



Communitas
Charter High School

Communitas Charter High School

Charter Petition

Revised by Santa Clara County Board of Education
4 April 2012

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Table 1. Location of Charter Elements

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Introduction

Communitas Charter High School is the vision of a diverse group of educators and parents who share a core belief in educating the whole child in developmentally appropriate ways. The creation of Communitas will offer a unique program not currently offered in the county's public schools, expanding to further locations within the next 4-6 years to serve a wider geographic spread.

In December 2009 this group began organizing and articulating its vision. A few themes emerged:

- A learning community that is collaborative, diverse, inclusive, and small
- Teaching higher-order thinking skills critical to success in the 21st century
- Student choice and involvement in curriculum design, assessment practices, and differentiation of instruction
- Emphasis on physical, social-emotional, and cognitive growth
- Global awareness and participation in the local community

A Steering Committee was formed, including teachers, administrators, charter school board members and parents. This group has decades of combined experience in education, business, and administration (see **Table 2. Founding Members and Areas of Expertise** (below) and **Attachment 1: Founders' Resumes**). The committee met regularly over the past year to define the philosophy, program, and governance structure of the new school. The group followed a consensus process of decision making and adopted this process for the future Board of Directors. Democratic and inclusive methods will permeate the culture of the school. A wide variety of sources provided support and specific guidance on aspects of the program. Several components are modeled on similar practices found at local schools, such as the Advisory structure at Summit Preparatory Charter in Redwood City, the Internship Program at MetWest in Oakland, and the Personal Creed Project at American High School in Fremont. These schools all share a track record of success, based on best practices in academics, governance, operations and financial management.

The founders chose the school name to reflect the concept of *communitas*, based on the work of the anthropologist Victor Turner, and described as a state of intense togetherness and belonging, outside normal social structures, in which new connections and boundaries may be explored.¹ The founding group has already begun to form a bond of this kind as they envision a school that will pass the experience on to generations of young people on the threshold of their adult lives.

¹ Edith Turner, "Rites of Communitas," Routledge Encyclopedia of Religious Rites, Rituals and Festivals (2004) 97-100.

Table 2. Founding Members and Areas of Expertise

Founder	Education and Experience	Areas of Expertise
Judith Barnes	Teacher: K and grades 3-8 in the Cupertino school district at McAuliffe and Nimitz schools; ESL, Reading and English at Canada College; Farm and Youth Advisor at UC Cooperative Extension; Masters in Science Curriculum Development, Cal State East Bay; All course work completed, except dissertation, for PhD in Education at UC Berkeley.	Teaching, Curriculum Development
Stephen Fiss	Strategic Advisor and Retired Superintendent / Executive Director, Discovery Charter School; Adjunct Professor, San Jose State University; Former Superintendent, Scotts Valley and Gridley Unified School Districts, classroom teacher and Special Day Class teacher; Masters Degree from San Jose State University.	Public School Administration, Education, Governance, Strategic Development, Teacher Development, Special Education
Jon Green	MD, Specialist in General Internal Medicine; Former Department Chair for Internal Medicine, Kaiser Permanente, Campbell, CA; Former Assistant Program Director, Internal Medicine Residency Program, Kaiser Permanente, Santa Clara; MD Stanford University, 1979	Medicine, Community Volunteer
Matt Hammer	Executive Director, People Acting In Community Together, Inc. (PACT); Co-Founder, San Jose Charter School Consortium; Co-Founder, ACE Public School Network; Co-Founder, Santa Clara County Children's Health Initiative; Organizer for Oakland Community Organizations, leading parent/community effort to create new small autonomous schools and charters schools in Oakland Unified School District, 1995-2000; Stanford Graduate School of Business, Executive Program in Nonprofit Leadership; Duke University, BA, Political Science, Magna Cum Laude.	Nonprofit management, public education policy, political organizing, parent engagement
Peeyush Jain	Deputy General Counsel, United Microelectronics Corporation; Former Of Counsel at Latham & Watkins; Former Associate at Wilson, Sonsini, Goodrich & Rosati; J.D., Stanford Law School; B.A. in Economics, University of Chicago.	Legal, Business Development
Dale Jones	Superintendent / Executive Director, Discovery Charter School; Past Principal of Nimitz Elementary and McAuliffe Schools in the Cupertino School District; Former Classroom Teacher and Special Day Class Teacher; Masters in Education Administration from Santa Clara University	Public School Administration, Teaching, Special Education, Teacher Development
Barbara Knaster	Past Discovery Charter School Board Vice President and current Board Director; Founder and President, Upstairs Company, technical consultants; Past Chairman of the Board of Trustees, Mulberry School;	Charter School Governance, Private School Governance, small business owner,

