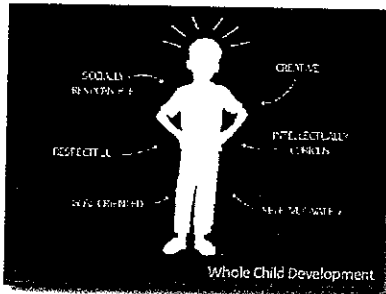
Traditional subjects are often taught without context and leave students to memorize facts and skills for the sole purpose of testing.

In a student performance centered program such as the Fairwood Explorer Program, facts and skills are taught in context, and subjects are taught with a focus on hands-on, active learning. This method of learning fosters creativity, critical thinking, problem-solving, and a life-long love of learning.



Whole Child Development

The Fairwood Explorer curriculum gives equal weight to the academic, social, emotional, and creative growth of each child and values the interrelationship and importance of all the disciplines: language arts, mathematics, science, social studies, visual and performing arts, and physical education. This whole-child approach guides students to become creative, intellectually curious, confident, respectful, self-disciplined and socially responsible.

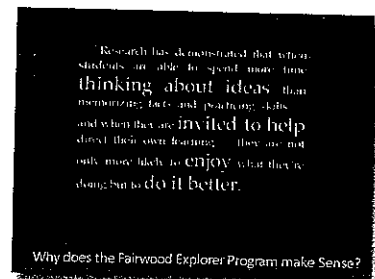


The following characteristics can be found in the Fairwood Explorer Program:

- **Attending to the whole child:** In Fairwood Explorer, we are concerned with helping children become not only good learners but also good people. Schooling isn't seen as being about just academics, nor is intellectual growth limited to verbal and mathematical proficiencies.
- **Creating a community:** Learning isn't only an individual affair, but includes learning from others by understanding the importance of interdependence and the emotional well-being of individuals making up the community.
- **Encouraging collaboration:** Solving problems requires that individuals work with each other, where all contribute according to their strengths.
- **Integrating social justice:** Community extends past the school borders and includes neighborhoods, the country, and the world. Caring for individuals past where the eye can see lays the basis for improving the living conditions of other people.
- **Motivating from within (Intrinsic motivation):** Learning occurs when children are motivated not by external motivations such as grades, tests, rewards, or recognition. Instead, learning occurs when it stems from a true interest in what they are learning or from a need that they themselves have chosen as important to address.
- **Deepening understanding:** Learning is centered around inviting students to think deeply about issues, concentrate not only on the skills and facts but within a framework or context where there is a purpose for learning the material.
- **Supporting active learning:** Students actively participate in constructing their own learning process. This includes asking questions and looking for the answers, thinking of possibilities, setting goals and evaluating their own learning.
- **Taking learners seriously:** Educators take students into account. Educators look at the spectrum of different learners in the classroom, include them in the teaching and design of the course, offer students opportunities to bring in their own interests, and evaluate their own work.

It makes sense

To ensure students are learning, the teachers continually create formative assessments to guide instruction, and learning is individualized for students based on their readiness. As part of the Sunnyvale Elementary School District, pupils of the Fairwood Explorer School also participate in district and state assessments.



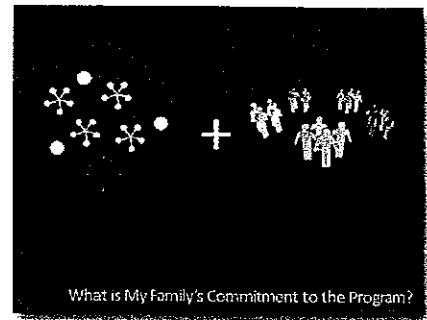
In "Whose community schools? New discourses, old patterns", the author, Novella Z. Keith, investigates the concept of community schools, family involvement in schools, and partners for improvement. Keith describes the concept of the school being the inspiration of the community, a community that is engaged and supportive. Students whose parents are involved are more successful in student achievement.

Every parent wants their child to learn and be successful in school. Teachers and principals want students to achieve high scores on standardized tests, and community members want to know that their local schools are high performing and producing quality students. The best way to achieve this goal is to work together and actively create a school partnership that produces intelligent, happy and successful students.

Parent Participation Requirements

1. Classroom Participation

Parent (family) participation in your child's classroom is essential to providing small-group, hands-on instruction. The Fairwood Explorer program firmly believes that all parents have valuable skills to contribute to their child's classroom, regardless of education level, native language spoken, or skill set. Therefore, Fairwood Explorer families are asked to commit to aiding in each of their children's classrooms for **two hours per week**, with a **family maximum of six hours per week**. While it is preferred that the time be spent in the classroom, we recognize that all families cannot work during school hours. We have a variety of ways in which families can fulfill their volunteer hours outside of the classroom. These hours may be fulfilled by one family member, or shared between two. All persons fulfilling classroom participation hours must attend all Parent Training classes.



2. Team Participation

In addition to participation in your child's classroom, delivery of small-group, hands-on instruction requires the coordination of parents and teachers, supplementation to the basic district curriculum, parent training, support for after-school and other enrichment programs, and fundraising activities. This is accomplished through the involvement of parents in the form of teams. These committees include:

- Classroom Coordinator Team,
- Fundraising Team
- Art Team
- Cooking Team
- Project Cornerstone Team
- Marketing Team
- Enrichment Activities Team
 - The Lunch-time Activities Coordinator(s)*
 - The After-school Activities Coordinator(s)*

Find more info at: www.fairwoodexplorer.org in the "Team Descriptions" tab.

After School Care Options

California Young World

(408) 245-7285

<http://www.californiayoungworld.net/schoolage.php>

Located adjacent to the Fairwood campus, California Young World provides a quality after school care focused on the development of the whole child. We value a safe, nurturing environment with a family approach. The classes are rich in diversity, respecting the individual capabilities and needs of each child. California Young World's comprehensive program offers a variety of age appropriate activities with a balanced child-centered and teacher-directed curriculum.

K.L.A.S.

Kids Learning After School is a collaborative partnership between the Sunnyvale School District, the City of Sunnyvale, YMCA and the Columbia Neighborhood Center and provides extended day program on the Fairwood campus. It is an all-around developmental program that provides a secure and challenging environment for children to excel. The program provides a variety of extracurricular activities that range from lessons in craft, dance, drama, magic, music and science to outside sports and classes in self-defense and pottery for older children. KLAS is available for students in grades 2-5.

Fun on the Run

(408) 730-7337

csosongco@ci.sunnyvale.ca.us

Free one-day-a-week drop-in program for students in grades K-5! Parents must fill out an emergency card before children can participate. Space is limited to the first 60 participants and is on a first-come, first-served basis. Program will be cancelled if there is inclement weather.

Arts & Crafts • New Fitness & Nutrition Activities • Games & Sports for students grades 1-5 • Snack Provided! • Look for our Colorful Truck

Currently on Monday from 2:15 to 4:15

Registration Information

Registration will take place February 3-14. Please register at your home school, filling out the registration packet and an "Open Enrollment" form indicating Fairwood Explorer as your choice.

If registration exceeds available spots in the classroom, a **lottery** will be held the first Tuesday in March 2014.

Notification of placement will take place mid to late-March and subsequent **enrollment** will run into early April of 2014.

For more information

Contact Sarah Tellez at sarah.tellez@sesd.org or at (408) 523-4870

Or check out the school website at: <http://fairwoodexplorer.org>



Application Checklist

Thank you for your interest in enrolling your child at Spark Charter School. All complete applications submitted within the open enrollment period are treated equally within their lottery preference categories, which are as follows:

1. Founding Families
2. Siblings of currently enrolled students (n/a for year 1)
3. Children of full-time paid staff
4. Residents of Sunnyvale School District
5. All other California residents

Please note: Submitting a completed application packet does not automatically guarantee enrollment. If your child is offered a spot at Spark Charter School, additional enrollment forms will be sent to you, and must be completed prior to admission. Your child's acceptance is considered conditional until all enrollment forms and additional information are received by Spark Charter School.

Application Checklist:

At the time of application (complete only Page 2 for each additional student):

- (1) Application for Enrollment (Page 2)
- (2) Responsible Party Information (Page 3)
- (3) Parent Agreement (Page 4-5)

Due upon acceptance to Spark Charter:

- (4) Signed Fingerprint/Background Check Release Form for each adult volunteer
- (5) Copy of California driver's license or picture ID for each adult volunteer
- (6) **Sunnyvale School District residents only:** four (4) proofs of residency

Due before start of school:

- (7) Proof of negative TB test for each designated volunteer
- (8) Proof of adequate auto insurance for each anticipated field trip driver (minimum \$100,000 per occurrence)
- (9) Proof of Fingerprint/Background Check

New Students/Families Only--Due before start of school:

- (10) A copy of the birth certificate for incoming kindergarteners, students coming from outside the US, or students new to the California public education system. To be eligible for Kindergarten, children must be five years of age on or before September 1, 2014.
- (11) Registration Health Requirements. *This form is not required for application, however, all health requirements MUST be complete before a child is allowed to attend school.*
K/1 applicants: Please note physical exam and dental exam requirements.

Please contact info@sparkcharter.org if you do not receive email confirmation of your completed application within one week of submission, or if you have questions about the process.

Responsible Party Information

(These are the parties who can act on behalf of the specified students. The first party listed will receive all school correspondence and will be the primary contact. You may specify additional legal guardians on an additional page if needed.)

Please list all students applying to Spark Charter:

Parent/Legal Guardian (Primary Contact):

Name: Last First MI Nickname

Home Address (If different than student):

Home Phone

Cell Phone

Email

Employer

Work Phone

Relationship to Student

Parent/Legal Guardian:

Name: Last First MI Nickname

Home Address (If different than student):

Home Phone

Cell Phone

Email

Employer

Work Phone

Relationship to Student

Spark Charter School Parent Agreement

As the parent(s)/guardian(s) of (Please list all students applying to Spark Charter):

I/we desire to have our student(s) enrolled in Spark Charter School ("Spark"). We recognize and agree that parent participation is an integral component of Spark's philosophy, and is essential to the successful functioning of Spark's educational program. In signing this Agreement, we agree to support the Spark Charter School educational philosophy and program in the following ways:

Initials

- _____ 1. To ensure that the developmentally-based small group learning environment of the Spark Charter School can be effectively implemented, we agree that we will participate in a regularly scheduled shift of two (2) hours per week per child (with a maximum of 6 hours per family).
- _____ 2. To ensure that Spark may provide an enriched educational experience to our child and all Spark students, we will serve on one school-wide committee in addition to our regularly scheduled classroom shift.
- _____ 3. To ensure that Spark may deliver a hands-on learning environment which will include a minimum of five (5) field trips per classroom per year, we will drive or chaperone on at least two (2) field trips per year for each of our enrolled children.
- _____ 4. To ensure that we will be effective partners as classroom aides and on yard duty, we will attend the social-emotional intelligence training, "Positive Connections," at Spark. This is a one-time only training.
- _____ 5. To ensure that we will be effective partners in our child's education at Spark, we will attend the classroom volunteer training sessions.
- _____ 6. To ensure that we will be effective partners in our child's education at Spark, we will participate in all community-wide and classroom parent meetings.
- _____ 7. To help ensure that our child's school has an environment conducive to learning, we will participate in at least one Campus Work Day per year.
- _____ 8. To help maintain a safe and healthy school environment, we will submit TB test verification prior to participating on campus.
- _____ 9. To ensure a safe school environment for the children attending Spark, we agree that prior to participation, each volunteer will submit to be fingerprinted and have a background check made by an agency authorized by the Spark Board. Results of such background checks will, at the discretion of the Executive Director, be a basis for determining the scope and terms of participation.
- _____ 10. In order to respect the privacy of the students, parents, and staff, we agree to abide by the confidentiality policies of Spark Charter.

Spark Charter School Parent Agreement (continued)

The Executive Director of Spark Charter has the responsibility for the administration of this Agreement, including how and when we participate in the classroom or in other forms of participation.

In the event of inappropriate conduct by any of us on campus or during a school-sponsored activity, the Executive Director has discretion to make an alternative plan for any volunteer's participation.

I/We understand that we may designate any adult to volunteer on behalf of our family, provided they submit to the fingerprinting, background check, and TB test requirements for all on-campus volunteers.

I/We understand that this Agreement applies to all individuals volunteering on behalf of this/these student(s), and I/we will communicate its content and expectations to all such volunteers.

I/We also understand that this Agreement will be renewed annually to encourage family participation and to ensure the safety of Spark's students.

In the event that any of the above expectations creates a hardship on a family, the Spark Board encourages that family to seek assistance from the Executive Director and/or a Spark Board member in finding alternative ways to meaningfully contribute to the Spark community. Spark Charter does not require parent or family participation, but encourages parental participation. A parent's and/or family's inability, unwillingness, and/or failure to volunteer or participate in Spark or its educational program shall not serve as a basis for admission, denial of admission, continued enrollment, or any form of discipline.

I/We, the parent(s)/gardian(s) of

understand the Spark Charter School Parent Agreement.

Signature of Parent/Guardian

Date

Signature of Parent/Guardian

Date



Stay Connected

At Spark Charter, we aim to ignite every child's love of learning!

HOME

PHILOSOPHY & CURRICULUM

QUESTIONS

LIBRARY

EN ESPANOL

SUPPORT SPARK

Why Parent Involvement?

Study after study has shown that **parental involvement** in education improves student outcomes. A 2002 report by the Southwest Educational Development Laboratory, which synthesized research on parental involvement over the last decade, found that "regardless of family income or background, students with involved parents are more likely to:

- **Earn higher grades and test scores and enroll in higher-level programs**
- **Be promoted, pass their classes and earn credits**
- **Attend school regularly**
- **Have better social skills, show improved behavior, and adapt well to school**
- **Graduate and go on to secondary education***



More concretely, family participation facilitates Spark's educational goals by enabling teachers to more easily, and effectively, differentiate their instruction – to create an environment where **all students are supported** and challenged. For example, a parent volunteering in a classroom may work with one group of students writing a historical play, while the teacher works one-on-one with several students on specific skills or projects.

Through their participation, Spark families also will help create a school culture that values the contributions of each of its members, where all help one another, and where the entire community is committed to the welfare of all of the children in their care.

How will Spark families be expected to contribute?

In order for Spark to be able to offer a developmentally-based small group learning environment to all of its students, regular parent participation is essential. Therefore, Spark will ask each family to:

- **Participate in a regular, weekly 2-hour shift in each enrolled child's classroom (with a family maximum of 6 hours per week)**
- **Serve on one school-wide committee per family per year (approximately 3-4 hours per month)**
- **Drive on a minimum of two field trips per year for each of their enrolled children's classes**
- **Attend Spark's "Positive Connections" social-emotional intelligence class and classroom volunteer training (these are one-time trainings)**
- **Participate in one Campus Work Day per year**





Does it have to be a parent that volunteers?

No, anyone designated by a student's family to act as a volunteer on behalf of that student may participate, as long as they submit to the fingerprinting, background check, and TB test required of all on-campus volunteers. This may include a **grandparent, adult sibling, aunt or uncle, or even a close family friend.**

Can parents trade off classroom shifts each week?

Yes. Many parents will choose to trade off weekly to fulfill their regular 2-hr shift. As long as both parents have been fingerprinted, background checked, TB tested, and have attended the volunteer trainings, they may alternate however they see fit.



What if English is my second language?

Spark Charter firmly believes that **EVERY parent has something valuable to offer** Spark students. Can you help with foreign language instruction? Organize an event to share your native culture? Tutor an EL student? Are you a good cook? Do you love helping kids with art projects or crafts? Gardening? Carpentry? Music? Dance? PE? The possibilities are endless, and the benefits to students are immense when they are exposed to a vast array of skills, knowledge, and culture. Not only does Spark wish to attain a high level of diversity on its campus, but delivery of its mission fully depends on it.

What if the above expectations create a hardship for our family?

Spark Charter School can only deliver on its educational philosophy to the extent that families participate as above. However, Spark recognizes that "life happens," and will work with any family that wishes to participate at Spark Charter School to make sure they can. There are many, many ways to contribute to the Spark Charter community.

Spark Charter does not require parent or family participation, but encourages parental participation. A Parent and/or family's inability, unwillingness, and/or failure to volunteer or participate in Spark or its educational program shall not serve as a basis for admission, denial of admission, continued enrollment, or any form of discipline.

*A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement, Henderson and Mapp, Southwest Educational Development Laboratory, 2002.

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BOARD OF EDUCATION

SANDY AGBAYANI

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REID MYERS

NANCY NEWKIRK

March 14, 2014

Ms. Alexandra Zdravkovic
Board President
Spark Charter School
807 Lakehaven Drive
Sunnyvale, California 94089

Re: Letter of Concern Regarding Parent Participation and Enrollment

Dear Ms. Zdravkovic:

This correspondence responds to Spark Charter School's ("Spark" or "Charter School") March 13, 2014 letter, which replies to the Sunnyvale School District's ("District") concerns regarding parent participation and enrollment. The District first notes that Spark is incorrect in its characterization of Fairwood Explorer Program's enrollment requirements. Although the District has already addressed Spark's concerns with the Fairwood Explorer Program in its March 7, 2014 letter, the District reiterates that Fairwood neither requires parent participation nor mandates parents to volunteer as a condition of enrollment or attendance, and that fact is communicated to prospective parents and families.

The District further notes that Spark, by continuing to raise commentary regarding the Fairwood Explorer Program, appears to be reflecting more upon the District's own affairs rather than committing to meeting the conditions for approval as set forth in the Board Resolution, which leaves the unfortunate impression that Spark does not intend to comply with the law. For example, despite Spark's assurances that it will not require parent participation, the Spark information session slide show presentation posted on the Spark website continues to publicize its parent participation requirements without making it unequivocally clear that parent participation is voluntary and not required.

The District, upon its own initiative, has revised its policies and practices and will handle its own affairs regarding the Fairwood Explorer Program. Unlike Spark, the District has an oversight responsibility, including ensuring that the Charter School complies with law in its admissions policies and practices. The District will not engage in further discussions regarding its Fairwood Explorer Program in connection with seeking Charter School compliance with legal requirements.

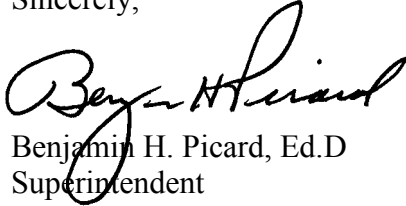
Lastly, the District received the letter to Spark from its legal counsel, dated March 7, 2014, which indicates that several Spark governing board members completed Brown Act training on February 24, 2014. The District notes that only three (3) Spark board members completed the training. The District requests further information regarding why the Brown Act training was not completed by all governing board members. To the degree any of the original board members

March 14, 2014
Alexandra Zdravkovic
Page 2

have resigned or are otherwise no longer serving in that capacity, the District requests that Spark provide an explanation of the status of its governing board, including all current members and the reasons why any of the board members identified in the charter petition are no longer serving on the board. Please provide the response regarding this issue within five (5) business days of the date of this letter.

Should you have any questions, feel free to contact me.

Sincerely,



Benjamin H. Picard, Ed.D
Superintendent



Spark Charter School
807 Lakehaven Dr.
Sunnyvale, CA 94089
www.SparkCharter.org

March 18, 2014

Delivered via: email and U.S. Mail,

Benjamin H. Picard, Ed.D., Superintendent
Sunnyvale School District
819 W. Iowa Avenue
P.O. Box 3217
Sunnyvale, CA 94088-3217

Re: Response to Letter of Concern Regarding Parent Participation and Enrollment dated 3/14/14

Dear Superintendent Picard:

This letter serves as Spark Charter School's ("Charter School") response to Sunnyvale School District's ("District") Notice of Concern dated March 14, 2014, raising concerns regarding the Charter School's compliance with the District's conditional approval regarding parent participation and enrollment.

The Charter School wishes to reiterate to the District that the Charter School does not and will not require participation, nor will it mandate parents to volunteer as a condition of enrollment or attendance. As already addressed in its March 13, 2014 response to the District, the Charter School has included the following language both on its website and on its enrollment form:

Spark Charter does not require parent or family participation, but encourages parental participation. A parent's and/or family's inability, unwillingness, and/or failure to volunteer or participate in Spark or its educational program shall not serve as a basis for admission, denial of admission, continued enrollment, or any form of discipline.

With regard to the information session slide show which the District asserts lacks the above statement, the slide show was recorded at a Spark Information Session on March 1, 2014, prior to correspondence with the District on this matter. Although it was never communicated at any Spark Information Session that parent participation is required, the Charter School did indeed make a deliberate statement to its attendees at its March 12th Information Session that parent participation is not required. The Charter School has not yet had a chance to amend its slide show with the above statement, but intends to do so no later than March 25th.

In response to the District's concerns regarding governing board status and Brown Act training, no board member has resigned, and the remaining two board members are in the process of scheduling Brown Act training in April. The Charter School intends to inform the District as soon as that training is complete.

Please contact me any should you have questions about this response.

Sincerely,

Alexandra Zdravkovic
Spark Board President



Learn Today Lead Tomorrow

Benjamin H. Picard, Ed.D., Superintendent

Friday, March 21, 2014

Dear Parent/s:

Congratulations, your student has been given placement in the Fairwood Elementary School Explorer Program. To confirm your intent to attend the Fairwood Explorer Program please return the enclosed participation contract **within two weeks of this notification. The Fairwood Explorer Program requires two hours of parent (or family volunteer) participation per week, per child. Please return your agreement to Fairwood School or the district Office.**

Your home school has been changed to Fairwood Explorer. If you do not wish to participate you must contact Linda Moore at the district office to reregister for your home school. You are no longer on their attendance lists and your student will not receive a seat assignment at your home school unless you notify the district office that you do not wish to attend the Fairwood Explorer Program.

Again, congratulations, and my best wishes for your student's educational success in the Fairwood Explorer Program.

Sincerely,

A handwritten signature in black ink that reads "Bruce Selzler".

Bruce Selzler
Director of Educational Technology and Student Information
Sunnyvale School District (408) 522-8200

Fairwood Contract Enclosed



Board of Education

Sandy Agbayani • Jeffrey Arnett • Anita Herrmann • Reid Myers • Nancy Newkirk
819 West Iowa Avenue, Sunnyvale, CA 94086 (408) 522-8200 www.sesd.org



Sunnyvale School District

819 West Iowa Avenue • P.O. Box 3217 • Sunnyvale, California 94088-3217

(408) 522-8200 ext. 280 • FAX: (408) 523-4880

Benjamin H. Picard, Ed.D. Superintendent

Fairwood Explorer Participation Preference

I understand that the Explorer Program at Fairwood Elementary School offers project-based, hands-on learning, made possible, in part, by family participation in the classroom and school activities.

As the parent or guardian of a Fairwood Explorer student, my preference for family participation is as follows (select as many as apply):

I commit to *2 hours* of volunteer time for my child's classroom *every week*:
I understand that any adult may satisfy the family's commitment but that all adult volunteers must attend all volunteer trainings.

I commit to attend regular program/classroom meetings.

I commit to perform one classroom job or participate on one school-wide committee.
Volunteer for one classroom job or school wide committee.

I would like to be contacted to discuss alternative means of participation in the classroom and school activities.

If you agree to these program participation expectations please indicate your acceptance by signing below and return to Fairwood Elementary School within two weeks of notification to confirm your student's placement in the Fairwood Explorer Program. You may also confirm by phone [(408) 523-4870] or email (sarah.tellez@sesd.org).

I accept the opportunity to enroll my child _____
in the Fairwood Explorer Program for the 2014 – 2015 School Year.

Parent/Guardian Printed Name

Parent/Guardian Signature

RETURN PARENT PARTICIPATION CONTRACT **to Fairwood School within 2 weeks of notification**

Board of Education

Sandy Agbayani • Jeffrey Arnett • Anita Herrmann • Reid Myers • Nancy Newkirk

SPARK Charter School

Multiyear Budget Summary

07.18.14; SCCOE Revision to account for change in authorizer

	2013/14	2015/16	2015/16	2015/16	2016/17	2017/18	2018/19
	Startup Budget	Approved Budget	Approved Budget (Including Startup if Applicable)	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget
SUMMARY							
Revenue							
General Block Grant	-	1,016,560	1,016,560		1,992,963	2,792,976	3,607,453
Federal Revenue	225,000	218,904	443,904		106,538	158,436	206,934
Other State Revenues	-	29,657	29,657		53,442	73,113	92,981
Local Revenues	-	-	-		-	-	-
Fundraising and Grants	15,000	30,000	45,000		45,000	45,000	45,000
Total Revenue	240,000	1,295,120	1,535,120		2,197,943	3,069,525	3,952,368
Expenses							
Compensation and Benefits	-	754,050	754,050		1,303,116	1,838,377	2,286,905
Books and Supplies	40,500	131,670	172,170		255,869	306,537	367,300
Services and Other Operating Expenditures	16,500	290,904	307,404		549,058	672,871	845,515
Capital Outlay	-	-	-		-	-	-
Total Expenses	57,000	1,176,624	1,233,624		2,108,043	2,817,785	3,499,720
Operating Income (excluding Depreciation)	183,000	118,496	301,496		89,899	251,740	452,648
<i>Operating Income (including Depreciation)</i>	183,000	118,496	301,496		89,899	251,740	452,648
Fund Balance							
Beginning Balance (Unaudited)	-	-	-		301,496	391,395	643,135
Audit Adjustment	-	-	-		-	-	-
Beginning Balance (Audited)	-	-	-		301,496	391,395	643,135
Operating Income (including Depreciation)	183,000	118,496	301,496		89,899	251,740	452,648
Ending Fund Balance (including Depreciation)	183,000	118,496	301,496		391,395	643,135	1,095,783
Ending Fund Balance as a % of Expenses	321%	10%	24%		19%	23%	31%
Reserve for Economic Uncertainties			76,681		120,402	155,889	189,986
Fund Balance after Reserves			224,815		270,993	487,246	905,797

SPARK Charter School

Multiyear Budget Summary

07.18.14; SCCOE Revision to account for change in authorizer

	2013/14	2015/16	2015/16	2015/16	2016/17	2017/18	2018/19
Detail	Startup Budget	Approved Budget	Approved Budget (Including Startup if Applicable)	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget
Enrollment Breakdown							
K		48	48	-	64	64	64
1		24	24	-	48	64	64
2		24	24	-	24	48	64
3		22	22	-	24	24	48
4		20	20	-	32	32	32
5	-	20	20	-	32	32	32
6	-	-	-	-	64	64	64
7	-	-	-	-	-	64	64
8	-	-	-	-	-	-	64
Enrollment Summary	-	-	-	-	-	-	-
K-3	-	118	118	-	160	200	240
4-6	-	40	40	-	128	128	128
7-8	-	-	-	-	-	64	128
Total Enrolled	-	158	158	-	288	392	496
ADA %							
K-3	0%	95%	95%	-	95%	95%	95%
4-6	0%	95%	95%	-	95%	95%	95%
7-8	0%	95%	95%	-	95%	95%	95%
Average	0%	95%	95%	-	95%	95%	95%
ADA							
K-3	0.0	112.1	112.1	-	152.0	190.0	228.0
4-6	0.0	38.0	38.0	-	121.6	121.6	121.6
7-8	0.0	0.0	0.0	-	0.0	60.8	121.6
Total ADA	0.0	150.1	150.1	-	273.6	372.4	471.2
Demographic Information							
Current Year	-	-	-	-	-	-	-
Enrollment (CBEDS)	-	158	158	-	288	392	496
# ED Students (P-1)	-	32	32	-	58	79	100
# Free Lunch (Con App)	-	53	53	-	97	132	167
# Reduced Lunch (Con App)	-	23	23	-	42	57	72
# ELL (CALPADS)	-	57	57	-	104	142	180
New Students	-	158	158	-	130	104	104

SPARK Charter School

Multiyear Budget Summary

07.18.14; SCCOE Revision to account for change in authorizer

		2013/14	2015/16	2015/16	2015/16	2016/17	2017/18	2018/19
		Startup Budget	Approved Budget	Approved Budget (Including Startup if Applicable)	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget
Revenue								
	General Purpose Block Grant (K - 3)	-	759,203	759,203		1,107,201	1,424,988	1,745,542
	General Purpose Block Grant (4 - 6)	-	257,357	257,357		885,761	911,992	930,956
	General Purpose Block Grant (7 - 8)	-	-	-		-	455,996	930,956
		-	1,016,560	1,016,560	Rates provided by Estimate of LCFF Base rate from Kolvira Chheng at SCCOE for 14-15; note this will likely be -\$300-\$500 higher per ADA given the 15-16 start (\$60K increase over budget)	1,992,963	2,792,976	3,607,453
General Purpose Entitlement								
8012	Education Protection Account	-	73,328	73,328	Greater of: \$200 per ADA or 17.92% of Block Grant	273,655	452,807	646,423
8015	Charter Schools General Purpose Entitlement -	-	-	-	Backfills General Purpose Block Grant	-	-	-
8019	State Aid - Prior Years	-	-	-		-	-	-
8096	Charter Schools in Lieu of Prop. Taxes	-	943,231	943,231	Based on Local Property Tax from 2014 P1 of \$6284.02 per ADA	1,719,308	2,340,169	2,961,030
		-	1,016,560	1,016,560		1,992,963	2,792,976	3,607,453
8100 Federal Revenue								
8181	Special Education - Entitlement	-	-	-	\$0 per PY ADA, after Admin and Set-aside fees	-	-	-
8220	Child Nutrition Programs	-	44,793	44,793	Estimated reimbursement at 90% of total Food Service Cost.	81,648	111,132	140,616
8290	No Child Left Behind	-	-	-		-	-	-
8291	Title I	-	17,328	17,328	\$228 per Title I eligible student	17,860	33,916	47,439
8292	Title II	-	1,368	1,368	\$18 per Title I eligible student	1,444	2,780	3,969
8293	Title III	-	5,415	5,415	\$95 per Title III eligible student	5,586	10,608	14,910
8298	Implementation Grant	225,000	150,000	375,000	Awarded by CDE in December 2013; approved for	-	-	-
	SUBTOTAL - Federal Income	225,000	218,904	443,904		106,538	158,436	206,934
8300 Other State Revenues								
8381	Special Education - Entitlement (State)	-	-	-	\$0 per ADA, after accounting for Admin and Set-aside fees	-	-	-
8520	Child Nutrition - State	-	2,489	2,489	Estimated reimbursement at 5% of total Food Service Cost.	4,536	6,174	7,812
8550	Mandated Cost Reimbursements	-	3,602	3,602	\$24 per ADA	6,840	9,682	12,722
8560	State Lottery Revenue	-	23,566	23,566	\$157 per ADA per CDE School Fiscal Division, 7/5/13, accrued year 1, paid year 2	42,066	57,257	72,447
8590	All Other State Revenue	-	-	-		-	-	-
	SUBTOTAL - Other State Income	-	29,657	29,657		53,442	73,113	92,981

SPARK Charter School

Multiyear Budget Summary

07.18.14; SCCOE Revision to account for change in authorizer

		2013/14	2015/16	2015/16	2015/16	2016/17	2017/18	2018/19
		Startup Budget	Approved Budget	Approved Budget (Including Startup if Applicable)	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget
8600	Other Local Revenue							
8699	All Other Local Revenue	-	-	-		-	-	-
SUBTOTAL - Local Revenues		-	-	-		-	-	-
8800	Donations/Fundraising							
8801	Donations - Parents	15,000	30,000	45,000	Based on capacity of founders	45,000	45,000	45,000
SUBTOTAL - Fundraising and Grants		15,000	30,000	45,000		45,000	45,000	45,000
TOTAL REVENUE		240,000	1,295,120	1,535,120		2,197,943	3,069,525	3,952,368

SPARK Charter School

Multiyear Budget Summary

07.18.14; SCCOE Revision to account for change in authorizer

		2013/14	2015/16	2015/16	2015/16	2016/17	2017/18	2018/19
		Startup Budget	Approved Budget	Approved Budget (Including Startup if Applicable)	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget
EXPENSES								
Compensation & Benefits								
1000	Certificated Salaries							
1100	Teachers Salaries	-	330,000	330,000	6 FTE, \$55000, avg salary, 3% annual COLA	623,150	875,243	1,142,446
1103	Teacher - Substitute Pay	-	19,600	19,600	1 FTE	25,956	29,705	33,656
1150	ELD	-	27,750	27,750	0.5 FTE	42,874	58,880	60,646
1300	Certificated Supervisor & Administrator Salaries	-	95,000	95,000	1 FTE; .5FTE Curriculum Director in year 3	97,850	143,222	147,518
1940	Other Cert -Elective	-	19,425	19,425	0.35 FTE	125,763	176,640	181,939
SUBTOTAL - Certificated Employees		-	491,775	491,775	-	915,593	1,283,689	1,566,206
2000	Classified Salaries							
2300	Classified Supervisor & Administrator Salaries	-	45,000	45,000	1 FTE	46,350	47,741	49,173
2400	Classified Clerical & Office Salaries	-	22,400	22,400	2 FTE	23,072	46,170	47,555
2930	Other Classified - Maintenance/grounds	-	26,400	26,400	1 FTE	27,192	28,008	28,848
2935	Other Classified - Substitute	-	-	-		-	-	-
SUBTOTAL - Classified Employees		-	93,800	93,800	-	96,614	121,919	125,576
3000	Employee Benefits							
3100	STRS	-	52,767	52,767	10.73% of certificated payroll	115,182	161,488	254,978
3300	OASDI-Medicare-Alternative	-	14,404	14,404		20,814	28,129	32,534
3400	Health & Welfare Benefits	-	84,000	84,000	\$7000 per eligible employee per year. Growing at 10% per year.	130,900	211,750	270,193
3500	Unemployment Insurance	-	7,056	7,056	3.60% per first ~\$7K of pay per person	6,300	6,804	7,812
3600	Workers Comp Insurance	-	10,248	10,248	1.75% of payroll, per insurance quote for similarly sized school	17,714	24,598	29,606
SUBTOTAL - Employee Benefits		-	168,475	168,475	-	290,909	432,769	595,123

SPARK Charter School

Multiyear Budget Summary

07.18.14; SCCOE Revision to account for change in authorizer

		2013/14	2015/16	2015/16	2015/16	2016/17	2017/18	2018/19
		Startup Budget	Approved Budget	Approved Budget (Including Startup if Applicable)	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget
4000	Books & Supplies							
4100	Approved Textbooks & Core Curricula Material	25,000	22,400	47,400	\$300 per New Student	39,780	32,460	33,110
4200	Books & Other Reference Materials	-	-	-		-	-	-
4300	Materials & Supplies	-	26,070	26,070	\$165 per Student	48,470	67,293	86,849
4315	Custodial Supplies	-	3,000	3,000		3,060	3,121	3,184
4320	Educational Software	-	-	-		-	-	-
4326	Art & Music Supplies	-	790	790	\$5 per Student	1,469	2,039	2,632
4330	Office Supplies	1,500	5,700	7,200	\$600 per Monthly Rate	7,344	7,491	7,641
4335	PE Supplies	-	790	790	\$5 per Student	1,469	2,039	2,632
4352	Manipulatives & Kits	-	7,900	7,900	\$50 per Student	14,688	20,392	26,318
4410	Classroom Furniture, Equipment & Supplies	8,000	3,850	11,850	\$75 per New Student	9,945	8,115	8,277
4420	Computers (individual items less than \$5k)	6,000	1,200	7,200	\$1200 per New Teacher + \$320 netbook classroom computers in year 2-4 - 70 each year	28,520	29,494	29,594
4430	Non Classroom Related Furniture, Equipment & Supplies	-	7,200	7,200		7,344	7,491	7,641
4700	Food	-	-	-		-	-	-
4710	Student Food Services	-	49,770	49,770	Assumes that 95% of total Food Service Cost is reimbursed	90,720	123,480	156,240
4720	Other Food	-	3,000	3,000		3,060	3,121	3,184
	SUBTOTAL - Books and Supplies	40,500	131,670	172,170		255,869	306,537	367,300

SPARK Charter School

Multiyear Budget Summary

07.18.14; SCCOE Revision to account for change in authorizer

		2013/14	2015/16	2015/16	2015/16	2016/17	2017/18	2018/19
		Startup Budget	Approved Budget	Approved Budget (Including Startup if Applicable)	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget
5000	Services & Other Operating Expenses							
5200	Travel & Conferences	-	4,500	4,500	\$750 per Teacher	8,415	11,705	15,122
5305	Dues & Membership - Professional	-	948	948	\$6 per Student	1,763	2,447	3,158
5450	Insurance - Other	-	9,480	9,480	\$60 per Student based on rate for similar sized school using the CharterSafe JPA	17,626	24,470	31,582
5515	Janitorial, Gardening Services & Supplies	-	-	-	Custodian included in salaries	-	-	-
5535	Utilities - All Utilities	-	37,920	37,920	\$3160 per Monthly Rate, assuming \$.25/sqft per month in line with industry standards	69,120	94,080	119,040
5605	Equipment Leases	-	7,200	7,200	\$600 per Monthly Rate copier lease	7,344	7,491	7,641
5610	Rent	-	-	-	Prop 39: 3% oversight fee in lieu of pro-rata share of facilities costs from general fund per district direction	-	-	-
5803	Accounting Fees	-	8,200	8,200	Consistent with multiple quotes for single site charter schools in Bay Area from approved accounting firms	8,364	8,531	8,702
5809	Banking Fees	-	120	120	\$10 per Monthly Rate	122	125	127
5812	Business Services	-	60,000	60,000	5.0% of eligible revenues	103,338	101,753	131,563
5815	Consultants - Instructional	10,000	7,000	17,000	Curriculum consultant	17,340	17,687	18,041
5824	District Oversight Fees	-	30,497	30,497	3.0% of LCFF; assumes Prop 39 facility	59,789	83,789	108,224
5836	Fingerprinting	-	514	514	\$40 per FTE	814	1,103	1,295
5843	Interest/Receivable Sale Discount and financing	-	-	-	Fees and discount on receivable sales	22,131	4,337	-
5845	Legal Fees	3,000	3,000	6,000		6,120	6,242	6,367
5851	Marketing and Student Recruiting	3,500	1,500	5,000		5,100	5,202	5,306
5863	Professional Development	-	-	-		16,500	22,950	29,651
5872	Special Education Encroachment	-	97,565	97,565	\$650: High estimate of 'fair share contribution' based on other schools of the county in SCCOE	181,397	251,839	325,027
5875	Staff Recruiting	-	750	750		765	780	796
5877	Student Activities	-	-	-		-	-	-
5878	Student Assessment	-	1,106	1,106	\$7 per Student	2,056	2,855	3,685
5880	Student Health Services	-	2,370	2,370	\$15 per Student for health screenings and staff training	4,406	6,118	7,895
5881	Student Information System	-	7,844	7,844	\$18 per Student plus \$5K first year implementation	5,288	7,341	9,474
5900	Communications	-	1,800	1,800	\$150 per Monthly Rate	1,836	1,873	1,910
5905	Communications - Cell Phones	-	-	-		-	-	-
5910	Communications - Internet / Website Fees	-	1,800	1,800	\$150 per Monthly Rate	1,836	1,873	1,910
5915	Postage and Delivery	-	790	790	\$5 per Student	1,469	2,039	2,632
5920	Communications - Telephone & Fax	-	6,000	6,000	\$500 per Monthly Rate	6,120	6,242	6,367
SUBTOTAL - Services & Other Operating Expenses		16,500	290,904	307,404	-	549,058	672,871	845,515
6000	Capital Outlay							
6100	Sites & Improvement of Sites	-	-	-		-	-	-
6200	Buildings & Improvement of Buildings	-	-	-		-	-	-
SUBTOTAL - Capital Outlay		-	-	-	-	-	-	-
TOTAL EXPENSES		57,000	1,176,624	1,233,624	-	2,108,043	2,817,785	3,499,720