Founder	Education and Experience	Areas of Expertise
	Special Events and Public Relations, Apple Computer; Media Relations, Denver Nuggets; Drake University and University of Denver.	Public Relations
Maria Laughlin	Former Product Marketing Manager National Semiconductor; B.S. (Electrical Engineering), The University of Illinois at Urbana-Champaign.	Assessment, Budgets, Governance, School Volunteer, Parent representative
Matt Mazerik	7th Grade Teacher, Discovery Charter School; Leadership Team, Discovery Charter School; candidate (2011), Education Administrative Credential; Masters of Education, Bethany University; 5th Grade Teacher, Landmark Elementary	Teaching, WASC Accreditation, Education Administration,
Michelle (Shelly) McCarthy	Owner and Designer, Shelly's Sparkles; Former PTA Board member and chair of the Library Committee, Village School; Former Marketing Program Manager, Electronic Services Program Manager, Process Engineer, Warehouse Manager, and Manufacturing Engineer at Hewlett-Packard; B.S. in Mechanical Engineering, Stanford University.	Business Development, Facilities, School Volunteer, Marketing, Project Management, Parent representative
Aatish Mehmood	Manager at Cisco Systems; Diverse experience and background in technology companies, including AT&T and Motorola; Professional training and workshops in various somatic psychology modalities; MS in Electrical Engineering from Georgia Tech, Atlanta, GA.	Business Development/ Administration, Technology, Parent representative
Susan Miller	Owner, Miller Mentoring Services; Literature/Writing Mentor, Ocean Grove Independent Charter School; English Teacher, Academic Antics Homeschool Program; ESL teacher, FUHSD; Head Scholar Mentor and Teacher, Liber Community School; A.M. Education, Stanford University; B.A. English, San Jose State University; California Teaching Credential, Secondary English; Cross-cultural Language and Academic Certificate (CLAD) certificate.	Curriculum Development, Small business owner, Teaching, ESL, CLAD, Parent representative
Lisa Mingus	Office Manager, Production Robotics; Parent, Discovery Charter School; Office Manager, Community Psychotherapy Institute; Office Manager and Librarian, Taylor & Associates.	Office Management, School Volunteer, Librarian, Parent representative
Amy Manuel Mohsin	Founder, Indigo Parent Participation Program, Oak Grove School District; President, Indigo PTA; Special Education Teacher; BS, Special Education, Southern Illinois University; President, Student Council for Exceptional Children; Co-Creator, Illinois Independent Evaluators Registry.	Teaching, Special Education, Charter School Founding and Governance, Assessment, Curriculum and Professional Development, Parent representative

Founder	Education and Experience	Areas of Expertise
Daniel Paley	System Engineer; Director of System Engineering Tagent Corporation; Vice President Citizens to Protect Redwood City; Subject matter expert in RFID with experienced in international standards development; Four granted patents with 6 in process; BS in Computer Engineering from the University of the Pacific, Stockton, CA.	Community Activist, Computer Engineering, Technology, Business administration, Parent representative
Scott Pyne	Head of IT & Global Operations, ClearStreet Inc.; former Board Chair & President, Peninsula School, Ltd.; former Senior Director, Customer Advocacy, Sun Microsystems, Inc.; B.S. (Engineering), The Johns Hopkins University.	School Governance, School Finance and Budgeting, Information Technology, Parent representative
Denise Stuart	8th grade science, Math and History Teacher, Discovery Charter School; BSME from the University of Hartford; Single Subject Credential in Math from the University of Southern Maine, Multiple Subject Credential 2009; IISME (Industry Initiative for Science and Math Educators) Candidate 2011.	Teaching, Curriculum Development
Theodore Timpson, Lead Petitioner	Founder and President, Young Spirit Foundation; former classroom teacher, K-5; Cofounder, Achieve Tutoring; Brand Strategist and Marketing Coordinator, Tristream; BA from Harvard and MS in Education from Bank Street College, NY	Non-profit Governance and Finance, Curriculum Development, Teaching, Marketing
Julie Walukiewicz	Third generation native of South Bay Area; Librarian, Los Gatos Saratoga Observation Nursery School; Founder, Downtown Campbell Neighborhood Association; Secondary Science Credential: Biology/Chemistry, San Jose State University; former Circulation Supervisor, Los Altos Libraries; BA Anthropology/Psychology minor, UC Santa Cruz; Graduate coursework: Chemistry, San Jose State University; Candidate, Master's in Science Education, San Jose State University	Curriculum Development, Teaching, Community Organizer, Librarian, Personnel, Administration, WASC

Table 3. Communitas Advisors and Community Partners

Advisor / Community Partner	Area of Expertise
Dr. Martin Krovetz	Director LEAD Center, a regional center of the Coalition of Essential Schools
Gary Stebbins	Assistant Professor, Educational Leadership, San Jose State University
John Creger	Personal Creed Project, American High School, Fremont
Ann McCormick	Founder and former Chairman, The Learning Company
Megan Cowan	Executive Director of Programs, Mindful Schools, Oakland
Bidyut Bose	Executive Director, Niroga Institute, Berkeley
Gina Biegel, MA, LMFT, Adolescent Psychotherapist	Mindfulness as a coping mechanism for adolescent stress; Mindful Schools, Oakland

Advisor / Community Partner	Area of Expertise
Katy Korsmeyer, Ph.D.,	President, Bay Area Biotechnology Education Consortium
Robert Topf	Former principal, Indigo Program, and recipient of the Project Cornerstone Positive Cultural Identity Asset Champion Award
Discovery Charter School	Charter School Start up and Governance
EdTec	Financial budgeting and management, operations, charter school startup, governance, educational programming

A. Educational Philosophy and 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)

Mission

Communitas Charter High School will prepare a diverse student community for lives of integrity and wisdom by helping them develop deep conceptual knowledge, a global perspective, empathy for others, and the ability to make disciplined choices

Communitas Charter High School will

- Broaden and deepen complex thinking skills, as shown by performance assessments;
- Improve every student's proficiency in meeting academic standards with portfolios and formal evaluations;
- Develop and sustain student engagement in school, demonstrated in self-reporting, attendance, and graduation rates;
- Strengthen social-emotional growth, as shown by self-reporting and developmental assets; and
- Build practical life and learning skills through the performance of service-related tasks.