SPARK Charter School

Monthly Cash Forecast

07.18.14; SCCOE Revision to account for change in authorizer

	2015/16												AP/AR
	Actual & Projected												
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected	
Beginning Cash	183,000	145,190	103,715	176,887	170,984	165,434	181,826	181,889	174,778	246,202	240,616	225,386	
Revenue	Carry over from start up												
8012 Education Protection Account	-	-	18,332	-	-	18,332	-	-	18,332	-	-	18,332	-
8015 Charter Schools General Purpose Ent	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 Charter Schools in Lieu of Prop. Tax:	-	56,594	113,188	75,459	75,459	75,459	75,459	75,459	132,052	66,026	66,026	66,026	66,026
General Block Grant	-	56,594	131,520	75,459	75,459	93,791	75,459	75,459	150,384	66,026	66,026	84,358	66,026
Federal Income	-	-	41,979	4,479	4,479	41,979	14,124	4,479	41,979	14,124	4,479	41,979	4,822
Other State Income	-	-	609	609	609	609	609	609	609	609	609	609	23,566
Local Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising and Grants	-	-	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	-
Total Revenue	-	56,594	177,108	83,547	83,547	139,379	93,191	83,547	195,973	83,759	74,115	129,947	94,414
Expenses													
Compensation & Benefits	29,690	66,493	68,610	66,493	66,140	66,140	68,962	66,493	66,493	65,179	65,179	58,179	-
Books & Supplies	475	20,411	20,411	10,041	10,041	10,041	10,041	10,041	10,041	10,041	10,041	10,041	-
Services & Other Operating Expenses	7,645	11,164	14,916	12,916	12,916	46,806	14,124	14,124	48,015	14,124	14,124	48,015	32,015
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	37,810	98,068	103,937	89,450	89,097	122,987	93,128	90,658	124,549	89,345	89,345	116,235	32,015
Operating Cash Inflow (Outflow)	(37,810)	(41,474)	73,171	(5,903)	(5,550)	16,392	63	(7,111)	71,424	(5,586)	(15,230)	13,711	62,399
Revenues - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	145,190	103,715	176,887	170,984	165,434	181,826	181,889	174,778	246,202	240,616	225,386	239,097	

SPARK Charter School

Monthly Cash Forecast

07.18.14; SCCOE Revision to account for change in

	2016/17												AP/AR
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected	
Beginning Cash	239,097	219,076	103,974	57,045	53,477	61,177	117,418	154,485	26,935	323,688	216,368	111,754	
Revenue													
8012 Education Protection Account	-	-	18,332	-	-	18,332	-	-	118,495	-	-	118,495	-
8015 Charter Schools General Purpose Ent	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 Charter Schools in Lieu of Prop. Tax:	-	56,594	113,188	75,459	75,459	75,459	75,459	75,459	390,745	195,372	195,372	195,372	195,372
General Block Grant	-	56,594	131,520	75,459	75,459	93,791	75,459	75,459	509,240	195,372	195,372	313,868	195,372
Federal Income	-	-	8,165	8,165	8,165	8,165	18,121	8,165	8,165	18,121	8,165	8,165	4,978
Other State Income	-	-	1,138	1,138	1,138	1,138	1,138	11,654	1,138	1,138	11,654	1,138	21,033
Local Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising and Grants	-	-	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	-
Total Revenue	-	56,594	145,322	89,261	89,261	107,593	99,217	99,777	523,042	219,131	219,691	327,670	221,383
Expenses													
Compensation & Benefits	39,810	116,061	117,951	116,061	115,746	115,746	118,266	116,061	116,061	114,086	114,086	103,178	-
Books & Supplies	612	47,390	47,390	17,831	17,831	17,831	17,831	17,831	17,831	17,831	17,831	17,831	-
Services & Other Operating Expenses	13,610	20,027	26,910	23,077	23,905	88,664	27,979	29,296	92,397	28,467	26,322	88,107	60,296
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	54,032	183,479	192,251	156,969	157,483	222,241	164,076	163,188	226,290	160,384	158,239	209,116	60,296
Operating Cash Inflow (Outflow)	(54,032)	(126,885)	(46,929)	(67,708)	(68,222)	(114,648)	(64,859)	(63,410)	296,753	58,747	61,452	118,554	161,087
Revenues - Prior Year Accruals	66,026	11,783	-	-	11,783	4,822	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	(32,015)	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	\$0.00	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Current)	-	-	-	64,140	64,140	166,066	101,927	(64,140)	-	(166,066)	(166,066)	-	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	219,076	103,974	57,045	53,477	61,177	117,418	154,485	26,935	323,688	216,368	111,754	230,309	

See attached receivable sale schedule

SPARK Charter School

Monthly Cash Forecast

07.18.14; SCCOE Revision to account for change in

	2017/18												AP/AR
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected	
Beginning Cash	230,309	289,104	166,739	211,743	152,830	104,773	31,197	99,724	52,665	371,000	305,564	348,880	
Revenue													
8012 Education Protection Account	-	-	68,414	-	-	68,414	-	-	157,990	-	-	157,990	-
8015 Charter Schools General Purpose Ent	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 Charter Schools in Lieu of Prop. Tax:	-	103,158	206,317	137,545	137,545	137,545	137,545	137,545	447,657	223,828	223,828	223,828	223,828
General Block Grant	-	103,158	274,731	137,545	137,545	205,958	137,545	137,545	605,647	223,828	223,828	381,818	223,828
Federal Income	-	-	11,113	11,113	11,113	11,113	30,035	11,113	11,113	30,035	11,113	11,113	9,461
Other State Income	-	-	1,586	1,586	1,586	1,586	1,586	15,900	1,586	1,586	15,900	1,586	28,628
Local Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising and Grants	-	-	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	-
Total Revenue	-	103,158	291,929	154,743	154,743	223,157	173,665	169,058	622,846	259,949	255,341	399,017	261,917
Expenses													
Compensation & Benefits	61,356	163,533	165,574	163,533	163,193	163,193	165,914	163,533	163,533	160,887	160,887	143,241	-
Books & Supplies	624	49,468	49,468	22,997	22,997	22,997	22,997	22,997	22,997	22,997	22,997	22,997	-
Services & Other Operating Expenses	14,300	23,038	31,883	27,127	27,127	115,521	28,141	29,586	117,980	29,586	28,141	116,535	83,907
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	76,281	236,039	246,925	213,657	213,317	301,711	217,053	216,117	304,511	213,470	212,025	282,773	83,907
Operating Cash Inflow (Outflow)	(76,281)	(132,881)	45,004	(58,914)	(58,573)	(78,554)	(43,387)	(47,059)	318,335	46,478	43,316	116,244	178,010
Revenues - Prior Year Accruals	195,372	10,517	-	-	10,517	4,978	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	(60,296)	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Current)	-	-	-	-	-	-	111,914	-	-	(111,914)	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	289,104	166,739	211,743	152,830	104,773	31,197	99,724	52,665	371,000	305,564	348,880	465,125	

Financing Details		
Although the school intends to apply for a \$250K CDE Revolving Loan in the winter of 2015, for budgeting purposes the school is assuming that it will use receivable sales to meet its cash flow needs. The school is assuming 85% of the receivable is sold at an effective 15% annualized interest (technically a "discount" and "financing fee").		
2016-17	Purchases	Repayments
July		
August		
September		
October	85% of January Prop tax	
November	85% of February Prop tax	
December	85% of April Prop tax	
January	85% of May Prop tax	Jan Prop Tax
February		Feb Prop Tax
March		
April		April Prop tax
May		May Prop tax
June		
2017-18		
July		
August		
September		
October		
November		
December		
January	50% of March Prop tax	
February		
March		March Prop tax
April		
May		
June		

From: **Colleen Quinn** <CQuinn@cde.ca.gov>
Date: Mon, Jun 9, 2014 at 10:58 AM
Subject: RE: FW: Charter School Number/Spark rescinded
To: Alexandra Zdravkovic <bleucourant@gmail.com>

Hi Alexandra,
Please see below and let me know if you have any additional questions:

Colleen Quinn
Education Programs Consultant
California Department of Education
Charter Schools Division
1430 N. Street, Suite 5401
Sacramento, CA 95814
916 445-7689

From: Alexandra Zdravkovic [mailto:bleucourant@gmail.com]
Sent: Monday, June 09, 2014 10:08 AM
Cc: Colleen Quinn; Tamie Thompson
Subject: Re: FW: Charter School Number/Spark rescinded

Hi Colleen,

I would appreciate if you could get back to me on the following questions, as time is pressing to prepare our appeal to the county, for which we need to attach an updated budget.

Original email from May 15:

Spark Charter School was awarded the PSCGP grant (3 year model) at the end of 2014. Spark's conditional approval was rescinded and we won't be able to open this fall. We plan on appealing to the county this summer.

1. I understand that the grant award still stands and Spark's grant application doesn't need to go through peer review this fall. Can you please confirm this? If there are no changes to the Narrative forms 1 or 2, (ie, the seven scored elements of the application) then the application would not need to pass through peer review for the next cycle. However, you will need to re-submit the application on the 2014-2015 forms and you will be required to revise your budget to reflect a two year grant cycle, as the PCSGP Federal Grant cycle will end in 2015. The new RFA, which has not yet been approved, will cover this change, but this is what we have proposed. Any changes to the applications narrative portion will send the application back through peer review.
2. Spark will still get the 3-year model award, for a planning year, year 1 and year 2. It will only be deferred of a year. Is this correct? This is not correct. Since the Federal Grant cycle ends in 2015, the last RFA cycle most likely will be for 2 years, regardless if you have a planning year or just implementation years. The grant award amount will not change, but there will be a shorter time frame to expense the funds. This is contingent on the Federal Government issuing a no cost extension at the end of the grant cycle in 2015. Once again, this will be explained in the new RFA which is still in the approval process.

3. I understand that Spark will need to resubmit an updated budget. Is this correct? Is the updated budget expected by the PCSGP grant application deadline or after petition approval (the petition approval might fall after the grant's application deadline, our tentative deadline for a final decision by the county is Sept 17)? You do not need to submit an updated budget at this time, as you will be submitting a new budget with the 2014-2015 RFA in September. You will not need to have the county approve the petition by the RFA deadline, but it will have to already be in the approval process.
4. Is there anything I need to do right now regarding the PCSGP grant? Pete Callas is my contact. Pete Callas is no longer with the charter school division, so I will be your contact from this date forward. There is nothing you need to do right now. If you are on the list serv, we will send out an email when the new RFA is released which we anticipate will be August 1, 2014, or shortly after.

Thanks,
Alexandra
Spark Charter School Board President

On Mon, Jun 2, 2014 at 12:35 PM, Tamie Thompson <TThompson@cde.ca.gov> wrote:
Hi Colleen,

I know you are working on the upcoming RFA. Can you assist Ms. Zdravkovic? She was approved FY 2013 but her charter was rescinded.

Thank you!

From: Alexandra Zdravkovic [mailto:bleucourant@gmail.com]
Sent: Monday, June 02, 2014 11:41 AM
To: Charlene Schmid
Cc: Tamie Thompson; Sandi Ridge

Subject: Re: Charter School Number/Spark rescinded

Dear Tamie, Sandi

I am following up on an email I sent on May 15th to Ms Schmid, that was forwarded to you. I haven't received a response yet. Here were the questions in the original email.

I have a few questions regarding the PCSGP grant. Spark Charter School was awarded the PSCGP grant (3 year model) at the end of 2014. Spark's conditional approval was rescinded and we won't be able to open this fall. We plan on appealing to the county this summer.

1. I understand that the grant award still stands and Spark's grant application doesn't need to go through peer review this fall. Can you please confirm this?
2. Spark will still get the 3-year model award, for a planning year, year 1 and year 2. It will only be deferred of a year. Is this correct?
3. I understand that Spark will need to resubmit an updated budget. Is this correct? Is the updated budget expected by the PCSGP grant application deadline or after petition approval (the petition approval might fall after the grant's application deadline, our tentative deadline for a final decision by the county is Sept 17)?

4. Is there anything I need to do right now regarding the PCSGP grant? Pete Callas is my contact.

Spark is now preparing for a county appeal and we would need to give the county a proof of the PCSGP grant approval to backup our budget assumptions. I would really appreciate if you could get back to me,

Thanks
Alexandra
Spark Charter Board President

On Thu, May 15, 2014 at 1:38 PM, Charlene Schmid <CSchmid@cde.ca.gov> wrote:
Dear Ms. Zdravkovic:

Thank you for the e-mail. I learned this after I sent the charter school number. Since then, the district has provided a letter indicating the action of their board. The CDS code should not be generated yet.

Please proceed through the process of appeal as you see fit. If you are granted the charter through the county or the State, we will see if we can still use the number assigned last week or not.

As for the PCSGP information, I have included Tamie and Sandi. I believe they are preparing a letter for you with much of this information. Look for a response from one of them shortly.

Sincerely,

Charlene P. Schmid
Education Programs Consultant
Charter Schools Division
California Department of Education
1430 N Street, Suite 5401
Sacramento, CA 95814
(916) 323-0482
cschmid@cde.ca.gov

From: Alexandra Zdravkovic [mailto:bleucourant@gmail.com]
Sent: Thursday, May 15, 2014 1:30 PM
To: Charlene Schmid
Subject: Re: Charter School Number/Spark rescinded

Dear Ms Schmid,

Unfortunately there is bad news. The Sunnyvale Board of Education rescinded Spark Charter as per recommendation of superintendent B. Picard. Spark decided to appeal to the Santa Clara county. Pending decision at the county level, Spark plans to open in the fall of 2015 instead of fall 2014.

Please let me know if there is anything I need to do in regards of the Education code.

I have a few questions regarding the PCSGP grant. Spark was awarded the PSCGP grant (3 year model).

1. I understand that the grant award still stands and Spark's grant application doesn't need to go through peer review this fall. Can you please confirm this?
2. Spark will still get the 3-year model award, for a planning year, year 1 and year 2. It will only be deferred of a year. Is this correct?
3. I understand that Spark will need to resubmit an updated budget. Is this correct? Is the updated budget expected by the PCSGP grant application deadline or after petition approval (the petition approval might fall after the grant's application deadline, our tentative deadline for a final decision by the county is Sept 17)?
4. Is there anything I need to do right now regarding the PCSGP grant? Pete Callas is my contact.

Thank you,
Alexandra
925 594 0888

On Tue, May 13, 2014 at 2:55 PM, Charlene Schmid <CSchmid@cde.ca.gov> wrote:

Dear Ms. Zdravkovic:

I am pleased to inform you that on May 8, 2014, the State Board of Education (SBE) through the authority established in California Education Code (EC) Section 47602, granted **Spark Charter School** a charter number. This e-mail serves as notice of the assignment of charter school number **1665** and provides important information. I would encourage you to review the Charter Schools Web site Frequently Asked Questions (FAQs) regarding charter school attendance, accounting criteria and instructional time at <http://www.cde.ca.gov/sp/cs/re/>

CDS Codes and School Listings on California Department of Education's Web pages

County-District-School (CDS) Code

A County-District-School (CDS) code is required before charter schools can be included in apportionment reports and before apportionment funding is distributed to the school. The following Web Site <http://www.cde.ca.gov/ds/si/ds/> provides information on obtaining a CDS Code.

California School Directory

The California School Directory will be an invaluable source to review the school's data on the public Web page: <http://www.cde.ca.gov/re/sd/>. It is imperative this information be accurate as it is used throughout the California Department of Education (CDE) and State.

Funding and Reporting

Regular Attendance Reporting

Charter schools are required to file regular attendance reports periodically throughout the year. Information on attendance reporting may be found on the Fiscal Calendars Web page at: <http://www.cde.ca.gov/re/ca/fc/>.

Direct Funding

A charter school may elect to receive its funding directly in lieu of having it disbursed to the local educational agency that granted its charter. An election to receive direct funding is made through

the Annual Information Survey (see information below) and shall apply to all funding that the charter school is eligible to receive pursuant to *EC* Section 47633.

2013-14 Charter Schools Annual Information Survey

The Charter Schools Annual Information Survey provides programmatic information to populate tables in the Charter Schools Division database. In May, an e-mail is sent to notify the Charter School contact person instructions for completing the survey. When released, links to the survey and instructions will be available at <http://www.cde.ca.gov/sp/cs/ac/csinfosvy1314.asp>. If you have any questions about the survey or need assistance, either contact the Charter Schools Division at 916-322-6029 or e-mail at charters@cde.ca.gov.

Local Educational Agency Plan

When a charter school participates in federal funding programs, a Local Educational Agency (LEA) Plan is required prior to release of any funds. Approval of the plan may take several months, so it is recommended that new charter schools submit their plan to the CDE as soon as possible. More information may be found at <http://www.cde.ca.gov/nclb/sr/le/index.asp>, or by calling the Improvement and Accountability Division at 916-319-0926.

Consolidated Application

The Consolidated Application (ConApp) is used by the CDE to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. More information may be found at <http://www.cde.ca.gov/fg/aa/co/index.asp>, or by contacting the appropriate CDE program contact by visiting the following Web page: <http://www.cde.ca.gov/fg/aa/co/capcontacts.asp>.

Homeless Education

The McKinney-Vento Act (Act) ensures that children and youth experiencing homelessness have access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth. All LEAs and schools must remove barriers to enrollment, attendance, and school success for homeless children and youth. The Act's definition of a LEA includes public school districts, charter schools (direct-funded, locally funded, independent, and dependent) and county offices of education. More information regarding homeless education may be found at <http://www.cde.ca.gov/sp/hs/cy/>, or by calling the Homeless Education's Toll Free number at 1-866-856-8214, or by e-mail at HomelessED@cde.ca.gov.

Public Charter Schools Grant Program (PCSGP)

The 2010–15 PCSGP awards provide grants of up to \$575,000 to plan and implement new charter schools. It serves California's charter schools by providing startup and initial operating capital to assist schools in establishing high quality, high performing charter school operations for California students and their families. More information may be found at <http://www.cde.ca.gov/sp/cs/re/pcsgp.asp>, or by contacting the Charter Schools Division by e-mail at charters@cde.ca.gov or by phone at 916-322-6029.

Charter School Revolving Loan (CSRLF)

The CSRLF provides low-interest loans of up to \$250,000 to new start up charter schools to help meet goals established in the school's charter. This funding program is administered by California School Finance Authority (CSFA) under the California State Treasurers Office. Conversion charter schools are not eligible. More information may be found at <http://www.treasurer.ca.gov/csfa/csrlf/index.asp>.

Child Nutrition Program

Charter schools that intend to participate in any child nutrition program should contact the Nutrition Services Division by phone at 800-952-5609 to ensure all funding requirements are met.

Facilities

Nonclassroom-based Instruction and Senate Bill 740

Information for nonclassroom-based charter schools on how to apply for a funding determination may be found at <http://www.cde.ca.gov/sp/cs/as/nclrbifunddet.asp>, or by contacting Bill Fong, Consultant, Charter Schools Division, by e-mail at charter-SB740@cde.ca.gov.

Charter School Facility Grant Program

The California School Finance Authority (CSFA) under the California State Treasurers Office was created to finance educational facilities and provide charter schools access to a number of school facilities financing programs. More information on potential facility grants may be found at <http://www.treasurer.ca.gov/csfa/>.

Keeping in Touch with the CDE

Charter Schools Division Contact Information

You may contact the Charter Schools Division by calling 916-322-6029 or e-mailing charters@cde.ca.gov.

Charter Schools Division List Serv

The CDE Charter Schools List Serv provides the California charter school community and other interested parties a conduit to important and time-sensitive information from the CDE. Information for subscribing to and FAQs regarding the list serv is available at <http://www.cde.ca.gov/sp/cs/re/cscommlists.asp>.

Funding Mailing List

You may join the Funding Mailing List to be notified via e-mail when funding becomes available. More information is available at <http://www.cde.ca.gov/fg/fo/af/joinlist.asp>.

Frequently Asked Questions

What does authorizing LEA mean?

An authorizing local educational agency (LEA) indicates the authorizing district, county board of education or the State Board of Education. This is also referred to as the school's authorizer or sponsoring local education agency pursuant to *EC* Section [47632\(j\)](#).

What is my CDS code?

The charter school's County-District-School (CDS) code may be viewed on the California Public School Directory at <http://www.cde.ca.gov/re/sd/>.

How do I make updates to contacts, addresses, phone numbers, etc.?

The CDE employs an online Web application called the Online Public Update for School (OPUS). By working with your authorizing LEA, you will update the LEAs records as well as the CDE's. The LEA CDS Coordinator is listed on the [California Public School Directory](#), under your charter school information.

The CDE wishes you success in your new venture! If you have further questions, please do not hesitate to contact the Charter Schools Division by phone at 916-322-6029 or by e-mail at charters@cde.ca.gov.

Charlene P. Schmid
Education Programs Consultant
Charter Schools Division
California Department of Education
1430 N Street, Suite 5401
Sacramento, CA 95814
(916) 323-0482
cschmid@cde.ca.gov

SPARK CHARTER SCHOOL

Sixth Grade Curriculum Maps Draft

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CURRICULUM MAP FOR SIXTH GRADE MATHEMATICS

TACTILE & VISUAL

Divide a square into 4 pieces with 2 perpendicular cuts that separate each corner.

The pieces rearrange into a square with a gap. What questions might a mathematician ask?

ANALYTICAL & CREATIVE APPLICATIONS

TECHNOLOGY-ENHANCED

REAL-WORLD APPLICATIONS

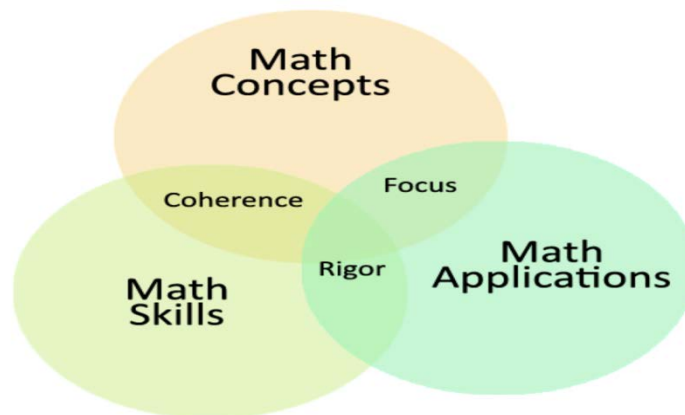
Device ownership by age group
% in each age group who have the following devices

Age Group	Have cell phone	Have desktop/laptop	Have tablet	Have e-reader
Ages 18-29 (n=10,018)	99%	83%	70%	73%
Ages 30+ (n=12,300)	93%	71%	32%	13%

Source: Pew Research Center's Internet & American Life Reading Habits Survey, November 16-December 21, 2011. (n=1,260 respondents ages 18 and older. Interviews were conducted in English and Spanish and on landline and cell.)

Climate Change
DO THE MATH!

Students learn mathematical concepts and skills through hands-on lessons. These activities are **active, tactile and visual, enhanced by digital tools, and inspired by real-world applications.** Through **analytical and creative math learning strategies**, students develop their abilities in justifying why for example, a particular mathematical statement is true or where a mathematical rule comes from. These strategies also make skills learning fun and challenging. Additionally, math projects will intersect with themes in science, social studies, and language arts. At the end of each Helical Model module, students design and build projects guided by common core mathematical standards of coherence, rigor, and focus. Lessons are designed so students are prepared to demonstrate mathematical understanding with real-world applications.



COMMON CORE BENCHMARKS

In grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division, and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

(1) Students use reasoning about multiplication and division to solve ratio and rate problems about quantities. By viewing equivalent ratios and rates as deriving from, and extending, pairs of rows (or columns) in the multiplication table, and by analyzing simple drawings that indicate the relative size of quantities, students connect their understanding of multiplication and division with ratios and rates. Thus students expand the scope of problems for which they can use multiplication and division to solve problems, and they connect ratios and fractions. Students solve a wide variety of problems involving ratios and rates.

(2) Students use the meaning of fractions, the meanings of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for dividing fractions make sense. Students use these operations to solve problems. Students extend their previous understandings of number and the ordering of numbers to the full system of rational numbers, which includes negative rational numbers, and in particular negative integers. They reason about the order and absolute value of rational numbers and about the location of points in all four quadrants of the coordinate plane.

(3) Students understand the use of variables in mathematical expressions. They write expressions and equations that correspond to given situations, evaluate expressions, and use expressions and formulas to solve problems. Students understand that expressions in different forms can be equivalent, and they use the properties of operations to rewrite expressions in equivalent forms. Students know that the solutions of an equation are the values of the variables that make the equation true. Students use properties of operations and the idea of maintaining the equality of both sides of an equation to solve simple one-step equations. Students construct and analyze tables, such as tables of quantities that are in equivalent ratios, and they use equations (such as $3x = y$) to describe relationships between quantities.

(4) Building on and reinforcing their understanding of number, students begin to develop their ability to think statistically. Students recognize that a data distribution may not have a definite center and that different ways to measure center yield different values. The median measures center in the sense that it is roughly the middle value. The mean measures center in the sense that it is the value that each data point would take on if the total of the data values were redistributed equally, and also in the sense that it is a balance point. Students recognize that a measure of variability (interquartile range or mean absolute deviation) can also be useful for summarizing data because two very different sets of data can have the same mean and median yet be distinguished by their variability. Students learn to describe and summarize numerical data sets, identifying clusters, peaks, gaps, and symmetry, considering the context in which the data were collected.




Students in grade 6 also build on their work with area in elementary school by reasoning about relationships among shapes to determine area, surface area, and volume. They find areas of right triangles, other triangles, and special quadrilaterals by decomposing these shapes, rearranging or removing pieces, and relating the shapes to rectangles. Using these methods, students discuss, develop, and justify formulas for areas of triangles and parallelograms. Students find areas of polygons and surface areas of prisms and pyramids by decomposing them into pieces whose area they can determine. They reason about right rectangular prisms with fractional side lengths to extend formulas for the volume of a right rectangular prism to fractional side lengths. They prepare for work on scale drawings and constructions in grade 7 by drawing polygons in the coordinate plane.

Curriculum Map


School Year: SIXTH GRADE				
Standard	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
	ESSENTIAL QUESTIONS			
	How do ratios relate to fractions?	How to solve ratio real world problems using simple equations?	How do coordinate planes relate to variables and statistical data?	How do I use statistics to analyze real world problems?
6.NS	The Number System <ul style="list-style-type: none"> ➤ Apply and extend previous understandings of multiplication and division to divide fractions by fractions. ➤ Compute fluently with multi-digit numbers and find common factors and multiples. ➤ Apply and extend previous understandings of numbers to the system of rational numbers. 			
6.NS.2	2. Fluently divide multi-digit numbers using the standard algorithm.			
6.NS.3	3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.			
6.NS.5		5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea	7. Understand ordering and absolute value of rational numbers. a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. <i>For</i>	8. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use
6.NS.7				
6.NS.8				
6.NS.1	1. Interpret and compute quotients of fractions, and solve word problems involving			

<p>6.NS.6</p>	<p>division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.)</i> <i>How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$-cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi?</i></p>	<p>level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.</p> <p>6.Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <p>a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.</p> <p>b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.</p> <p>c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.</p>	<p><i>example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.</i></p> <p>b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. <i>For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C.</i></p> <p>c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. <i>For example, for an account balance of -30 dollars, write $-30 = 30$ to describe the size of the debt in dollars.</i></p> <p>d. Distinguish comparisons of absolute value from statements about order. <i>For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.</i></p>	<p>of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.</p>
<p>6.NS.4</p>	<p>4.Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common</p>			

	factor as a multiple of a sum of two whole numbers with no common factor. <i>For example, express $36 + 8$ as $4(9 + 2)$.</i>			
6.RP	Ratios and Proportional Relationships ➤ Understand ratio concepts and use ratio reasoning to solve problems.			
6.RP.1 6.RP.3	1.Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”</i>	3.Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. a. Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. b. Solve unit rate problems including those involving unit pricing and constant speed. <i>For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?</i> c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.		
6.RP.2	2.Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. <i>For example, “This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar.” “We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger.”¹</i>			

5.EE	Expressions and Equations			
	<ul style="list-style-type: none"> ➤ Apply and extend previous understandings of arithmetic to algebraic expressions. ➤ Reason about and solve one-variable equations and inequalities. ➤ Represent and analyze quantitative relationships between dependent and independent variables. 			
6.EE.1 6.EE.5 6.EE.9	1. Write and evaluate numerical expressions involving whole-number exponents.	5. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.		9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. <i>For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.</i>
6.EE.2	2. Write, read, and evaluate expressions in which letters stand for numbers. a. Write expressions that record operations with numbers and with letters standing for numbers. <i>For example, express the calculation "Subtract y from 5" as $5 - y$.</i> b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. <i>For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.</i> c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). <i>For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of</i>	6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.		
6.EE.6		7. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.		
6.EE.8			8. Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or	

6.EE.3	<p><i>length $s = 1/2$.</i></p> <p>Apply the properties of operations to generate equivalent expressions. <i>For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.</i></p>		<p>mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.</p>	
6.EE.4	<p>Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). <i>For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.</i></p>			
<p>6.G Geometry</p> <p>➤ Solve real-world and mathematical problems involving area, surface area, and volume.</p>				
6.G.1			<p>1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by</p>	

6.G.2			<p>composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.</p> <p>2.Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l w h$ and $V = b h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.</p>	
6.G.3			<p>3.Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.</p> <p>4.Represent three-dimensional figures using nets made</p>	

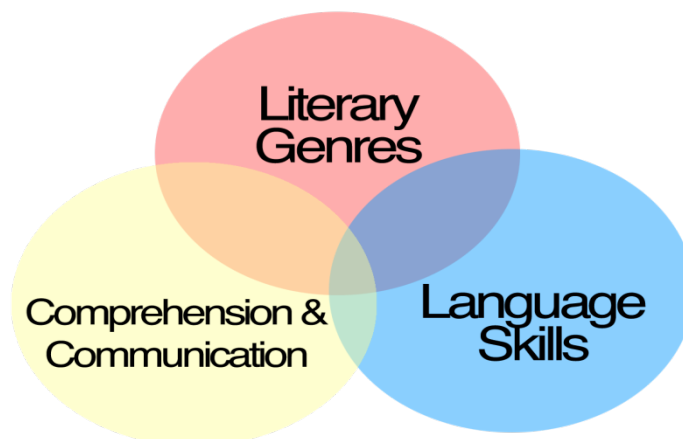
6.G.4			up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.	
6.SP Statistics and Probability <ul style="list-style-type: none"> ➤ Develop understanding of statistical variability. ➤ Summarize and describe distributions. 				
6.SP.1 6.SP.3			1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. <i>For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.</i>	3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.
6.SP.5				5. Summarize numerical data sets in relation to their context, such as by: <ul style="list-style-type: none"> a. Reporting the number of observations. b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. d. Relating the choice of measures of center
6.SP.2			2. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	
6.SP.4			4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	

				and variability to the shape of the data distribution and the context in which the data were gathered.
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CURRICULUM MAP FOR SIXTH GRADE ENGLISH LANGUAGE ARTS & LITERACY



English Language Arts and Literacy will weave content disciplines with other core subjects. Through reading, writing, and speaking, students will gain a broader and deeper understanding of perspective, analysis and reasoning. The Helical Model will provide students with large blocks of time to delve into subjects in depth, test their ideas, and produce work that demonstrates an appreciation of the linkages between subjects, events, cultures, and time.



The Common Core State Standards for English Language Arts & Literacy

An Integrated Model of Literacy

The Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines.

As a natural outgrowth of meeting the charge to define college and career readiness, the Standards also lay out a vision of what it means to be a literate person in the twenty-first century. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace.

Students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language. They:

- Readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature.
- Habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally.
- Actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that build knowledge, enlarge experience, and broaden worldviews.
- Reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic.

Research and Media skills blended into the Standards as a Whole

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new. The ability to conduct research, and to produce and wisely consume media, is embedded into every aspect of today's curriculum. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section.

Focus and coherence in instruction and assessment

While the Standards delineate specific expectations in reading, writing, speaking, listening, and language, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by a single rich task. For example, when drawing evidence from literary and informational texts, students are also demonstrating their comprehension skill in relation to specific standards in Reading. When discussing something they have read or written, students are also demonstrating their speaking and listening skills.

College and Career Readiness (CCR) Anchor Standards

Reading	To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.
Key ideas and Details	
CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
Craft and Structure	
CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CCSS.ELA-Literacy.CCRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CCSS.ELA-Literacy.CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas	
CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCSS.ELA-Literacy.CCRA.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
CCSS.ELA-Literacy.CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Range of Reading and Level of Text Complexity	
CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.

Writing	To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.
Text Types and Purposes	
CCSS.ELA-Literacy.CCRA.W.1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CCSS.ELA-Literacy.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing	
CCSS.ELA-Literacy.CCRA.R.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.CCRA.R.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CCSS.ELA-Literacy.CCRA.R.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Research to Build and Present Knowledge	
CCSS.ELA-Literacy.CCRA.R.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
CCSS.ELA-Literacy.CCRA.R.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CCSS.ELA-Literacy.CCRA.R.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing	
CCSS.ELA-Literacy.CCRA.R.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening	<p>To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.</p> <p>New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms</p>
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	of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.
Comprehension and Collaboration	
CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-Literacy.CCRA.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CCSS.ELA-Literacy.CCRA.SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
Presentation of Knowledge and Ideas	
CCSS.ELA-Literacy.CCRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning, and the organization, development, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.CCRA.SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
CCSS.ELA-Literacy.CCRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language	To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.
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Conventions of Standard English	
CCSS.ELA-Literacy.CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Knowledge of Language	
CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Vocabulary Acquisition and Use	
CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CCSS.ELA-Literacy.CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Curriculum Map

In the sixth grade, language arts and literacy learning will interweave language content disciplines with social studies, mathematics and science. In this way, ELA and literacy activities will include reading, writing, and speaking applications that enhance students' understanding and learning in all subjects.

In every language arts module, students will read at least one literary work or a chapter of an extended work. These literary works will be aligned with the designated genre for the quarter. Students will have multiple reading, writing, and performance experiences. Through reading

original historical sources, historical fiction, news articles and essays students will be exposed to a variety of literary genres. They will learn how to research, analyze and communicate their thoughts, ideas, and emotions with increasingly complexity. They will expand their skills in literary composition by utilizing different types of writing - informative, opinion, and persuasive writing. Students will learn how to support their positions and point of view with credible sources, logic, and reasoning.

Students will perform and publish literary works. They will research and write short biographical stories, opinion essays, and newspaper stories that convey multiple perspectives about the lives of and issues facing U.S. immigrants, among other topics. Students will work together in small groups to brainstorm ideas, collaborate, and problem-solve as well as support each other on individualized projects. Reading biography and historical fiction and comparing those stories with information gleaned from original historical sources will enable students to see how point of view influences how events are interpreted and what story is told. In analyzing media coverage of social issues, students will learn how to be more discerning consumers of information. Student teams will select a contemporary issue related to a topic covered during the year, and use media or the arts to investigate, inform and address that issue.

In sixth grade performance expectations, students are expected to demonstrate grade-appropriate proficiency in chronological reasoning and causation; comparison and contextualization; geographic reasoning; gathering, using, and interpreting evidence; and practicing positive connections as individuals in the context of social interaction. Students are expected to use these practices to demonstrate understanding of the core ideas.

School Year Grade 6	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
INTERSECTIONS	Social Studies	Math	Science	Genre Project
GENRE	Biography	Opinion and Persuasive Writing	Journalism/ Media Literacy	Art / Media Project
ESSENTIAL QUESTIONS	How does culture and experience shape a person’s perspective? How does our culture, our sense of self, and our perspective shape our view of the world and the stories we tell? How do the stories we tell help shape	How has logical reasoning, argument and evidence been used to shape public opinion and public policy? How do you use evidence and reasoning to make a persuasive	How does the accuracy of the information we obtain through the media shape our understanding of the world? How does it influence our ability to act responsibly and exercise leadership individually and	How does literature provide insights and illuminate different points of view of historical events and leaders? How can the arts and media be used to investigate, inform, and address real-world issues.

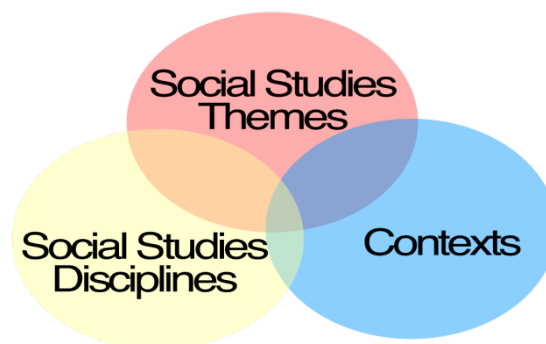
	other people's view of reality?	argument? How do you turn an opinion into well-supported and -reasoned persuasive writing?	collectively?	
Reading Fiction and Informational Texts Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Range of Reading and Level of Text Complexity	<p><u>CCSS.ELA-LITERACY.RL.6.1</u> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>CCSS.ELA-LITERACY.RL.6.2</u> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p><u>CCSS.ELA-LITERACY.RL.6.3</u> Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p><u>CCSS.ELA-LITERACY.RL.6.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone</p> <p><u>CCSS.ELA-LITERACY.RL.6.5</u> Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p><u>CCSS.ELA-LITERACY.RL.6.6</u> Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p><u>CCSS.ELA-LITERACY.RL.6.7</u> Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.</p> <p><u>CCSS.ELA-LITERACY.RL.6.8</u> (RL.6.8 not applicable to literature)</p> <p><u>CCSS.ELA-LITERACY.RL.6.9</u> Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p><u>CCSS.ELA-LITERACY.RL.6.10</u> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>			

CURRICULUM MAP FOR SIXTH SOCIAL STUDIES



Social Studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and the social sciences.

– Curriculum Standards for Social Studies



The aim of social studies is the promotion of civic competence—the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life. By making civic competence a central aim, the National Council for the Social Studies (NCSS) emphasizes the importance of educating students who are committed to the ideas and values of democracy. Civic competence rests on this commitment to democratic values, and requires that citizens have the ability to use their knowledge about their community, nation, and world; to apply inquiry processes; and to employ skills of data collection and analysis, collaboration, decision-making, and problem-solving. **Young people who are knowledgeable, skillful, and committed to democracy are necessary to sustaining and improving our democratic way of life, and participating as members of a global community.**

Context and thematic strands for each of the grade levels will provide deeper and understanding of issues, for example, global trade, education, race, and equality. Students will be using social studies disciplines as frameworks for information-gathering and as “analytical lenses” through which to view and glean insights into the behavior of individuals, communities and societies. Through this process, students will create an appreciation of the multi-disciplinary nature of issues, while developing an understanding of the tools used by social scientists to understand people and society. The curriculum also provides hands-on experiences that will expose students to professional careers in the social studies fields.