Educational Philosophy

Communitas aims to provide young people with a transformative educational experience, so that they come to know themselves deeply, to explore new frontiers with confidence, to possess empathy and wisdom, and to appreciate the numerous interconnections of our world.

Communitas follows the conviction that the best education will foster creative, intuitive, and relational thinking as well as cognitive, analytical knowledge and skills in students. It will also

- support both students and staff in becoming more aware of their own personal needs, learning strengths, and lifelong intentions;
- develop caring relationships by bringing together an educational family of students, teachers, staff, parents, and local friends;
- model leadership for social justice and ecological responsibility by teaching the connection between personal choice and global consequence;
- draw upon the wisdom accumulated over the entire human experience to support tolerance, understanding, and generosity toward people different from oneself; and
- help people work through the truly challenging questions of their lives.

Students To Be Served

Communitas will open in the fall of 2011 (or 2012 if the charter approval process is delayed) with 150 students in 9th and 10th grades and grow by 100 students each year as detailed in the table below. At full capacity, the school will serve 400 students, which on average is less than many high schools located in Santa Clara County and which allows for personalization and relationship building among teachers, students, and parents.

Table 4. Anticipated Student Enrollment by Year

	Year 1	Year 2	Year 3	Year 4
9th	100	100	100	100
10th	50	100	100	100
11th	0	50	100	100
12th	0	0	50	100

Santa Clara is made up of people from diverse cultures, nationalities and racial groups. Currently approximately 55% of the population is White, 31% Asian, 3% Black, 0.5% American Indian or Hawaiian Native, and about 10% of the population is of some other race or two or more races. The Hispanic or Latino population consists of 26% of the total population. In addition, in 2000, about 34% of the population in the County was born outside of the United States.² In 2009, 37.7% of County students participated in the free/reduced lunch program.³

The first location of Communitas will serve no more than 400 students in grades 9 - 12 who are generally representative of the diverse population of Santa Clara County by their ethnicity, culture, and educational background. The school will actively recruit among diverse ethnic communities (especially Hispanic/Latino) and serve a population of at least 25% free/reduced

² County of Santa Clara, "Demographics," *Santa Clara County Public Portal: About the County*, Web. 12 Dec 2010 <<http://www.sccgov.org/portal/site/scc/chlevel3>>.

³ KidsData.org, *Free/Reduced Cost School Meals: Selected Facts* (Palo Alto, CA: Lucile Packard Foundation for Children's Health, 2010), Web, 12 Dec 2010 <<http://www.kidsdata.org/data/topic/dashboard.aspx?cat=39>>.

lunch students. The student body is anticipated to be 15-20% English Language Learners and 15-20% Special Education. Far too many students are at risk of dropping out, fatigued, achieving below grade level, struggling with anxiety and depression, resorting to cheating, or traumatized by bullying. These obvious "stress points" suggest a much wider underlying disenchantment with education that often thwarts reform efforts. The educational program of Communitas is designed to address this root cause. It will provide a high school setting in which students will benefit from closer adult and peer relationships, a more personalized and student-driven program, and opportunities to connect academic study with community experiences.

Facilities

As an independent charter high school not affiliated with West Valley College, it is the intent of Communitas High School and West Valley College to enter into a long-term facilities use agreement to house Communitas High School, with the understanding that college facilities will be provided and used in accordance with the college's facilities use policy and the Education Code (see ***Attachment 2: Long-Term Facilities Plan***).

In Year 6, a second high school is being considered for the Milpitas area. The potential for positive impact will inform the decision regarding future locations. Communitas Charter High School will target areas in which a significant number of students are:

- Not achieving in traditional high school
- Not prepared for four year college success
- Requesting an alternative interdisciplinary educational program
- Experiencing significant gaps in performance between student subgroups

Countywide Need

At this time, Santa Clara County contains no high school option that provides a personalized, inquiry-based, collaborative, and integrative small-school environment serving a wide range of students. Providing such a school would put Santa Clara County in the forefront of educational innovation.

A countywide charter for Communitas will allow for greater flexibility of location, multiple locations and also lend itself to greater potential for recruitment in high-needs communities. Many county high school districts have been approached with the idea for Communitas without expressing strong support for the program.

Santa Clara County has for many years been a global center of technological innovation. Now it has the opportunity to position itself as the center of educational innovation. Communitas will be a model for 21st century educational practices for a county rich in ethnic, cultural, and religious diversity. Communitas Charter High School will actively recruit and serve that diverse population.

The vast majority of high school students in the county attend large, comprehensive schools organized into academic departments and offering a broad array of academic coursework at

different levels, so that students are grouped according to their previous academic achievement. The classes at these schools tend to be large, and one teacher may be required to serve as many as 175 students in a year.

The county's alternative options are largely focused on providing school for students who are unable to succeed in the comprehensive high school setting: continuation programs, community-based programs, community day schools, opportunity classes, and teenage parent programs. The only other existing options are career-technical courses within schools, independent study courses, middle college, and charter schools.

A limited number of small, more personalized charter high schools exist in the county, most of them serving the San Jose area: University Preparatory Academy, Leadership Public Schools, Downtown College Prep, and so on. These schools provide a standard academic curriculum through stronger personal connections with students.

Communitas Charter High School offers a unique program that is not currently available to students in the county. This program, aligned with the Essential Learning Outcomes of the American Association of Colleges and Universities, develops cross-disciplinary thinking through integrative study. It places learning and achievement directly in the context of student performance at real-life tasks. Together, Communitas' philosophy and pedagogy build the skills of understanding people across diverse identities, backgrounds, and languages, and provides students with solid practice in mindful awareness of their own emotions, behavior, and values.