11 Disciplines in Social Studies

Anthropology	Political Science
Archeology	Psychology
Economics	Religion
Geography	Sociology
History	Philosophy
Law	

10 Themes of the Social Studies Standards

1. DEVELOPMENT, MOVEMENT AND INTERACTIONS OF CULTURES

Through the study of culture and cultural diversity, learners understand how human beings create, learn, share, and adapt to culture, and appreciate the role of culture in shaping their lives and society, as well the lives and societies of others. This theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum.

2. TIME, CONTINUITY, AND CHANGE

Through the study of the past and its legacy, learners examine the institutions, values, and beliefs of people in the past, acquire skills in historical inquiry and interpretation, and gain an understanding of how important historical events and developments have shaped the modern

world. This theme appears in courses in history, as well as in other social studies courses for which knowledge of the past is important.

3 GEOGRAPHY, HUMANS, & THE ENVIRONMENT

This theme helps learners develop their spatial views and perspectives of the world, to understand where people, places, and resources are located and why they are there, and to explore the relationship between human beings and the environment. In schools, this theme typically appears in courses dealing with geography and area studies, but it is also important for the study of the geographical dimension of other social studies subjects.

4 INDIVIDUAL DEVELOPMENT AND IDENTITY

Personal identity is shaped by an individual's own choices, family, peers, culture, and institutions. Through this theme, students examine the factors that influence an individual's personal identity, development, and actions. This theme typically appears in courses and units dealing with psychology, anthropology, and sociology.

5 INDIVIDUALS, GROUPS, AND INSTITUTIONS

Institutions, such as families, and civic, educational, governmental, and religious organizations exert a major influence on people's lives. This theme allows students to understand how institutions are formed, maintained, and changed, and to examine their influence. In schools, this theme typically appears in units and courses dealing with sociology, anthropology, psychology, political science, and history.

6 POWER, AUTHORITY, AND GOVERNANCE

One essential component of education for citizenship is an understanding of the historical development and contemporary forms of power, authority, and governance. Through this theme, learners become familiar with the purposes and functions of government, the scope and limits of authority, and the differences between democratic and non-democratic political systems. In schools, this theme typically appears in units and courses dealing with government, history, civics, law, politics, and other social sciences.

7 PRODUCTION, DISTRIBUTION, AND CONSUMPTION

This theme provides for the study of how people organize for the production, distribution, and consumption of goods and services, and prepares students for the study of domestic and global economic issues. In schools, this theme typically appears in units and courses dealing with economic concepts and issues, though it is also important for the study of the economic dimension of other social studies subjects.

8 SCIENCE, TECHNOLOGY, AND SOCIETY

By exploring the relationships among science, technology, and society, students develop an understanding of past and present advances in science and technology and their impact. This theme appears in a variety of social studies courses, including history, geography, economics, civics, and government.

9 GLOBAL CONNECTIONS

The realities of global interdependence require an understanding of the increasingly important and diverse global connections among world societies. This theme prepares students to study issues arising from globalization. It typically appears in units or courses dealing with geography, culture, economics, history, political science, government, and technology.

10 CIVIC IDEALS AND PRACTICES

An understanding of civic ideals and practices is critical to full participation in society and is an essential component of education for citizenship. This theme enables students to learn about the rights and responsibilities of citizens of a democracy, and to appreciate the importance of active citizenship. In schools, the theme typically appears in units or courses dealing with ethics, civics, history, political science, cultural anthropology, and fields such as global studies, law-related education, and the humanities.

Curriculum Map

GRADE 6
Global Connections and Exchange
History of Spain and Latin America

The grade 6 social studies program explores the conditions and motivations that contribute to conflict, cooperation and interdependence among groups, societies and nations. It does so through the lens of the history: that of Spain and Latin America. The grade 6 program emphasizes the interaction of geography and economics. These core disciplines are used to develop and draw relationships and understandings about social/cultural, political, and historic aspects of life in the Western Hemisphere. Students will learn about how the quest for economic opportunities by one society impacts others.

Using multiple types of source materials, including primary accounts, paintings, and current articles, students will research historical events from a variety of perspectives. Students will learn how Spain's invasion of the Americas, particularly Latin America, transformed the lives of the indigenous people. They will learn about the achievements of the Mayan, Aztec and Inca empires. And they will discover how point of view influences how events are interpreted and how stories, including history, is told.

They will use geographic concepts and principles to examine how the physical characteristics of a place influence human activities, such as agriculture, art, transportation, and architecture. They will also consider how human activity, including trade, economic exploitation and political policies, impacted the natural environment and development of Latin America.

Students will gain an understanding of the concept of prices and the interaction of supply and demand in a market economy and examine the relationship between Latin America and the U.S. in terms of the movement of people and goods. By acting as historians, looking for patterns, doing original research, and engaging in creative, reflective hands-on lesson activities, students

will develop a deeper understanding of the causes and consequences of events and developments, social and political inequalities, and civic ideals.

In the sixth grade performance expectations, students are expected to demonstrate grade-appropriate proficiency in chronological reasoning and causation; comparison and contextualization; geographic reasoning; gathering, using, and interpreting evidence; and the role of the individual in social and political participation. Students are expected to use these practices to demonstrate understanding of the core ideas.

Lessons will integrate Common Core Learning Standards for English Language Arts and Literacy in reading for informational text; self-expressions and purposeful writing; and speaking and listening.

School Year GRADE 6	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
ESSENTIAL QUESTIONS	<p>What drove Spain’s expansion into the Americas?</p> <p>What happens when different societies meet?</p> <p>How can one person’s “voyage” change the course of history?</p>	<p>How did the geography of Latin America shape its culture, political structure, economic activities, and territorial boundaries?</p>	<p>How do culture, political forces, and economic activities cause people to change and modify the environment?</p> <p>What are the positive and negative consequences of these changes?</p>	<p>What kind of relationships exist between the Latin America countries and the United States?</p> <p>Why do people migrate?</p> <p>What value do immigrants offer and what challenges do they present to the country to which they immigrate?</p> <p>How do current views about immigration to the U.S. compare to early U.S. history?</p>
DISCIPLINES	history, sociology, religion, geography, economics, political science, and the arts			
GLOBAL CONNECTIONS AND EXCHANGE	<p>◆ Global connections and interdependence</p> <ul style="list-style-type: none"> ◆ Enable learners to explain how interactions among language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding; ◆ Help learners to explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations; ◆ Provide opportunities for learners to analyze and evaluate the effects of changing technologies on the global community; ◆ Challenge learners to analyze the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health care, security, resource allocation, economic development, and environmental quality; ◆ Guide learner analysis of the relationships and tensions between national sovereignty and global interests in such matters as territorial disputes, economic development, nuclear and other weapons deployment, use of natural resources, and human rights concerns; ◆ Have learners analyze or formulate policy statements that demonstrate an understanding of concerns, standards, issues, and conflicts related to universal human rights; 			

	<ul style="list-style-type: none"> ◆ Help learners to describe and evaluate the role of international and multinational organizations in the global arena; ◆ Have learners illustrate how individual behaviors and decisions connect with global systems.
<p>PRODUCTION, DISTRIBUTION AND CONSUMPTION</p>	<ul style="list-style-type: none"> ◆ People have wants that often exceed the limited resources available to them. ◆ Enable learners to explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed; ◆ Help learners analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system; ◆ Help learners compare the costs and benefits to society of allocating goods and services through private and public means; ◆ Provide opportunities for learners to assess how values and beliefs influence private and public economic decisions in different societies; ◆ Challenge learners to apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues; ◆ Enable learners to distinguish between domestic and global economic systems, and explain how the two interact; ◆ Guide learners in the application of economic concepts and principles in the analysis of public issues such as the allocation of health care or the consumption of energy, and in devising economic plans for accomplishing socially desirable outcomes related to such issues; ◆ Help learners critically examine the values and assumptions underlying the theories and models of economics; ◆ Help learners to distinguish between economics as a field of inquiry and the economy.
<p>GEOGRAPHY, HUMANS, AND THE ENVIRONMENT</p>	<ul style="list-style-type: none"> ◆ Understand the relationship between human populations and the physical world ◆ Enable learners to use, interpret, and distinguish various representations of Earth such as maps, globes, and photographs, and to use appropriate geographic tools; Encourage learners to construct, use, and refine maps and mental maps, calculate distance, scale, area, and density, and organize information about people, places, regions, and environments in a spatial context; ◆ Help learners to locate, distinguish, and describe the relationships among varying regional and global patterns of physical systems such as landforms, climate, and natural resources, and explain changes in the physical systems; ◆ Guide learners in exploring characteristics, distribution, and migration of human populations on Earth’s surface; ◆ Have learners describe how people create places that reflect culture, human needs, current values and ideals, and government policies; ◆ Provide opportunities for learners to examine, interpret, and analyze interactions of human beings and their physical environments, and to observe and analyze social and economic effects of environmental changes, both positive and negative;

	<ul style="list-style-type: none"> ◆ Challenge learners to consider, compare, and evaluate existing uses of resources and land in communities, regions, countries, and the world; ◆ Direct learners to explore ways in which Earth’s physical features have changed over time, and describe and assess ways historical events have influenced and been influenced by physical and human geographic features.
<p style="text-align: center;">TIME, CONTINUITY, AND CHANGE</p>	<ul style="list-style-type: none"> ◆ Ways human beings view themselves over time ◆ Assist learners to understand that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use; ◆ Help learners apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity; ◆ Enable learners to identify and describe significant historical periods and patterns of change within and across cultures, including but not limited to, the development of ancient cultures and civilizations, the emergence of religious belief systems, the rise of nation-states, and social, economic, and political revolutions; ◆ Guide learners in using such processes of critical historical inquiry to reconstruct and interpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, searching for causality, and distinguishing between events and developments that are significant and those that are inconsequential; ◆ Provide learners with opportunities to investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment; and enable learners to apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues.
<p style="text-align: center;">CULTURE AND CULTURAL DIVERSITY</p>	<ul style="list-style-type: none"> ◆ Explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns. ◆ Assist learners to understand and apply the concept of culture as an integrated whole that governs the functions and interactions of language, literature, arts, traditions, beliefs, values, and behavior patterns; ◆ Enable learners to analyze and explain how groups, societies, and cultures address human needs and concerns; ◆ Guide learners as they predict how experiences may be interpreted by people from diverse cultural perspectives and frames of reference; ◆ Encourage learners to compare and analyze societal patterns for transmitting and preserving culture while adapting to environmental and social change; ◆ Enable learners to assess the importance of cultural unity and diversity within and across groups; ◆ Have learners interpret patterns of behavior as reflecting values and attitudes, which contribute to or pose obstacles to cross-cultural understanding; ◆ Guide learners in constructing reasoned judgments about specific cultural responses to persistent human issues;

	<ul style="list-style-type: none"> ◆ Have learners explain and apply ideas, theories, and modes of inquiry drawn from anthropology and sociology in the examination of persistent issues and social problems.
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Common Core State Standards Connections

English Language Arts

<u>Reading Standards for Informational Text</u>	Key Ideas and Details	<ol style="list-style-type: none"> 1. Cite specific textual evidence to support analysis of primary and secondary sources. 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. 3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).
	Craft and Structure	<ol style="list-style-type: none"> 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. 5. Describe how a text presents information (e.g., sequentially, comparatively, causally). 6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
	Integration of Knowledge and Ideas	<ol style="list-style-type: none"> 7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 8. Distinguish among fact, opinion and reasoned judgment in a text. 9. Analyze the relationship between a primary and secondary source on the same topic.
	Range of Reading and Level of Text Complexity	<ol style="list-style-type: none"> 10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 ext complexity band independently and proficiently.
<u>Writing Standards</u>	Text Types and Purposes	<ol style="list-style-type: none"> 1. Write arguments focused on discipline-specific content. <ol style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate, data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style.

		<p>e. Provide a concluding statement or section that follows and supports the argument presented.</p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>a. Introduce a topic, clearly previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
	Production and Distribution of Writing	<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>
	Research to Build and Present Knowledge	<p>7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>8. Gather relevant information from multiple print and digital sources (primary and secondary), using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citations.</p> <p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p>
	Range of Writing	<p>10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

Social Studies Practices, Grades 5-8

Chronological Reasoning and Causation

- Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events
- Identify causes and effects using examples from current grade level content and historical ideas and events
- Identify, analyze, and evaluate relationship between multiple causes and effects
- Distinguish between long-term and immediate causes and effects (time, continuity, and change)
- Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time
- Recognize that changing the periodization affects the historical narrative
- Relate patterns of continuity and change to larger historical processes and themes
- Identify and describe models of historical periodization that historians use to categorize events

Comparison and Contextualization

- Identify similarities and differences among geographic regions using specific geographic vocabulary
- Identify and compare multiple perspectives on a given historical experience
- Identify similarities and differences between historical developments over time within a similar cultural and geographical context
- Describe, compare, and evaluate multiple historical developments (within societies; across and between societies; in various chronological and geographical contexts)
- Describe the relationship between geography, economics, and history as a context for events and movements
- Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes

Geographic Reasoning

- Ask geographic questions about where places are located and why their location is important
- Identify and describe the relationship between people, places, and the environment using geographic tools to place them in a spatial content
- Identify, analyze, and evaluate the relationship between the environment and human activities, how the physical environment is modified by human activities, and how human activities are also influenced by Earth's physical features and processes
- Recognize and interpret (at different scales) the relationships among patterns and processes
- Recognize and analyze how place and region influence the social, cultural, and economic characteristics of civilizations
- Characterize and analyze changing interconnections among places and regions

Gathering, Using, and Interpreting Evidence

- Define and frame questions about events and the world in which we live and use evidence to answer these questions

- Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources)
- Analyze evidence in terms of content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and audience in presenting arguments or evidence
- Describe and analyze arguments of others
- Make inferences and draw conclusions from evidence
- Recognize an argument and identify evidence that supports the argument; examine arguments related to a specific Social Studies topic from multiple perspectives; deconstruct arguments, recognizing the perspective of the argument and identifying evidence used to support that perspective
- Create meaningful and persuasive understandings of the past by fusing disparate and relevant evidence from primary and secondary sources

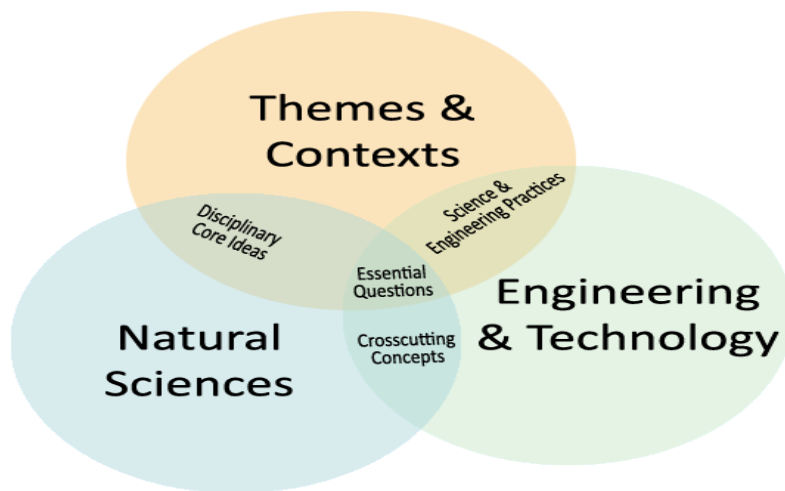
The Role of the Individual in Social and Political Participation

- Demonstrate respect for the rights of others in discussions and classroom; respectfully disagree with other viewpoints
- Participate in activities that focus on a classroom, school, community, state, or national issue or problem
- Explain differing philosophies of social and political participation and the role of the individual leading to group-driven philosophies
- Identify, describe, and contrast the role of the individual in opportunities for social and political participation in different societies
- Participate in persuading, negotiating, and compromising in the resolution of conflicts and differences; introduce and examine the elements of debate
- Identify situations in which social actions are required and determine an appropriate course of action
- Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights
- Fulfill social and political responsibilities associated with citizenship in a democratic society and interdependent global community by developing awareness and/or engaging in the political process

CURRICULUM MAP FOR SIXTH GRADE SCIENCE



Science learning will involve the intersections of crosscutting concepts, disciplinary core ideas, and science and engineering practices. At the end of each Helical Model module, students will design and build projects demonstrating the intersection of the natural sciences, engineering/technology, and reflect on the impact on environment and society.



Context and thematic strands for each of the grade levels will provide deeper and connected understanding of scientific and engineering concepts and practices as outlined in the Next Generation Science Standards (NGSS). Themes and contexts were determined based on the academic, socio-emotional, and physical developmental levels of students in each grade level.

Students will be exposed to physics, chemistry, biology, and earth and geological sciences through simulations, games, experiments, conversations, presentations, observations, reflections, and design activities. These strategies demonstrate multimodal approaches, which will connect science to diverse learning styles, connect to students’ prior knowledge, and build community among learners.

Commencing the year of science learning with physics lays the foundation for better understanding of chemistry, which in turn will lead to more comprehension of biology. Due to the tangible nature of most introductory physics experiments, physics also lends itself well to an introduction to inquiry-based science education, where students are encouraged to probe the workings of the world in which they live

First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Physics	Chemistry	Biology	Earth, Geology, and Planetary Sciences

Physics is the foundation of the physical sciences, involving the study of matter and motion through space and time, and related concepts including energy and force. Physics provides a general analysis of nature and how the universe behaves. Topics of study in this field will involve: forces, motion, acoustics, optics, energy, electricity, and magnetism.

Chemistry is a branch of physical science but distinct from physics. Chemistry is considered the “central science” because it connects physics, geology, and biology. With new discoveries and functionalities, the definition has changed over time. Chemistry today is the study of the composition, structure, and properties of matter, including its relationship to energy.

Biology is concerned with the study of life and living organisms, including their structure, function, growth, evolution, distribution, and taxonomy. It is based on physics and chemistry. Topics in biology include: cell structure, genetics and heredity, evolution, the definition of species, homeostasis, and consuming and transforming energy. Lessons will also touch on physiology, ecology, and environment.

Earth, Geology, and Planetary Sciences include the study of the atmosphere, hydrosphere, and biosphere, as well as the solid earth. Studies in this field will involve the integration of physics, chemistry, biology, geography, chronology and mathematics.

Resource Materials are assembled from varied sources:

Science Solutions from Pearson, Common Core Updates, Guidelines and lessons from the National Science Teachers Association (NSTA) Learning Center, the National Aeronautics and Space Administration, and the National Institutes of Health (NIH)
(http://www.education.umd.edu/EDMS/mislevy/papers/ECD_overview.html.)

Multiple methods of student assessment reflect the diversity of learning styles among students and the dynamic nature of learning. These include:

Class work, class discussion, and homework/homework corrections, portfolios, teacher-created tests/formative assessments, through innovation and inquiry in computing and communication (<http://padi.sri.com/>), applications of science in daily life, benchmark tests, and CA science standardized tests.

The Next Generation Science Standards will guide the curriculum map and lessons

1. Science education should reflect the interconnected nature of science as it is experienced and practiced in the real world.

The vision presented in the NGSS is new in that students must be engaged at the nexus of the three dimensions:

- 1.1 Science and engineering practices*
- 1.2 Crosscutting Concepts, and*
- 1.3 Disciplinary Core Ideas*

2. The focus is on deeper understanding of content as well as application of content.
3. Science and engineering are integrated in the lessons, as are math and language arts.
4. Focus and coherence of lessons from K-12
5. Science learning should prepare students for college, career, and citizenship.

Students in middle school continue to develop understanding of four core ideas in the physical sciences. The middle school performance expectations in the Physical Sciences build on the K – 5 ideas and capabilities to allow learners to explain phenomena central to the physical sciences but also to the life sciences and earth and space science.

The eight practices of science and engineering that the NGSS framework identifies as essential for all students to learn and describes in detail, guides design for science learning:

1. Asking questions (for science) and defining problems (for engineering).
2. Developing and using models.
3. Planning and carrying out investigations.
4. Analyzing and interpreting data.
5. Using mathematics and computational thinking.
6. Constructing explanations (for science) and designing solutions (for engineering).
7. Engaging in argument from evidence.
8. Obtaining, evaluating, and communicating information.

The crosscutting concepts of patterns, cause and effect, systems and system models; the interdependence of science, engineering, and technology; and the influence of engineering, technology, and science on society and the natural world are emphasized as organizing concepts for these disciplinary core ideas.

In Middle School, students are expected to demonstrate grade-appropriate proficiency in each of these eight tasks.

Curriculum Map

School Year Sixth Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Fields	Physics	Chemistry	Biology	Earth, Geology, and Planetary Sciences
Theme	Connected and Context-Based Science Learning Transformation of Energy; Systems			
Essential Questions	How can energy be transferred from one object or system to another?	How can particles combine to produce a substance with different properties? How does thermal energy affect particles? What factors interact and influence weather	How can one explain the ways cells contribute to the function of living organisms?	How does a system of living and non-living things operate to meet the needs of the organisms in an ecosystem?

School Year Sixth Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
		and climate?		
Topics	<p>Understand important qualitative ideas about energy including:</p> <p>a. using the concept of transfer of energy to explain and predict the interactions of objects,</p> <p>b. understanding that the total change of energy in any system is always equal to the total energy transferred into or out of the system.</p> <p>Moving objects have kinetic energy and objects may also contain stored (potential) energy, depending on their relative positions.</p> <p>Develop an understanding of the relationship between force and energy.</p> <p>Apply an understanding of design to the process of energy</p>	<p>Understand that pure substances have characteristic properties and are made from a single type of atom or molecule.</p> <p>Provide molecular level accounts to explain states of matters and changes between states.</p> <p>Students will come to know the difference between energy and temperature.</p> <p>Apply an understanding of design to the process of energy transfer.</p> <p>Construct and use models to develop understanding of the factors that control weather and climate.</p> <p>Examine the feedbacks between systems as energy from the sun is transferred between systems and circulates through the ocean</p>	<p>Understand that all living organisms are composed of cells and exhibit cell growth and division.</p> <p>Understand the role of cells in body systems and how those systems work to support the life functions of the organism.</p> <p>Understand that all life forms (producers, consumers, or decomposers) are all part of a global food chain where food/energy is supplied by plants which need light to produce food/energy.</p> <p>Develop an understanding that plants and animals can be classified by observable traits and physical characteristics. Students can construct an explanation for how</p>	<p>Develop an understanding of the interdependence of the variety of populations, communities and ecosystems.</p> <p>Develop an understanding of different types of interdependence and that biotic (living) and abiotic (non-living) factors affect the balance of an ecosystem.</p> <p>Understand that all organisms cause changes, some detrimental and others beneficial, in the environment where they live.</p>

School Year Sixth Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
	transfer.	and atmosphere.	environmental and genetic factors affect growth of organisms.	
Disciplinary Core Ideas	<p>PS3.A: Definitions of Energy</p> <p>PS3.B: Conservation of Energy and Energy Transfer</p> <p>PS3.C: Relationship Between Energy and Forces</p>	<p>PS1.A: Structure and Properties of Matter</p> <p>PS3.A: Definitions of Energy</p> <p>ESS2.C: The Roles of Water in Earth's Surface Processes</p> <p>ESS2.D: Weather and Climate</p>	<p>LS1.A: Structure and Function</p> <p>LS1.D: Information Processing</p> <p>LS1.C: Organization for Matter and Energy Flow in Organisms</p> <p>PS3.D: Energy in Chemical Processes and Everyday Life</p>	<p>LS2.A: Interdependent Relationships in Ecosystems</p> <p>LS2.B: Cycle of Matter and Energy Transfer in Ecosystems</p> <p>LS2.C: Ecosystem Dynamics, Functioning, and Resilience</p> <p>ESS3.D: Global Climate Change</p> <p>LS2.A: Interdependent Relationships in Ecosystems</p> <p>LS2.C: Ecosystem Dynamics, Functioning, and Resilience</p> <p>LS4.D: Biodiversity and Humans</p> <p>ETS1.B: Developing Possible Solutions</p>
Scope	<u>Definitions of</u>	<u>Structure and</u>	<u>Structure and</u>	<u>Interdependent</u>

School Year Sixth Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
	<p><u>Energy</u></p> <p>MS-PS3-1. Motion energy is properly called kinetic energy; it is proportional to the mass of the moving object and grows with the square of its speed.</p> <p>MS-PS3-2. A system of objects may also contain stored (potential) energy, depending on their relative positions.</p> <p>MS-PS3-3, MS-PS3-4. Temperature is a measure of the average kinetic energy of particles of matter. The relationship between the temperature and the total energy of a system depends on the types, states, and amounts of matter present.</p> <p><u>Conservation of Energy and Energy Transfer</u></p> <p>MS-PS3-5. When the motion</p>	<p><u>Properties of Matter</u></p> <p>MS-PS1-1. Substances are made from different types of atoms, which combine with one another in various ways. Atoms form molecules that range in size from two to thousands of atoms.</p> <p>MS-PS1-3. Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it. (Note: This Disciplinary Core Idea is also addressed by MS-PS1-2.)</p> <p>MS-PS1-4. Gases and liquids are made of molecules or inert atoms that are moving about relative to each other.</p> <p>MS-PS1-4 In a liquid, the</p>	<p><u>Function</u></p> <p>MS-LS1-1. All living things are made up of cells, which is the smallest unit that can be said to be alive. An organism may consist of one single cell (unicellular) or many different numbers and types of cells (multicellular).</p> <p>MS-LS1-2. Within cells, special structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and leaves the cell.</p> <p>MS-LS1-3. In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are</p>	<p><u>Relationships in Ecosystems</u></p> <p>MS-LS2-1. Organisms, and populations of organisms, are dependent on their environmental interactions both with other living things and with non-living factors.</p> <p>MS-LS2-1. In any ecosystem, organisms and populations with similar requirements for food, water, oxygen, or other resources may compete with each other for limited resources, access to which consequently constrains their growth and reproduction.</p> <p>MS-LS2-1. Growth of organisms and population increases are limited by access to resources.</p> <p><u>Cycle of Matter and Energy Transfer in Ecosystems</u></p>

School Year Sixth Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
	<p>energy of an object changes, there is inevitably some other change in energy at the same time.</p> <p>MS-PS3-4 The amount of energy transfer needed to change the temperature of a matter sample by a given amount depends on the nature of the matter, the size of the sample, and the environment.</p> <p>MS-PS3-3. Energy is spontaneously transferred out of hotter regions or objects and into colder ones.</p> <p><u>Relationship Between Energy and Forces</u></p> <p>MS-PS3-2. When two objects interact, each one exerts a force on the other that can cause energy to be transferred to or from the object.</p> <p><u>Defining and Delimiting an Engineering Problem</u></p>	<p>molecules are constantly in contact with others; in a gas, they are widely spaced except when they happen to collide. In a solid, atoms are closely spaced and may vibrate in position but do not change relative locations.</p> <p>MS-PS1-1. Solids may be formed from molecules, or they may be extended structures with repeating subunits (e.g., crystals).</p> <p>MS-PS1-4. The changes of state that occur with variations in temperature or pressure can be described and predicted using these models of matter.</p> <p><u>Chemical Reactions</u></p> <p>MS-PS1-3 Substances react chemically in characteristic ways. In a chemical process, the atoms that</p>	<p>specialized for particular body functions.</p> <p><u>Information Processing</u></p> <p>MS-LS1-8. Each sense receptor responds to different inputs (electromagnetic, mechanical, chemical), transmitting them as signals that travel along nerve cells to the brain. The signals are then processed in the brain, resulting in immediate behaviors or memories.</p> <p><u>Organization for Matter and Energy Flow in Organisms</u></p> <p>MS-LS1-6 Plants, algae (including phytoplankton), and many microorganisms use the energy from light to make sugars (food) from carbon dioxide from the atmosphere and</p>	<p>MS-LS2-3. Food webs are models that demonstrate how matter and energy is transferred between producers, consumers, and decomposers as the three groups interact within an ecosystem. Transfers of matter into and out of the physical environment occur at every level. Decomposers recycle nutrients from dead plant or animal matter back to the soil in terrestrial environments or to the water in aquatic environments. The atoms that make up the organisms in an ecosystem are cycled repeatedly between the living and non-living parts of the ecosystem.</p> <p><u>Ecosystem Dynamics, Functioning, and Resilience</u></p> <p>MS-LS2-4. Ecosystems are</p>

School Year Sixth Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
	<p>The more precisely a design task’s criteria and constraints can be defined, the more likely it is that the designed solution will be successful. Specification of constraints includes consideration of scientific principles and other relevant knowledge that is likely to limit possible solutions. (secondary to MS-PS3-3)</p> <p><u>Developing Possible Solutions</u></p> <p>A solution needs to be tested, and then modified on the basis of the test results in order to improve it. There are systematic processes for evaluating solutions with respect to how well they meet criteria and constraints of a problem. (secondary to MS-PS3-3)</p>	<p>make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants. (Note: This Disciplinary Core Idea will mainly be addressed by MS-PS1-2 and MS-PS1-5.)</p> <p><u>Definitions of Energy</u></p> <p>The term “heat” as used in everyday language refers both to thermal energy (the motion of atoms or molecules within a substance) and the transfer of that thermal energy from one object to another. In science, heat is used only for this second meaning; it refers to the energy transferred due to the temperature difference between two objects.(secondary to MSPS1-4)</p>	<p>water through the process of photosynthesis, which also releases oxygen. These sugars can be used immediately or stored for growth or later use.</p> <p>MS-LS1-7. Within individual organisms, food moves through a series of chemical reactions in which it is broken down and rearranged to form new molecules, to support growth, or to release energy.</p> <p><u>Energy in Chemical Processes and Everyday Life</u></p> <p>The chemical reaction by which plants produce complex food molecules (sugars) requires an energy input (i.e., from sunlight) to occur. In this reaction, carbon dioxide and water combine to form carbon-based</p>	<p>dynamic in nature; their characteristics can vary over time. Disruptions to any physical or biological component of an ecosystem can lead to shifts in all its populations.</p> <p><u>Global Climate Change</u></p> <p>MS-ESS3-5. Human activities, such as the release of greenhouse gases from burning fossil fuels, are major factors in the current rise in Earth’s mean surface temperature (global warming). Reducing the level of climate change and reducing human vulnerability to whatever climate changes do occur depend on the understanding of climate science, engineering capabilities, and other kinds of knowledge, such as understanding</p>

School Year Sixth Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
		<p>The temperature of a system is proportional to the average internal kinetic energy and potential energy per atom or molecule (whichever is the appropriate building block for the system's material). The details of that relationship depend on the type of atom or molecule and the interactions among the atoms in the material. Temperature is not a direct measure of a system's total thermal energy. The total thermal energy (sometimes called the total internal energy) of a system depends jointly on the temperature, the total number of atoms in the system, and the state of the material. (secondary to MS-PS1-4)</p> <p><u>The Roles of Water in Earth's Surface Processes</u></p>	<p>organic molecules and release oxygen. (secondary to MS-LS1-6)</p> <p>Cellular respiration in plants and animals involve chemical reactions with oxygen that release stored energy. In these processes, complex molecules containing carbon react with oxygen to produce carbon dioxide and other materials. (secondary to MS-LS1-7)</p>	<p>of human behavior and on applying that knowledge wisely in decisions and activities.</p> <p><u>Interdependent Relationships in Ecosystems</u></p> <p>MS-LS2-2. Similarly, predatory interactions may reduce the number of organisms or eliminate whole populations of organisms. Mutually beneficial interactions, in contrast, may become so interdependent that each organism requires the other for survival. Although the species involved in these competitive, predatory, and mutually beneficial interactions vary across ecosystems, the patterns of interactions of organisms with their environments,</p>

School Year Sixth Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
		<p>MS-ESS2-5. The complex patterns of the changes and the movement of water in the atmosphere, determined by winds, landforms, and ocean temperatures and currents, are major determinants of local weather patterns.</p> <p>MS-ESS2-6. Variations in density due to variations in temperature and salinity drive a global pattern of interconnected ocean currents.</p> <p><u>Weather and Climate</u></p> <p>MS-ESS2-6. Weather and climate are influenced by interactions involving sunlight, the ocean, the atmosphere, ice, landforms, and living things. These interactions vary with latitude, altitude, and local</p>		<p>both living and non-living, are shared.</p> <p><u>Ecosystem Dynamics, Functioning, and Resilience</u></p> <p>MS-LS2-5. Biodiversity describes the variety of species found in Earth’s terrestrial and oceanic ecosystems. The completeness or integrity of an ecosystem’s biodiversity is often used as a measure of its health.</p> <p><u>Biodiversity and Humans</u></p> <p>Changes in biodiversity can influence humans’ resources, such as food, energy, and medicines, as well as ecosystem services that humans rely on—for example, water purification and recycling. (secondary to MS-LS2-5)</p> <p><u>Developing Possible Solutions</u></p>

School Year Sixth Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
		<p>and regional geography, all of which can affect oceanic and atmospheric flow patterns.</p> <p>MS-ESS2-5. Because these patterns are so complex, weather can only be predicted probabilistically.</p> <p>MS-ESS2-6. The ocean exerts a major influence on weather and climate by absorbing energy from the sun, releasing it over time, and globally redistributing it through ocean currents.</p>		<p>There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem. (secondary to MS-LS2-5)</p>
<p>Science & Engineering Practices</p>	<p>Energy</p> <p><u>Developing and Using Models</u></p> <p>Modeling in 6–8 builds on K–5 and progresses to developing, using and revising models to describe, test, and predict more abstract phenomena and design systems.</p> <p>MS-PS1-1, MS-PS1-4. Develop a</p>	<p>Structure and Properties of Matter</p> <p><u>Developing and Using Models</u></p> <p>Modeling in 6–8 builds on K–5 experiences and progresses to developing, using and revising models to describe, test, and predict more abstract phenomena and design systems.</p>	<p>Structure, Function, and Information Processing</p> <p><u>Developing and Using Models</u></p> <p>Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.</p>	<p>Matter and Energy in Organisms and Ecosystems</p> <p><u>Developing and Using Models</u></p> <p>Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and</p>

School Year Sixth Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
	<p>model to predict and/or describe phenomena.</p> <p>MS-PS3-2. Develop a model to describe unobservable mechanisms.</p> <p><u>Planning and Carrying Out Investigations</u></p> <p>Planning and carrying out investigations to answer questions or test solutions to problems in 6–8 builds on K–5 experiences and progresses to include investigations that use multiple variables and provide evidence to support explanations or design solutions.</p> <p>MS-PS3-4. Plan an investigation individually and collaboratively, and in the design: Identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to</p>	<p>MS-PS1-1, MS-PS1-4. Develop a model to predict and/or describe phenomena.</p> <p><u>Obtaining, Evaluating, and Communicating Information</u></p> <p>Obtaining, evaluating, and communicating information in 6–8 builds on K–5 and progresses to evaluating the merit and validity of ideas and methods.</p> <p>MS-PS1-3. Gather, read, and synthesize information from Multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence.</p> <p><u>Developing and Using Models</u></p> <p>Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to</p>	<p>MS-LS1-2. Develop and use a model to describe phenomena.</p> <p><u>Planning and Carrying Out Investigations</u></p> <p>Planning and carrying out investigations to answer questions or test solutions to problems in 6–8 builds on K–5 experiences and progresses to include investigations that use multiple variables and provide evidence to support explanations or design solutions.</p> <p>MS-LS1-1. Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation.</p> <p><u>Engaging in Argument from Evidence</u></p> <p>Engaging in argument from evidence in 6–8 builds on K–5 experiences and progresses to constructing a convincing argument that supports or refutes</p>	<p>design systems.</p> <p>MS-LS2-3. Develop a model to describe phenomena.</p> <p><u>Analyzing and Interpreting Data</u></p> <p>Analyzing data in 6–8 builds on K–5 experiences and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.</p> <p>MS-LS2-1. Analyze and interpret data to provide evidence for phenomena.</p> <p><u>Engaging in Argument from Evidence</u></p> <p>Engaging in argument from evidence in 6–8 builds on K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed worlds.</p> <p>MS-LS2-4.</p>

School Year Sixth Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
	<p>support a claim.</p> <p><u>Analyzing and Interpreting Data</u></p> <p>Analyzing data in 6–8 builds on K–5 and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.</p> <p>MS-PS3-1. Construct and interpret graphical displays of data to identify linear and nonlinear relationships.</p> <p><u>Constructing Explanations and Designing Solutions</u></p> <p>Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.</p> <p>MS-PS3-3. Apply scientific</p>	<p>describe, test, and predict more abstract phenomena and design systems.</p> <p>MSESS2-6. Develop and use a model to describe phenomena.</p> <p><u>Planning and Carrying Out Investigations</u></p> <p>Planning and carrying out investigations to answer questions or test solutions to problems in 6–8 builds on K–5 experiences and progresses to include investigations that use multiple variables and provide evidence to support explanations or design solutions.</p> <p>MS-ESS2-5. Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.</p>	<p>claims for either explanations or solutions about the natural and designed world(s).</p> <p>MS-LS1-3. Use an oral and written argument supported by evidence to support or refute an explanation or a model for a phenomenon.</p> <p><u>Obtaining, Evaluating, and Communicating Information</u></p> <p>Obtaining, evaluating, and communicating information in 6-8 builds on K-5 experiences and progresses to evaluating the merit and validity of ideas and methods.</p> <p>MS-LS1-8. Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they</p>	<p>Construct an oral and written argument supported by Empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem.</p> <hr/> <p><i>Connections to Nature of Science</i></p> <p><u>Scientific Knowledge is Based on Empirical Evidence</u></p> <p>MS-LS2-4. Science disciplines share common rules of obtaining and evaluating empirical evidence.</p> <hr/> <p>Weather and Climate</p> <p><u>Asking Questions and Defining Problems</u></p> <p>Asking questions and defining problems in 6–8 builds on K–5 experiences and progresses to</p>

School Year Sixth Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
	<p>ideas or principles to design, construct, and test a design of an object, tool, process, or system.</p> <p><u>Engaging in Argument from Evidence</u></p> <p>Engaging in argument from evidence in 6–8 builds on K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed worlds.</p> <p>MS-PS3-5. Construct, use, and present oral and written arguments supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon.</p> <hr/> <p><i>Connections to Nature of Science</i></p> <p><u>Scientific Knowledge is Based on</u></p>		<p>are supported or not supported by evidence.</p> <p>Matter and Energy in Organisms and Ecosystems <u>Developing and Using Models</u></p> <p>Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.</p> <p>MS-LS1-7. Develop a model to describe unobservable mechanisms.</p> <p><u>Constructing Explanations and Designing Solutions</u></p> <p>Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.</p> <p>MS-LS1-6.</p>	<p>specifying relationships between variables, and clarifying arguments and models.</p> <p>MS-ESS3-5. Ask questions to identify and clarify evidence of an argument.</p> <p>Interdependent Relationships in Ecosystems <u>Constructing Explanations and Designing Solutions</u></p> <p>Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.</p> <p>MS-LS2-2. Construct an explanation that includes qualitative or quantitative relationships between variables that predict phenomena.</p>