How Learning Best Occurs

Learning best occurs through thoughtful, playful, sustained, and responsive interactions between a person and the environment. An effective school must provide physical care, emotional warmth and stability, and access to diverse intellectual experiences. Students thrive when they have nourishment, safety, and exercise, when they feel recognized and valued as participants in society, and when they have a rich array of opportunities to explore, to construct, to create a "scaffold of experience," to lay new knowledge over previous knowledge, and to take control of the learning process. When these requirements are met, the student is able to discover greater personal capacities and greater intrinsic motivation to learn.

Most ancient wisdom traditions perceive unity and compassion in the fundamental purpose of life. Human potential is achieved when individuals discover a sense of completeness and fulfillment and a kinship to life around them. Communitas envisions a school which values and studies the interconnectedness of all beings. No one can be left out; no one can be forgotten. Various traditions have expressed this idea in a tapestry of unique terms: *agape* - *caritas* - *ubuntu* - *brahman* - *jian ai* - *ishq*. Each of these terms refers to a particular ancient expression of the sense of *communitas*, a space wherein people are challenged to see past differences to a fundamental unity.

When students occupy such a space, their hearts and minds are open to new experience and prepared to make greater strides in understanding. Classrooms are able to accommodate

different learning styles. Fluent speakers are paired with those who are learning English. Students with special needs participate as much as possible in the curriculum. Everyone becomes responsible for the learning community.

To create this school culture, the integrated curriculum of *Communitas* uses direct instruction, artistic exploration, group projects, independent research, field study, interactive dialogue, reflective practice, and personal choice. The learning environment will consist mainly of classrooms, Internet-based tools, field research sites, and community service projects. The school expects students to be internally motivated, hold themselves to high standards, seek new experiences, learn from each other, work effectively in teams, and achieve emotional wellbeing. Standard curriculum areas weave together through an inquiry-based approach. The most successful students will combine a bold appreciation of their own unique perspective with the needs and realities of the community.

Essential Principles at Communitas Charter High School

Communitas shares the philosophical approach of the widely respected Coalition of Essential Schools, founded in 1984 to articulate principles of high-quality education and encourage "radical school restructuring" to achieve those principles. It includes hundreds of schools and more than two dozen affiliate centers nationwide, including San Jose's own LEAD Center, directed by Marty Krovetz.

Studies of CES schools have shown that they engage students, promote high college attendance, develop social-emotional skills and intellectual skills, and perform well on standard measures. Results included 9-26% better performance on standardized tests, 17% greater college attendance, and 10% higher behavioral and emotional engagement.⁴ Standard measures, however, are not adequate indicators of what schools should be doing. "A school that makes adequate yearly progress on standardized test scores while contributing to the frustration, apathy, loneliness, and alienation of many of its students cannot be considered a success."⁵

The ten principles of the Coalition, all practiced by *Communitas*, are

- Learning to use one's mind well
- Less is more, depth over coverage
- Goals apply to all students
- Personalization
- Student-as-worker, teacher-as-coach
- Demonstration of mastery

⁴ *Measuring Up: Demonstrating the Effectiveness of the Coalition of Essential School*, Coalition of Essential Schools, Web, 10 Dec 2010
<http://www.essentialschools.org/d/3/Measuring_Up_Report.pdf>.

⁵ Mara Benitez, Jill Davidson, and Laura Flaxman, *Small Schools, Big Ideas: The Essential Guide to Successful School Transformation* (San Francisco, CA: Jossey-Bass, 2009), 347.

- A tone of decency and trust
- Commitment to the entire school
- Resources dedicated to teaching and learning
- Democracy and equity

Three particular principles have deeply inspired the vision for *Communitas*:

1. Learning to use one's mind well

At *Communitas* using one's mind well means that students use all parts of their awareness to achieve understanding - body, intellect, feeling, conscience, and intuition. The intellect functions within a whole system and depends on the health of that system. Students need to feel safe, nourished, engaged, and well cared for before they can learn effectively. Physical energy, emotional balance, critical thinking, and moral inspiration all play important roles in achievement.

2. Less is more

The best educational experiences come through deep, sustained experience in a particular topic, with time for reflection and revision. A well-paced program should feel less like a *curriculum* (which comes from the Latin for "race course") and more like a *journey* (which comes from "a day's travel"). By placing less emphasis on quantity of information, a school can significantly raise standards for receiving and applying that information in meaningful ways. Students are more likely to internalize these strategies for learning a breadth of information in the future.

3. Personalization

Communitas is first and foremost a place where young people and adults come together to listen to one another. Such listening is always personal. It is also sometimes spontaneous, surprising, and difficult. The value of such experience is how it challenges false assumptions and transforms attitudes. Students learn far more effectively when they feel that their education matters directly to them.

4. Democracy and equity

Learning happens best in a place where the divisions of race, class, and culture do not create divisions of opportunity. This is not only a compassionate view of humanity, but a fundamental principle of *communitas*. All students will have their worlds broadened through exposure to different worldviews and different backgrounds. The promise of education to bring prosperity to a nation depends on access for all students. It is thus a basic goal of *Communitas* to achieve a student population that reflects diversity and equitable teaching strategies.

Several videos demonstrating Coalition Principles in action can be seen online at the following web addresses:

<http://www.essentialschools.org/principles/7>
<http://www.essentialschools.org/principles/2>
<http://www.essentialschools.org/principles/5>
<http://www.essentialschools.org/principles/4>

What It Means to be Educated in the 21st Century

The Communitas philosophy and approach is consistent with the Essential Learning Outcomes defined by a report of the American Association of Colleges and Universities. This report, released in 2007, "spells out the essential aims, learning outcomes, and guiding principles for a twenty-first-century college education."⁶ It recommends a revision not only in the way students learn in college but in the way they are *prepared* for college. The Essential Learning Outcomes "are closely calibrated with the challenges of a complex and volatile world."⁷ These outcomes are also aligned with the Common Core Standards recently adopted by the State of California. They describe the skills and knowledge an educated person will be expected to possess.

Table 5. Essential Learning Outcomes

<p><u>Knowledge of Human Cultures and the Physical and Natural World</u></p> <ul style="list-style-type: none"> • Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts <p>Focused by engagement with big questions, both contemporary and enduring</p>
<p><u>Intellectual and Practical Skills, including</u></p> <ul style="list-style-type: none"> • Inquiry and analysis • Critical and creative thinking • Written and oral communication • Quantitative literacy • Information literacy • Teamwork and problem solving <p>Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance</p>

⁶ *College Learning for the New Global Century*, National Leadership Council for Liberal Education and America's Promise (Washington, DC: Association of American Colleges and Universities, 2007) p. vii, 7 December 2010
 <http://www.aacu.org/leap/documents/GlobalCentury_final.pdf>.

⁷ *Ibid.*, p. 2.

<p><u>Personal and Social Responsibility, including</u></p> <ul style="list-style-type: none"> • Civic knowledge and engagement—local and global • Intercultural knowledge and competence • Ethical reasoning and action • Foundations and skills for lifelong learning <p>Anchored through active involvement with diverse communities and real-world challenges</p>
<p><u>Integrative Learning, including</u></p> <ul style="list-style-type: none"> • Synthesis and advanced accomplishment across general and specialized studies <p>Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems</p>

Goals for enabling pupils to become self-motivated, competent, lifelong learners

The mission and outcomes of Communitas have been matched to specific outcomes that will demonstrate the success of the school and its students. These outcomes are detailed here.

Table 6. Mission-Driven Outcomes

Mission component	Essential Outcomes	Specific Outcomes
Broaden and deepen complex thinking skills	Learning to use one's mind well Integrative Learning	Ongoing performance assessments show a steady growth in critical thinking standards, connections across disciplines and contexts, and depth of reasoning and analysis.
Improve academic proficiency	Less is more Knowledge of Human Cultures and the Natural World Intellectual and Practical Skills	Portfolios and formal evaluations demonstrate progress each year in meeting and exceeding California state standards and Dimensions of Learning standards ⁸ of content awareness and skill mastery.
Raise and sustain student engagement	Personalization Personal and Social Responsibility Involvement with diverse communities and real-world challenges Democracy and Equity	Self-reported survey instruments reveal a thriving, supported, and forward-looking student community. Attendance and graduation rates are in excess of 95%. Student community reflects ethnic diversity of the county.

⁸ See Performance Standards in Section B. Measurable Student Outcomes.

Strengthen social-emotional growth	Personalization Learning to use one's mind well Democracy and Equity	Self-reported survey instruments indicate that students have strong resilience and ability to manage emotional challenges. Developmental asset surveys indicate adequate support for all students to succeed in school and beyond.
Build practical life and learning skills	Personalization Personal and Social Responsibility	Students engage in service-related tasks and develop practical skills with a lifelong value.

Curriculum and Instructional Design

Communitas will meet California Department of Education curriculum standards (including the national Common Core standards recently adopted by California) through a personalized, integrated, practical approach to curriculum, with ample opportunities for differentiated instruction. Instructional approaches will combine teacher-designed experiences across disciplines, the development of skills needed for thinking and learning such as writing, and students' own interests, ideas, and questions.

The inquiry-based, practical approach allows teachers more opportunity to adapt curriculum to diverse populations. As described later, teachers will receive professional development in meeting the needs of English Language Learners and Special Education students. The collaborative, mutually respectful culture at the heart of Communitas will support the achievement of all students. (For further description on diverse learners, see "Plan for Academically Low-Achieving Students," "Plan for Serving English Learners," and "Plan for Special Education" below.)

The curriculum at Communitas is organized into four major domains:

- Advisory
- Skill development (Mathematics, World Languages)
- Integrative Studies (Science, History / Social Studies, English, the Arts)
- The Wisdom Project

The sample daily schedule included in *Attachment 7: Sample Weekly Schedules* outlines the timing allocating to these areas. The first three domains appear at specific times in the daily schedule. The fourth (The Wisdom Project) is a thematic combination of study and experience that is woven throughout the other areas.

Instructional Strategies

The instructional approach of Communitas is primarily integrative, inquiry based, reflective, and service oriented. What follows are descriptions of each strategy and its alignment with the philosophy and needs of the student population.

1. *Integrative curriculum* follows a model of relating content to a central question of broad significance.⁹ Students are then required to pursue research in a variety of disciplines, participate in service projects, and reflect from personal experience. The content of a course does not fall within the boundaries of one discipline, and a single course is not likely to contain all the elements of a traditional non-integrated course (such as US History). In designing these courses, the core teachers will meet daily (while students are in their math and language classes) and work closely together across their specialties to ensure that the content standards of each discipline are met over four years (see **Attachment 6: Content Standards for Integrative Studies**). The Communitas approach to academic content is specifically targeted to the school goals of sustaining student engagement in school, broadening and deepening complex thinking skills, and improving every student's academic proficiency.