School Year Sixth Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
	<p><u>Empirical Evidence</u></p> <p>MS-PS3-4, MS-PS3-5. Science knowledge is based upon logical and conceptual connections between evidence and explanations.</p>		<p>Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.</p> <hr/> <p><i>Connections to Nature of Science</i></p> <p><u>Scientific Knowledge is Based on Empirical Evidence</u></p> <p>MS-LS1-6. Science knowledge is based upon logical connections between evidence and explanations.</p>	<p><u>Engaging in Argument from Evidence</u></p> <p>Engaging in argument from evidence in 6–8 builds on K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world(s).</p> <p>MS-LS2-5. Evaluate competing design solutions based on jointly developed and agreed-upon design criteria.</p>
Crosscutting Concepts	<p>Energy</p> <p><u>Scale, Proportion, and Quantity</u></p> <p>MS-PS3-1, MS-</p>	<p>Structure and Properties of Matter</p> <p><u>Cause and Effect</u></p>	<p>Structure, Function, and Information Processing</p> <p><u>Cause and Effect</u></p>	<p>Matter and Energy in Organisms and Ecosystems</p> <p><u>Cause and Effect</u></p>

School Year Sixth Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
	<p>PS3-4 Proportional relationships (e.g. speed as the ratio of distance traveled to time taken) among different types of quantities provide information about the magnitude of properties and processes.</p> <p><u>Systems and System Models</u></p> <p>MS-PS3-2. Models can be used to represent systems and their interactions – such as inputs, processes, and outputs – and energy and matter flows within systems.</p> <p><u>Energy and Matter</u></p> <p>MS-PS3-5. Energy may take different forms (e.g. energy in fields, thermal energy, energy of motion).</p> <p>MSPS3-3. The transfer of energy can be tracked as energy flows through a</p>	<p>MS-PS1-4 Cause and effect relationships may be used to predict phenomena in natural or designed systems.</p> <p><u>Scale, Proportion, and Quantity</u></p> <p>MS-PS1-1. Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.</p> <p><u>Structure and Function</u></p> <p>MS-PS1-3. Structures can be designed to serve particular functions by taking into account properties of different materials, and how materials can be shaped and used.</p> <hr/> <p><i>Connections to Engineering, Technology, and Applications of Science</i></p> <p><u>Interdependence of Science,</u></p>	<p>MS-LS1-8. Cause and effect relationships may be used to predict phenomena in natural systems.</p> <p><u>Scale, Proportion, and Quantity</u></p> <p>MS-LS1-1. Phenomena that can be observed at one scale may not be observable at another scale.</p> <p><u>Systems and System Models</u></p> <p>MS-LS1-3. Systems may interact with other systems; they may have sub-systems and be a part of larger complex systems.</p> <p><u>Structure and Function</u></p> <p>MS-LS1-2. Complex and microscopic structures and systems can be visualized, modeled, and used to describe how their function depends on the</p>	<p>MS-LS2-1. Cause and effect relationships may be used to predict phenomena in natural or designed systems.</p> <p><u>Energy and Matter</u></p> <p>MSLS2-3. The transfer of energy can be tracked as energy flows through a natural system.</p> <hr/> <p><i>Connections to Nature of Science</i></p> <p><u>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</u></p> <p>MS-LS2-3. Science assumes that objects and events in natural systems occur in consistent patterns that are understandable through measurement and observation.</p> <p>Weather and Climate</p> <p><u>Stability and</u></p>

School Year Sixth Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
	<p>designed or natural system.</p>	<p><u>Engineering, and Technology</u></p> <p>MS-PS1-3. Engineering advances have led to important discoveries in virtually every field of science, and scientific discoveries have led to the development of entire industries and engineered systems.</p> <p><u>Influence of Science, Engineering and Technology on Society and the Natural World</u></p> <p>MS-PS1-3 The uses of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. Thus</p>	<p>relationships among its parts, therefore complex natural structures/systems can be analyzed to determine how they function.</p> <hr/> <p><i>Connections to Engineering, Technology, and Applications of Science</i></p> <p><u>Interdependence of Science, Engineering, and Technology</u></p> <p>MS-LS1-1. Engineering advances have led to important discoveries in virtually every field of science, and scientific discoveries have led to the development of entire industries and engineered systems.</p> <hr/> <p><i>Connections to Nature of Science</i></p> <p><u>Science is a Human Endeavor</u></p> <p>MS-LS1-3. Scientists and</p>	<p><u>Change</u></p> <p>MS-ESS3-5. Stability might be disturbed either by sudden events or gradual changes that accumulate over time.</p> <p>Interdependent Relationships in Ecosystems</p> <p><u>Patterns</u></p> <p>MS-LS2-2. Patterns can be used to identify cause and effect relationships.</p> <p><u>Stability and Change</u></p> <p>MS-LS2-5. Small changes in one part of a system might cause large changes in another part.</p> <hr/> <p><i>Connections to Engineering, Technology, and Applications of Science</i></p> <p><u>Influence of Science, Engineering, and Technology on Society and the Natural World</u></p>

School Year Sixth Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
		<p>technology use varies from region to region and over time.</p> <p>Weather and Climate</p> <p><u>Cause and Effect</u></p> <p>MS-ESS2-5. Cause and effect relationships may be used to predict phenomena in natural or designed systems.</p> <p><u>Systems and System Models</u></p> <p>MS-ESS2.6. Models can be used to represent systems and their interactions—such as inputs, processes and outputs—and energy, matter, and information flows within systems.</p>	<p>engineers are guided by habits of mind such as intellectual honesty, tolerance of ambiguity, skepticism, and openness to new ideas.</p> <p>Matter and Energy in Organisms and Ecosystems</p> <p><u>Energy and Matter</u></p> <p>MS-LS1-7. Matter is conserved because atoms are conserved in physical and chemical processes.</p> <p>MS-LS1-6. Within a natural system, the transfer of energy drives the motion and/or cycling of matter</p> <p><u>Stability and Change</u></p> <p>MSLS2-4. Small changes in one part of a system might cause large changes in</p>	<p>MSLS2-5. The use of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. Thus technology use varies from region to region and over time.</p> <hr/> <p><i>Connections to Nature of Science</i></p> <p><u>Science Addresses Questions About the Natural and Material World</u></p> <p>MS-LS2-5. Scientific knowledge can describe the consequences of actions but does not necessarily prescribe the decisions that society takes.</p>

School Year Sixth Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
			another part.	
Learning Strategies	<p>MS-PS3-1. Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.</p> <p>MS-PS3-2. Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.</p> <p>MS-PS3-3. Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.</p> <p>MS-PS3-4. Plan an investigation to determine the relationships among the energy transferred, the type of matter, the</p>	<p>MS-PS1-1. Develop models to describe the atomic composition of simple molecules and extended structures.</p> <p>MS-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.</p> <p>MS-PS1-4. Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.</p> <p>MS-ESS2-5. Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.</p> <p>MS-ESS2-6.</p>	<p>MS-LS1-1. Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.</p> <p>MS-LS1-2. Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.</p> <p>MS-LS1-3. Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.</p> <p>MS-LS1-8. Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate</p>	<p>MS-LS2-1. Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.</p> <p>MS-LS2-3. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.</p> <p>MS-LS2-4. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.</p> <p>MS-ESS3-5. Ask questions to clarify evidence of the factors that have caused the rise in global</p>

School Year Sixth Grade	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
	<p>mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.</p> <p>MS-PS3-5. Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.</p>	<p>Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.</p>	<p>behavior or storage as memories.</p> <p>MS-LS1-6. Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.</p> <p>MS-LS1-7. Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.</p>	<p>temperatures over the past century.</p> <p>MS-LS2-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.</p> <p>MS-LS2-5. Evaluate competing design solutions for maintaining biodiversity and ecosystem services.</p>

Common Core State Standards Connections

Energy	
ELA/Literacy	<p>RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions (MS-PS3-1),(MSPS3-5)</p> <p>RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (MS-PS3-3),(MS-PS3-4)</p>

	<p>RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (MS-PS3-1)</p> <p>WHST.6-8.1 Write arguments focused on discipline content. (MS-PS3-5)</p> <p>WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (MS-PS3-3),(MS-PS3-4)</p> <p>SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (MS-PS3-2)</p>
Mathematics	<p>MP.2 Reason abstractly and quantitatively. (MS-PS3-1),(MS-PS3-4),(MS-PS3-5)</p> <p>6.RP.A.1 Understand the concept of ratio and use ratio language to describe a ratio relationship between two quantities. (MS-PS3-1),(MS-PS3-5)</p> <p>6.RP.A.2 Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. (MS-PS3-1)</p> <p>7.RP.A.2 Recognize and represent proportional relationships between quantities. (MS-PS3-1),(MS-PS3-5)</p> <p>8.EE.A.1 Know and apply the properties of integer exponents to generate equivalent numerical expressions. (MS-PS3-1)</p> <p>8.EE.A.2 Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational. (MS-PS3-1)</p> <p>8.F.A.3 Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. (MS-PS3-1),(MSPS3-5)</p> <p>6.SP.B.5 Summarize numerical data sets in relation to their context. (MS-PS3-4)</p>
Structure and Properties of Matter	
ELA/Literacy	<p>RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions (MS-PS1-3)</p> <p>RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (MS-PS1-1),(MS-PS1-4)</p> <p>WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (MS-PS1-3)</p>

Mathematics	MP.2 Reason abstractly and quantitatively. (MS-PS1-1)
Weather and Climate	
ELA/Literacy	<p>RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts. (MS-ESS2-5),(MS-ESS3-5)</p> <p>RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. (MS-ESS2-5)</p> <p>WHST.6-8.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (MS-ESS2-5)</p> <p>SL.8.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (MS-ESS2-6)</p>
Mathematics	<p>MP.2 Reason abstractly and quantitatively. (MS-ESS2-5),(MS-ESS3-5)</p> <p>6.NS.C.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. (MS-ESS2-5)</p> <p>6.EE.B.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. (MS-ESS3-5)</p> <p>7.EE.B.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. (MS-ESS3-5)</p>
Structure, Function, and Information Processing	
ELA/Literacy	<p>RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts. (MS-LS1-3)</p> <p>RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (MSLS1-3)</p> <p>WHST.6-8.1 Write arguments focused on discipline content. (MS-LS1-3)</p> <p>WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (MS-LS1-1)</p> <p>WHST.6-8.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing</p>

	<p>basic bibliographic information for sources. (MS-LS1-8)</p> <p>SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (MS-LS1-2)</p>
Mathematics	<p>6.EE.C.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. (MS-LS1-1),(MS-LS1-2),(MS-LS1-3)</p>
Matter and Energy in Organisms and Ecosystems	
ELA/Literacy	<p>RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts. (MS-LS1-6),(MS-LS2-1),(MS-LS2-4)</p> <p>RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (MS-LS1-6)</p> <p>RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (MS-LS2-1)</p> <p>RI.8.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (MS-LS2-4)</p> <p>WHST.6-8.1 Write arguments to support claims with clear reasons and relevant evidence. (MS-LS2-4)</p> <p>WHST.6-8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (MS-LS1-6)</p> <p>WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research. (MS-LS1-6),(MS-LS2-4)</p> <p>SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (MS-LS1-7),(MS-LS2-3)</p>
Mathematics	<p>6.EE.C.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. (MS-LS1-6),(MS-LS2-3)</p>
Interdependent Relationships in Ecosystems	
ELA/Literacy	<p>RST.6-8.1 Cite specific textual evidence to support analysis of science</p>

	<p>and technical texts. (MS-LS2-2)</p> <p>RST.6-8.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. (MS-LS2-5)</p> <p>RI.8.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (MS-LS2-5)</p> <p>WHST.6-8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (MS-LS2-2)</p> <p>WHST.6-8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (MS-LS2-2)</p> <p>SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (MS-LS2-2)</p> <p>SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (MS-LS2-2)</p>
Mathematics	<p>MP.4 Model with mathematics. (MS-LS2-5)</p> <p>6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems. (MS-LS2-5)</p> <p>6.SP.B.5 Summarize numerical data sets in relation to their context. (MS-LS2-2)</p>

Middle School Engineering Design

Engineering design processes and projects are integrated in each of the science (physics, chemistry, and biology) modules, reflecting the intersections of the natural sciences and engineering, technology, and applications of science. This approach highlights modern-day applications of engineering and technology, and provides students exposure to and understanding of professions that integrate both these fields, e.g. chemical engineering, biological engineering, biotechnology, etc. These fields reflect the present and future of science practices, where technology increasingly plays a critical role in the growth of the sciences.

By the time students reach middle school they will have numerous experiences in engineering design. **The goal for middle school students is to define problems more precisely, to conduct a more thorough process of choosing the best solution, and to optimize the final design.**

Defining the problem with “precision” involves thinking more deeply than is expected in elementary school about the needs a problem is intended to address, or the goals a design is intended to reach. How will the end user decide whether or not the design is successful? Also at this level students are expected to consider not only the end user, but also the broader society and the environment. Every technological change is likely to have both intended and unintended

effects. It is up to the designer to try to anticipate the effects it may have, and to behave responsibly in developing a new or improved technology. These considerations may take the form of either criteria or constraints on possible solutions.

Developing possible solutions does not explicitly address generating design ideas since students were expected to develop the capability in elementary school. The focus in middle school is on a two stage process of evaluating the different ideas that have been proposed: by using a systematic method, such as a tradeoff matrix, to determine which solutions are most promising, and by testing different solutions, and then combining the best ideas into new solution that may be better than any of the preliminary ideas.

Improving designs at the middle school level involves an iterative process in which students test the best design, analyze the results, modify the design accordingly, and then re-test and modify the design again. Students may go through this cycle two, three, or more times in order to reach the optimal (best possible) result.

Connections with other science disciplines help students develop these capabilities in various contexts. For example, in the life sciences students apply their engineering design capabilities to evaluate plans for maintaining biodiversity and ecosystem services (MS-LS2-5). In the physical sciences students define and solve problems involving a number of core ideas in physical science, including: chemical processes that release or absorb energy (MS-PS1-6), Newton’s third law of motion (MS-PS2-1), and energy transfer (MS-PS3-3). In the Earth and space sciences students apply their engineering design capabilities to problems related the impacts of humans on Earth systems (MS-ESS3-3).

By the end of 8th grade students are expected to achieve all four performance expectations (MS-ETS1-1, MS-ETS1-2, MS-ETS1-3, and MS-ETS1-4) related to a single problem in order to understand the interrelated processes of engineering design. These include defining a problem by precisely specifying criteria and constraints for solutions as well as potential impacts on society and the natural environment, systematically evaluating alternative solutions, analyzing data from tests of different solutions and combining the best ideas into an improved solution, and developing a model and iteratively testing and improving it to reach an optimal solution. While the performance expectations shown in Middle School Engineering Design couple particular practices with specific disciplinary core ideas, instructional decisions should include use of many practices that lead to the performance expectations.

Performance expectations

MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.

MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

These expectations will have three components.

Science and Engineering Practices	<p><u>Asking Questions and Defining Problems</u> Asking questions and defining problems in grades 6–8 builds on grades K–5 experiences and progresses to specifying relationships between variables, and clarifying arguments and models.</p> <p>MS-ETS1-1. Define a design problem that can be solved through the development of an object, tool, process, or system and includes multiple criteria and constraints, including scientific knowledge that may limit possible solutions.</p> <p><u>Developing and Using Models</u> Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.</p> <p>MS-ETS1-4. Develop a model to generate data to test ideas about designed systems, including those representing inputs and outputs.</p> <p><u>Analyzing and Interpreting Data</u> Analyzing data in 6–8 builds on K–5 experiences and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.</p> <p>MS-ETS1-3. Analyze and interpret data to determine similarities and differences in findings.</p> <p><u>Engaging in Argument from Evidence</u> Engaging in argument from evidence in 6–8 builds on K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world.</p> <p>MS-ETS1-2. Evaluate competing design solutions based on jointly developed and agreed-upon design criteria.</p>
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<p>Disciplinary Core Ideas</p>	<p><u>ETS1.A: Defining and Delimiting Engineering Problems</u></p> <p>MS-ETS1-1. The more precisely a design task’s criteria and constraints can be defined, the more likely it is that the designed solution will be successful. Specification of constraints includes consideration of scientific principles and other relevant knowledge that are likely to limit possible solutions.</p> <p><u>ETS1.B: Developing Possible Solutions</u></p> <p>MS-ETS1-4. A solution needs to be tested, and then modified on the basis of the test results, in order to improve it.</p> <p>MS-ETS1-2, MS-ETS1-3. There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem.</p> <p>MS-ETS1-3. Sometimes parts of different solutions can be combined to create a solution that is better than any of its predecessors.</p> <p>MSETS1-4. Models of all kinds are important for testing solutions.</p> <p><u>ETS1.C: Optimizing the Design Solution</u></p> <p>MS-ETS1-3. Although one design may not perform the best across all tests, identifying the characteristics of the design that performed the best in each test can provide useful information for the redesign process—that is, some of those characteristics may be incorporated into the new design.</p> <p>MS-ETS1-4. The iterative process of testing the most promising solutions and modifying what is proposed on the basis of the test results leads to greater refinement and ultimately to an optimal solution.</p>
<p>Crosscutting Concepts</p>	<p><u>Influence of Science, Engineering, and Technology on Society and the Natural World</u></p> <p>MSETS1-1. All human activity draws on natural resources and has both short and long-term consequences, positive as well as negative, for the health of people and the natural environment.</p> <p>MS-ETS1-1. The uses of technologies and limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions.</p>



CERTIFICATION OF COMPLIANCE WITH APPLICABLE LAW

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

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

Title 5 of the California Code of Regulations, Section 11967 requires that a charter school petition that has been previously denied by a school district must be received by the county board of education not later than 180 calendar days after the denial. (5 CCR Section 11967(a).) In addition, 5 CCR Section 11967(b)(3) requires the charter petitioner to provide a "signed certification stating that petitioner(s) will comply with all applicable law" when submitting the denied petition to the county board of education.

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

Certification

By signing below, I certify as follows:

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

Name: Alexandra Zdravkovic, President
Spark Charter School Board of Directors

Signature:

A handwritten signature in black ink, appearing to be "AZ", written over a horizontal line.

Date: June 26, 2014

School Name: Spark Charter School



JULY 10, 2014

VIA: HAND DELIVERY

Mr. Leon Beauchman, Board of Education President
Mary Ann Dewan, Ph.D., Interim Superintendent of Schools
Santa Clara County Office of Education
1290 Ridder Park Drive
San Jose, CA 95131-2304

Re: Description of Changes to the Spark Charter Petition Necessary to Reflect the Santa Clara County Board of Education as the Authorizing Entity

Dear Board President Beauchman and Superintendent Dewan:

The Spark Charter School ("Charter School") charter petition was denied by the Sunnyvale School District ("District") on April 29, 2014.

The Charter School respectfully submits its charter petition to the Santa Clara County Board of Education ("County"). In accordance with the California Code of Regulations, Title 5, Section 11967(b)(4), we have listed below the relevant and appropriate changes to the charter petition that are necessary to reflect approval by the County:

1. Chartering Authority

Any text referring to the "Sunnyvale School District," "SSD," or the "District" as the chartering authority would be revised to read "Santa Clara County Board of Education," "Santa Clara County Office of Education," "SCCBE," or "SCCOE," where appropriate.