2. *Digital portfolio software* allows students and teachers to share ideas, reflect, collaborate, analyze, align, and adjust the curriculum instantaneously, providing accountability in an educational environment of student choice, flexibility, and integration. A program such as Richer Picture allows students to track and store assignments, including multimedia files, eventually choosing their best work to be presented in exhibitions. The program gives online access so that students, teachers, and parents can access it from any computer. Assignments may be mapped to particular state standards and UC "a-g" requirements. It eventually serves as a highly information tool for the college admissions process.

3. *Inquiry-based learning* allows students to acquire skills and information through problem solving and exploration. Students and teachers pose questions or problems related to the challenges facing their immediate or extended society, and then use the tools of inquiry developed by various fields to develop answers. This approach allows students to have a more personalized and engaging experience of school while developing their complex thinking skills. Research collected by the Buck Institute for Education shows that this kind of approach increases academic achievement by state standards across core disciplines, increases teacher retention, raises students' ability to integrate and explain concepts, and is especially effective with low-achieving students.¹⁰

4. *Community service and autobiographical reflection* will supplement classroom studies. Students will be asked to articulate how various academic topics influence their own life experience, through scientific invention, human biology, cultural history, or other channels. In

⁹ Edward T. Clark, *Designing & Implementing an Integrated Curriculum: A Student-Centered Approach* (Brandon, VT: Holistic Education Press, 2002).

¹⁰ "Does PBL Work?" Buck Institute for Education, Web, 12 Dec 2010
<http://www.bie.org/about/does_pbl_work/>.

a scientific study of disease, for example, students may describe their own personal experiences of illness in order to understand the profound human impact of what can otherwise seem like disconnected laboratory data. They join or design service projects that address the problematic issues involved in what they study, such as providing companionship in a hospital or offering aid to people with chronic illness. By connecting their academic learning to their personal experience and the practical needs of their society, students build life learning skills, strengthen their social-emotional growth, and take a more active interest in their studies.

5. *Exhibition* will play an important role in the entire curriculum. Students will be expected to present their research findings, writings, and other works on a regular basis in all areas of the program, on both formal and informal levels, within the school and sometimes in public events. Every student will end the 11th grade year with a culminating portfolio exhibition before a panel of school staff (see *Portfolios*, page 73) and Senior Seminar will also conclude with an exhibition of work. The exhibition is seen both as a reinforcement of learning for the presenter and as a valuable learning opportunity for the audience. It is provided as a way to raise student engagement, improve academic proficiency, strengthen social-emotional growth, and enhance life learning skills.

Advisory

The culture of a school, sometimes described as the "hidden curriculum," provides students with basic information about what their learning community values. This culture can value a sense of identity and belonging, or it can value competitiveness and isolation. The emotional stress born of peer pressure, ostracism, and bullying can have debilitating effects on the academic outcomes of school because of the well-researched neurological dynamic between emotional states and higher reasoning functioning.

The Coalition of Essential Schools recommends Advisory as a part of the culture-building necessary for a positive school community. Students meet regularly in a small group with an adult advisor facilitating. This practice is quickly becoming a common attribute of CES network schools, as well as many other schools.

Advisories are a check-in time, a place to learn how to connect with others, a place for integration of one's school self into the rest of one's life, a place for school business and decisions, a place to celebrate and plan some fun, a place to integrate family into school life, a place to have hard conversations about what is happening in school and in life.¹¹

By placing this kind of communication and interaction at the beginning of every school day, *Communitas* shows its deep commitment to the total well being of each student and to making sure that every student is known well by at least one adult.

¹¹ Mara Benitez, Jill Davidson, and Laura Flaxman, *Small Schools, Big Ideas: The Essential Guide to Successful School Transformation* (San Francisco, CA: Jossey-Bass, 2009).

At Communitas, Advisory is a small group of students who meet for an hour at the beginning of each day. The group remains together, with the same advisor, for four years. The goal of the advisory program is to form a community in which every young person has at least one caring adult who knows what is happening in the student's life. Advisors help their students create a safe emotional space in which they can share authentic ideas and questions, seek help and resources, and develop lifelong learning skills.

The topics of advisory are both personal and academic in nature. Issues such as health, economics, social justice, philosophy, and human development will be addressed during the advisory period. These topics will often connect with academic work (a study of the effects of certain stimulants or foods, or research on cultural origins, for example). Students will engage in a process of selecting topics of real personal interest to them, researching those topics, and presenting their findings to the group. They will develop strategies for working individually and in groups, setting goals, evaluating and revising their work, and making effective presentations. The academic plans developed in advisory will serve as ongoing guidance, communication, and support for any student not making adequate progress.

Skill Development

Certain areas of the curriculum require a level of skill practice that is hard to achieve purely through an integrated program. These areas—Mathematics, World Languages, and Writing—are addressed in dedicated classes, during which the other teachers can collaborate and plan. For English Language Learners, this time can be more fully focused on the mastery of English, with a particular focus on writing development.

Mathematics

Communitas will use the Interactive Math Program (IMP), an inquiry-based problem-solving program that satisfies the Common Core State Standards for Mathematics. IMP uses a four-year sequence of games, challenges, and group activities to replace the traditional Algebra I – Pre-Calculus sequence. The program has been thoroughly tested nationally, and research shows that students of IMP tend to outperform students of traditional math curricula across a variety of measures, including students' perception of the value of math as a discipline.¹²

Interactive Math was designed in response to calls for a math curriculum that places higher value on problem-solving and communication. While it includes the standard elements of a typical math program – computation, logical reasoning, algebraic equations, complex problem solving - it also includes important topics that usually garner less attention in high school math texts, such as probability, statistical reasoning, and discrete mathematics. Another hallmark of the program is its ability to serve a heterogeneous grouping of students. Low-achieving and high-achieving students, as well as English Language Learners benefit from the problem-based approach because of the rich opportunities for extending knowledge through exploration.