2. Petition Element A: Plan for Serving Students with Disabilities

The Charter School will work with the County and the County Special Education Director to determine a suitable arrangement for special education services, as a school of the County for special education purposes or, alternatively, as an LEA member of a SELPA. The charter and budget would be amended to reflect the applicable arrangement, as necessary.

3. Petition Element N: Dispute Resolution

The Charter School recognizes that it cannot bind the County to a dispute resolution procedure to which the County does not agree. The language included in the charter is intended as a starting point for a discussion of dispute resolution procedures. The Charter

School is willing to consider changes to the process outlined in the charter as required by the County.

* * *

We will make every effort to submit any supplemental documentation that the County may request in a timely manner.

Sincerely,



Alexandra Zdravkovic, President
Spark Charter School Board of Directors

	RESOLUTION	RESPONSE	SPARK'S POSITION
	Overarching Concern	There is a conflict between the timelines required under the Proposition 39 regulations for charter approval (March 15 th) and the April 1, 2014 date by which the District has provided for review and approval of the conditions described by the District's resolution. As such, Spark asks that the District waive the March 15 th Proposition 39 deadline to allow it time to submit its response to the District and seek an appeal should the District make the determination, as it has allowed itself the sole discretion to do under the Resolution, that the conditions have not been met.	
1	Educational Program		
1.a	The Petition shall clarify that Spark shall enroll students regardless of their physical and/or mental disability, without regard and reference to any qualifications for educational participation, including but not limited to whether the student will benefit from Spark's educational program or whether student's parents will attend orientation, sign a parent agreement, or otherwise participate in the operations of the school.	Agreed.	Spark readily agreed
1.b.1	The Petition shall reflect that its plan for supporting EL students with <i>adequate specificity</i> as to how Spark will measure English language development and an EL student's progress towards fluency after his or her initial identification as an English learner.	Petitioners sought clarification on this condition to ensure that they understood exactly what the District is seeking. The Petitioners do not want, nor expect the District to assist them in writing the Petition, but given the subjective language of the resolution giving the District absolute discretion in rejecting the language provided by the Petitioners, it is fair to seek clarification as to the District's expectations.	Spark readily agreed
1.b.2	The Petition shall reflect a plan for EL students, with adequate specificity, to ensure differentiated instruction and meaningful support for such students by properly credentialed and	Agreed in principle. Petitioners sought clarification on this condition to ensure that they understood exactly what the District is seeking. The Petitioners do not want, nor expect the District to assist them in writing the Petition, but given the subjective language	Spark agreed in principle, however District failed to provide clarification sought.

	RESOLUTION	RESPONSE	SPARK'S POSITION
	competent teachers.	of the resolution giving the District absolute discretion in rejecting the language provided by the Petitioners, it is fair to seek clarification as to the District's expectations.	
2	Measurable Pupil Outcomes/Methods of Assessment		
2.a.1	<p>The Petition shall describe clearly-defined and objectively measurable pupil outcomes... tied specifically to Spark's educational program and to the Common Core State Standards... to measure progress towards the attainment of the goals of the Spark program, including but not limited to outcomes centered on socio-emotional development and student physical fitness.</p> <p>Outcomes must address increases in pupil academic achievement both schoolwide and for all groups of pupils served by Spark, including but not limited to ethnic subgroups, socioeconomically disadvantaged pupils, English learners, students with disabilities, and foster youth.</p>	<p>The Petitioners will prepare curriculum maps for English Language Arts and Math that includes description of objectives by grade, subject and trimester, connected to Common Core standards, includes instructional materials and strategies, as well as assessment methods.</p> <p>Petitioners sought clarification on this condition to ensure that they understood exactly what the District is seeking. The Petitioners do not want, nor expect the District to assist them in writing the Petition, but given the subjective language of the resolution giving the District absolute discretion in rejecting the language provided by the Petitioners, it is fair to seek clarification as to the District's expectations.</p> <p><u>Question to District:</u> "Foster youth" is not a subgroup for which testing data is currently disaggregated. It is possible that it will be in the future, but unlikely that the School will ever have a numerically significant subgroup. Request further clarification.</p>	Spark readily agreed
3	Governance		
3.a.1	The Petition shall reflect no requirement or expectation for parents to sign or otherwise comply with a Parent Agreement, volunteer their time or services to the charter school, serve in any charter school related position, or attend meetings or trainings. The Petition shall reflect	Agreed. Petition currently does not use the word "requirement" and Spark does not intend to "require" participation.	<p>Readily accepted portions of condition, reluctantly agreed to others.</p> <p>Spark readily agreed to not "require" parent participation. Spark's</p>

	RESOLUTION	RESPONSE	SPARK'S POSITION
	that any volunteer service by parents may not be connected to nor construed as a <i>requirement</i> for admission, continued attendance, or discipline.		petition did not "require" participation, but it did encourage it.
3.a.2	The Petition shall reflect no requirement that parents speak to or contact the Executive Director or any other representative or employee of Spark should they find themselves unable or unwilling to volunteer	Agreed. We are fine with Petition reflecting no "requirement" that parents speak to or contact the Executive Director or any other representative or employee of Spark should they find themselves unable or unwilling to volunteer.	Readily accepted portions of condition, reluctantly agreed to others. Spark agreed that it would not <i>require</i> families to speak to Spark's Executive Director. However, we wanted to strongly encourage this. We revised the form to encourage families to speak to the Executive Director if they had <i>any</i> concerns about volunteering, whether it was the number of hours, the level of frequency, the timing during the day, or any other reason. If so, we wanted the opportunity to work with them to see if we could find an alternative way for them to participate in the community. We clearly stated, however, that "a parent and/or family's unwillingness and/or failure to participate in Spark or its educational program shall not serve as a basis for admission, denial of

	RESOLUTION	RESPONSE	SPARK'S POSITION
			admission, continued enrollment, or any form of discipline."
3.a.3	The Petition shall reflect that any volunteer service by parents may not cause or result in preferential admission to the charter school or other privileges.	Agreed , with the exception of a “founders” preference that would identify all families who volunteered at least two-hundred (200) hours by the public random drawing (lottery). There are currently only thirty (30) families who would qualify under this preference.	Spark readily agreed to this, with exception to founders
3.a.4	The Petition shall reflect that any provisions concerning parental participation comply with Spark’s obligation to provide free public education, ensure the prevention of any disparate impact arising out of such provisions,	Agreed.	Spark readily agreed
3.a.5	...and achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the District.	Agreed but with recognition of legal limitations which prevent racial and ethnic quotas or affirmative action of any kind. Spark is committed to diversity of its school and will do extensive outreach to seek to achieve that goal. As you are aware, no public school can legally guarantee its racial and ethnic balance, but Spark will ask applicants to voluntarily provide racial and ethnic information to allow Spark to track the success of its outreach methods prior to any lottery and to then alter its outreach plans as needed.	Spark readily agreed to this but with recognition of legal limitations which prevent racial and ethnic quotas or affirmative action of any kind.
3.b	The Petition shall reflect Spark’s plan to implement a parent survey as a means of encouraging parental involvement. The parent survey shall inquire about and incorporate key elements of the parent-school relationship, such as but not exclusive of parental support, child behaviors, parent engagement, school climate, and parent roles and responsibilities	Spark will develop and administer an annual parent survey.	Spark readily agreed
4	Employee Qualifications		

	RESOLUTION	RESPONSE	SPARK'S POSITION
4.a.1	Spark shall provide documentation demonstrating that all of its teachers possess EL certification.	Agreed. Spark will commit, in the charter, to providing documentation of compliance with applicable EL certification requirements for teachers. Of course, Spark will not have hired all of its teachers by April and thus documentation for the first year teachers will be provided by a date certain as established within the MOU.	Spark readily agreed
4.a.2.	The Petition shall reflect a requirement that Spark's teachers possess appropriate EL certification at the time of hire.	Agreed. See 4.a.2.	Spark readily agreed
5	Health and Safety		
5.a.	The Petition shall reflect that no student or parent volunteer will be required to pay for testing.	Agreed.	Spark readily agreed
6	Racial and Ethnic Balance		
6.a.1	The Petition shall provide accurate and up-to-date demographic information for the District, reflecting the student population residing within District boundaries.	Agreed.	Spark readily agreed
6.a.2	The Petition shall reflect the <i>requirement</i> that Spark achieve a racial and ethnic balance to reflect the demographics of the District as required by Education Code section 47605.	See response to 3.a.5.	Spark readily agreed to this but with recognition of legal limitations which prevent racial and ethnic quotas or affirmative action of any kind.
6.b	The Petition shall provide dates and locations of outreach and recruitment events, including but not limited to dates for community information nights, dates for media and communication submissions and airings, periods for leafleting, and	Spark will not have specific dates and locations listed in the charter as these will be adjusted for the specific year, venue availability, and success from prior year recruitment. Spark will include a list of methods of outreach, the frequency, and the type of venues. Spark will post details on its outreach and recruitment events on its website as they are scheduled.	Spark did not agree with district wording but provided its own suggested alternative. See "response" column

	RESOLUTION	RESPONSE	SPARK'S POSITION
	other events and/or programs identified in the Spark's		
7	Admission Requirements		
7.a.1	The Petition shall delete references to parent and/or family agreements or service, time, participation requirements for parents and/or or families.	Spark will not require parent or family participation, but will encourage parental participation.	Readily accepted portions of condition, reluctantly agreed to others. We did not delete the parent participation form, but modified it in accordance with 3.a.2 and included following statement: "a parent and/or family's unwillingness and/or failure to participate in Spark or its educational program shall not serve as a basis for admission, denial of admission, continued enrollment, or any form of discipline."
7.a.2	The Petition shall reflect that parent and/or family inability, unwillingness, and/or failure to volunteer or participate in Spark or its educational program shall not serve as a basis for admission, denial of admission, continued enrollment, or any form of discipline.	Agreed.	Spark readily agreed
7.b	The Petition shall reflect that parent attendance at a school information meeting and a school tour is voluntary and shall not serve as a condition to admission, continued attendance, or completion of the application process.	For the sake of the students as well as the district, we think it is essential that families get solid information about the school before electing to attend. If a family cannot attend the scheduled orientation and/or tour, we are willing to make one-on-one appointments.	Spark agreed to this reluctantly, for the reasons stated below. In response to Spark's expressed concern, the District's counsel

	RESOLUTION	RESPONSE	SPARK'S POSITION
			recommended to Spark's counsel that Spark simply hand out the application forms at the orientation sessions. When Spark did this, the District complained that this was a violation of the condition. Due to the volume of potential applicants who were attending the parent information sessions, Spark ultimately posted the applications on its website along with an audio recording of one of the early information sessions.
7.c	The Petition shall reflect no entitlement for preferential admissions treatment, including but not limited to the public random drawing, for extended family members of founding families.	Agreed. However, please see 3.a.3 regarding the “founders preference”.	Spark agreed with exception of founders
8	Suspension and Expulsion		
8.a	The Petition shall include the suspension and expulsion provisions in the charter and reflect that parent and/or family inability, unwillingness, and/or failure to volunteer or participate in Spark or its educational program shall not serve as a basis for student discipline, including but not limited to suspension and expulsion from the charter school.	Agreed. Will move from appendix into the main body of the charter.	Spark readily agreed

	RESOLUTION	RESPONSE	SPARK'S POSITION
9	Supplemental Information		
9.a.	The Petition shall reflect that Spark agrees, at its own expense, to hold harmless and indemnify the District from and against any and all claims, demands, actions, debts, judgments, damages, and liabilities, including attorney's fees, arising from or relating to any acts, errors, omissions, debts or obligations of Spark.	Agreed.	Spark readily agreed
9.b	The Petition shall identify the specific coverage limits and/or amounts for each insurance policy obtained that shall be adequate as compared to a school of similar size. The Petition shall require the District to be named as an additional named insured on each insurance policy obtained by Spark. Spark shall provide documentation of compliant insurance coverage.	Agreed.	Spark readily agreed
9.c	The Petition shall reflect that Spark shall execute the District's MOU Regarding Oversight and Operations; the MOU shall become part of the conditions, standards, and procedures set forth in the Charter; <i>the failure to meet the conditions set forth in the MOU shall constitute a material violation of the conditions, standards, and procedures set forth in the Charter; and the MOU serves as Spark's admission that the failure to meet the conditions of the MOU constitutes a material violation that</i>	Revocation is defined clearly in Education Code Section 47607 and does not include violation of an MOU unless that violation qualifies as one of the bases for revocation independent of its inclusion in the MOU.	Spark did not agree, see "response" column for reason

	RESOLUTION	RESPONSE	SPARK'S POSITION
	<i>has not been remedied within the meaning of Education Code section 47607(c) and therefore serves as sufficient grounds for revocation.</i>		
9.d	Spark shall execute the District's MOU Regarding Oversight and Operations.	Agreed. But, the MOU is a bilateral agreement and requires discussion and negotiation and agreement by both parties.	Spark agreed but insisted on bilateral agreement on the MOU
9.e	Spark shall provide documentation demonstrating enrollment of not less than 250 students.	Spark will not have enrolled any students before the District clears these conditions. Parents interested in Spark were called by District Principals alerting them that if they signed demonstrating interest in Spark, they would be disenrolled by their school of choice in the District, immediately. If Spark receives a commitment from the District that it will not require a parent to forfeit their space at their school of choice unless and until Spark is approved without conditions and has a facility and family has (provided written commitment to) enroll in Spark, then Spark will provide requested documentation. For the District to do otherwise, would be to punish parents for exercising their statutory right under Education Code Section 47605(d).	Spark did not agree. See Response column for reason
9.f	Spark shall establish a plan to provide free and reduced-price meals in conformity with state and federal law.	Agreed.	Spark agreed
9.g	Spark shall submit final copies of all appendices and exhibits referenced in and attached to the Petition by or before April 1, 2014, for District approval.	Agreed. This is assuming we can reach agreement on the items requiring clarification as described herein. Will the District agree to act within ten business days of Spark's submission?	Spark agreed except for items previously noted that could not be supplied by that date.
10.	Budget		
10a	The Petition shall eliminate any references affording Spark the authority to raise the student class size for any reason, including for the purpose of financing budgetary shortfalls, without prior approval from the District.	Spark will include a range of acceptable class size in the charter.	Spark did not agree but offered to include a classroom size range that roughly tracks that of the district's.
10.b.	Spark shall adjust its base rate projections used to calculate its General Purpose Entitlement to	Agreed. Spark seeks, as a public record, the District's estimate of revenue under LCFF. This is necessary for Spark's projections. Yes: Budget P 3, (General Purpose Block Grant + General Purpose Entitlement)	Spark readily agreed

	RESOLUTION	RESPONSE	SPARK'S POSITION
	establish an accurate projection reflective of such rates within Sunnyvale and similar Santa Clara County communities.		
10.c.	Spark shall adjust its budget to reflect ADA projections consistent with enrollment as of April 1, 2014, and make related adjustments to revenue and expenditures to ensure a 5 percent reserve.	Spark will adjust its budget to reflect ADA projections and make related adjustments to revenue and expenditures to ensure a 3-5% reserve.	Spark could not comply with this condition as it could not enroll students by April 1 due to conditional approval. However, it provided a very reasonable response: Spark adjusted its ADA projections to a level well below the number of applications it had received, hence a quite realistic projection, and adjusted its budget to ensure a 5% reserve.
10.d.	The Petition shall include requirements for compliance with LCFF including timely development of a compliant LCAP. Spark shall prepare and provide documentation demonstrating compliance with LCFF requirements, including its LCAP.	Agreed. Spark will update the petition to reflect Education Code Sections 47605(b)(5)(A)-(C) as amended by the adoption of the LCFF.	Spark readily agreed
10.e.	Spark shall provide documentation to support its revenue sources, including but not limited to donations, Spark's entitlement to reimbursement for Food Services Costs, state lottery income, start-up grant, and revolving loans and/or lines of credit and bring its budget in line with verified revenue sources	Agreed. However, Spark will not have documentation to support all donations as it will continuously fundraise.	Spark readily agreed. Food Services Costs had already been included in budget lines 8220 & 8520; State lottery income had already been included in line 8560; Start-up grant was already included in line 8298.

	RESOLUTION	RESPONSE	SPARK'S POSITION
10.f.1.	Spark shall adjust its budget to include line items reflecting debt service on revolving loan(s) and any lines of credit and remove undocumented sources of revenue including donations.	Spark believes it is acceptable and standard practice to include a conservative amount of donations. As a public record, please provide documentation of any budgeting of anticipated donations in the District-wide or site specific budgets, specifically Cumberland and Cherry Chase.	Spark did not remove "undocumented" donations from its budget. It noted in the budget narrative (Attachment 29) that the budget "only formally includes approximately \$45,000 per year in parent donations. Experience has shown other charters have raised some factors of this amount annually." Donations and grants represented about 1% of total revenues in each of the five planning years. Receivable sales in 2015/16 was included on cash flow sheet in petition attachments.
10.f.2.	The Petition shall include provision(s) requiring Spark to inform the District of plans to incur debt at least thirty (30) days in advance. Spark shall provide documentation regarding any debt incurred by Spark and the debt service associated with such debt.	Agreed. Spark seeks to agree upon a threshold amount for this requirement.	Spark readily agreed
10.h.	The budget shall be updated to reflect appropriate staffing levels necessary to implement Spark's educational program, including but not limited to appropriate numbers of foreign language teachers, English Learner teachers, special education instruction and/or services staff, and Curriculum Director.	Agreed. The budget will reflect staffing levels and the assumptions will describe those positions and the years in which those positions will be utilized.	Spark readily agreed

	RESOLUTION	RESPONSE	SPARK'S POSITION
10.i.	The Petition and budget shall clearly identify and describe employee benefits, including but not limited to such information as the health care plan cost per employee and the range of health care plans and costs from which employees may choose. The budget notes shall clearly describe the assumptions for the anticipated costs of employee salaries and benefits.	Agreed.	Spark readily agreed (Budget line 3400)
10.j	The Petition shall clearly identify and describe the textbooks and/or instructional materials to be used by Spark to educate its students and the budget shall be adjusted to reflect the costs of these textbooks and/or instructional materials. Spark shall provide supporting documentation identifying the costs associated with acquiring the books, supplies, and instructional materials necessary for its educational program.	Agreed.	Spark readily agreed (Budget line 4100)
10.k.1	Spark shall provide documentation supporting the budget's facilities assumptions, including the assumption that the pro-rata share will be \$4.00 per square foot and that 80 square feet per student will be allocated under Proposition 39.	Agreed.	Spark readily agreed. (EdTec answered in field notes)
10.k.2	K2 Spark shall develop alternative facilities arrangements for students not eligible for facilities under Proposition 39.	Agreed. Spark will seek to include payment for facilities for those students as part of the facilities use agreement. Please provide Spark with the District's proposed fees for such usage.	Spark readily agreed
10.l	Spark shall specifically describe and/or identify the "start-up" costs to be incurred in the initial year of operation.	Agreed.	Spark readily agreed (See "start up" column of budget)

	RESOLUTION	RESPONSE	SPARK'S POSITION
10.m	The budget shall reflect funds budgeted for Spark to comply with English Language Development and Section 504 of the Rehabilitation Act.	Agreed.	Spark readily agreed
10.n.1	The Petition shall provide and describe the criteria and process for the selection of contractors for administrative services.	Agreed.	Spark readily agreed
10.n.2	Spark shall provide documentation describing the specific services provided by the contractor selected and shall provide documentary evidence supporting its allocation of \$80,000 in the budget for such services.	Agreed. Spark will provide evidence of the costs of contractors known at this time and the specific services of each to support the allocation.	Spark readily agreed
	At Board Meeting		
1	Spark will commit to providing snacks for students.	Agreed.	Spark readily agreed
2	Spark will comply with Education Code Section 47605(b)(5)(A)(iii)	Agreed.	Spark readily agreed