¹² *Research Supporting the Interactive Math Program* (Key Curriculum Press, 2004), Web, 12 Dec 2010 <<http://www.mathimp.org/downloads/IMPWhitePaper.pdf>>.

While IMP does not include the topics of a Calculus course, it is structured in such a way that advanced students can seamlessly transition to Calculus in their fourth year. Students have also been known to complete the 4th year of IMP as well as an AP Calculus course. IMP students tend to outperform their non-IMP peers on AP exams.¹³

IMP has already received course approval from the UC "a-g" system for requirement "c". See *Attachment 3: Interactive Mathematics Program* for a full description including course samples.

Mathematics topics will also appear during Integrative Studies when appropriate applications are found with other content. For example, population growth studies will require students to study and apply the properties of exponential functions.

World Languages

The study of non-native languages at Communitas offers students exposure to cultures other than their own and facilitates the development of a global perspective. It provides a direct pathway into other modes of thought and experience and introduces students to new vocabularies, different forms of expression, and different cultural perspectives on the world in which we live. At a more fundamental level, the study of a second and third language provides students the tools to help them understand how languages work, and this knowledge will have an impact both on their understanding of English and other languages they may choose to study. As the language courses are sequentially based upon skill level, students may begin a study of a language at different levels depending on their skills.

All of the language classes at Communitas share a common goal: the achievement of linguistic proficiency after three years, accompanied by the acquisition of tools for the further exploration of a culture—history, texts, visual arts, and cultural practices. In keeping with the state performance standards, the goals for language learning are aligned with the key terms: communication, culture, connections, comparisons and communities. When applied to the study of world languages (Mandarin and Spanish), the goal of linguistic proficiency encompasses oral and written proficiency, and the students acquire the tools to help them communicate and “live in” a language and more fully experience another living culture.

Communitas will provide language instruction in Spanish (initially) and Mandarin (when the capacity exists) for four years. Language instruction will be differentiated as much as possible for varying levels of experience while keeping students of the same year together. Students may choose to opt out of formal language study in their fourth year, particularly if their Senior Seminar components include world language experience. See *Attachment 4: World Languages* for more details of the language program.

The World Languages program will treat English Language Learners differently, giving them opportunities to enhance their English skills while extending their experience with their native language when possible (particularly for Spanish- or Mandarin-speaking students).

¹³ Ibid.

Writing Workshop

This class gives students an opportunity to focus entirely on the writing process to develop and enhance skills necessary for them to succeed in most other academic work. Typically students will use assignments and projects from Integrative Studies as material to discuss and practice various aspects of writing: grammar, syntax structure, paragraph organization, flow of ideas, tone, style, reader awareness, etc. Peer editing and review will play an important role in the process, as well as teacher guidance. Periodically the teacher will assemble small groups of students to focus on particular skills.

For students facing steeper challenges with writing (such as English Language Learners) the workshop will provide a much-needed space for language development using strategies that build on individual capabilities (such as recitation, visual diagramming, or partner interviewing). For other students the workshop will be designed around a studio environment where they can take risks in their own written words and explore writing more as an expressive craft rather than a required skill for graduation.

Integrative Studies

The third major domain of the schedule consists of interdisciplinary coursework that is woven together around general themes of study and essential questions.

The academic content of the Communitas curriculum will meet and exceed the "a-g requirements" of the University of California system. Courses will follow the content standards of the California State Board of Education and prepare students at an Advanced Placement level for the intellectual demands of a four-year university.

Courses will be planned by teachers and often guided by student interest using a process of identifying essential questions, attaching these questions to particular content areas, and defining assessments and activities that will weave this content together in a meaningful and memorable way. A proposed curriculum for grades 9 - 12 is further described below as an illustration of how Integrative Studies meets state content standards.

Coursework will include a minimum of

- Laboratory Science (3 years) - Chemistry, Physics, Biology
- Mathematics (4 years) - Algebra, Geometry, Algebra 2 / Trigonometry, Pre-Calculus
- English Literature and Composition (4 years)
- History (3 years) - US and World: Economic, Political, Cultural
- Visual and Performing Arts (2 years) - Appreciation and practice
- World Language, Culture, Philosophy, and Religion (4 years)
- Physical Education and Human Development (3 years) - Health, family, career

The potential of an integrated curriculum is eloquently described in the following research:

The Humanitas program, an interdisciplinary, thematic, team-based approach to high school humanities in Los Angeles (Aschbacher 1991) has been compared to 16 other schools which are more traditional in their approach. Performance-based assessments; surveys of teachers, students, and administrators; classroom observations; teacher and student interviews; analysis of assignments and examinations; analysis of portfolios; records of student attendance; records of discipline incidents; and records of college-oriented behavior and standardized tests were all considered in this research, making it one of the most thorough explorations of curriculum integration.

The findings show that the Humanitas program has a statistically significant effect on writing and content knowledge, even after students have been enrolled for only one year. The largest gains were shown in conceptual understanding. The control groups of students made no gains in conceptual understanding during the same timeframe.

Students in the Humanitas program stay in school longer, work harder (by objective measures and their own report), and like school better. The expectations are higher in this interdisciplinary program, and the students are involved in more complex discussions that require them to make connections between content areas and the real world. These same expectations hold true for the students' written work, as students may be asked to write an essay that includes a discussion of the beliefs of more than one culture and the way those beliefs are influenced by cultural factors and values. The students include perspectives from art history, literature, and social institutions and make links to their own lives.¹⁴

An integrative curriculum is effective at building long-term understanding, synthesizing knowledge, promoting cooperative activity, and increasing motivation.¹⁵

At Communitas, the 100 students of each grade will move as a cohort with a specific group of 4-6 teachers and advisors representing different academic specialties. These teachers and advisors will be responsible for overseeing the cumulative work of these students over four years and determining whether they can fulfill the graduation requirements of the school (see p. 67). Because of their extended relationship with a smaller number of students, the teachers will be better able to identify particular academic and personal needs of each student and adjust course content to meet those needs. The learning setting will be primarily classroom-based, with extensive opportunities for independent study and off-campus experience through service learning projects, internships, and the Senior Seminar (see the Wisdom Project, below).

¹⁴ K. Lake, *Integrated Curriculum* (Portland, OR: Northwest Regional Educational Laboratory, 1994).

¹⁵ Edutopia, "Why Should Schools Embrace Integrated Studies? It Fosters a Way of Learning that Mimics Real Life" (2008), Web, 6 Dec 2010 <<http://www.edutopia.org/integrated-studies-introduction>>.

Integrative Studies is organized into four year-long themes, such as

- Year One: Origins
- Year Two: Change
- Year Three: Sustainability
- Year Four: Purpose

Each theme is divided into a series of units based on an organizing subtheme, such as Origins of the Universe, Origins of Life, and Origins of Wealth. The subthemes become unifying ideas for study in Science, Social Studies, English, the Arts, and (to some extent) Mathematics. The core integrative team of teachers meets daily during language and math classes to plan specific assignments, schedules, and curricula for this program, guided by the interests and questions of the students.

For example, the study of Origins of Life may include topics such as cell biology, genetics, the invention of the lens, the rise of scientific societies, the historical context of Louis Pasteur, historical and social issues around the value of life, slavery and civil rights, attitudes toward women and children, readings of *The Andromeda Strain* and *To Kill a Mockingbird*, and Renaissance art and photography as depictions of human life. See ***Attachment 5: The Integrative Studies Curriculum*** for a full description of Integrative Studies over four years.

The initial group of 10th grade students will follow the same integrative topics as the 9th grade and then gradually diverge as necessary to meet requirements in their junior and senior years at the school. This arrangement will allow all students to experience the introductory coursework which familiarizes them with the expectations of an inquiry-based program. It will also permit teachers to work more collaboratively in the demanding early life of the school.

The work of Integrative Studies will be documented in student portfolios (described further in C. Methods of Assessment).

The Wisdom Project

The fourth domain of study at Communitas is designed to respond to several important, unanswered needs in the lives of high school students. The highly academic focus that most schools adopt is well intentioned but can easily overlook the deeper, more personal issues that adolescents typically face. Many studies highlight a lack of college-focused academic achievement in schools. The 30% national dropout rate and the corresponding shortage of employees in highly skilled sectors make this problem all too clear. These facts are alarming, but they fail to address the underlying causes of student disengagement.

A strong focus on academics does not necessarily lead to higher levels of student engagement and connection. As one high-achieving Santa Clara County student remarks,

[Schools are] thinking of little ideas [for change] because you can't just make a big leap in one day, but I feel like there's this whole underlying fundamental problem where they're just looking at education in the wrong perspective. You can fix little things, but kids are still going to do what society is telling them they need to do, unless you go all the way back down to the root, and that's huge, and it's discouraging.¹⁶

What this student describes is not a lack of *academic* preparation. It is a need for personal connection—an appeal to what matters for each individual. Students are hungry for real-world experience, for issues that have direct meaning in their own lives, and for skills in managing the many stresses and emotional struggles they face on a daily basis.

Students in schools suffer from alarming levels of depression, stress, and disengagement. In 2007, 14.5% of high school students seriously considered attempting suicide in the previous 12 months. 11.3% of high school students made a plan about how they would attempt suicide, and 6.9% of students attempted suicide one or more times.¹⁷ In a national survey, students were asked to use 3 words to describe how they felt in school. The word most often used by students was “bored” followed by “tired”.¹⁸ Before they even reach high school, 70% of Bay Area parents report that their 9- to 13-year-old children experience moderate to high levels of stress, mostly from schoolwork and homework.¹⁹ Fifty percent of Bay Area teens report headaches, difficulty sleeping, and exhaustion due to stress over the past month. A staggering

¹⁶ Interview with 10th grader at a high-performing public high school in Santa Clara County, conducted by Theodore Timpson, 19 November 2009.

¹⁷ D.K. Eaton, et al., “Youth risk behavior surveillance: United States, 2007,” *MMWR Surveillance Summaries*, 57, 6 June 2008, 1-131.

¹⁸ L. Lyons, “Most teens associate school with boredom, fatigue,” *The Gallup Youth Survey* (January 22-March 9, 2004). Web. 24 June 2009 <<http://www.gallup.com/poll/11893/Most-Teens-Associate-School-Boredom-Fatigue.aspx>>.

¹⁹ *New poll highlights parents' views on physical, emotional health of children*, Lucile Packard Foundation for Children's Health (2005) Web. 10 Dec 2010. <KidsData.org>.

95% of 11/12th graders admitted that they cheated at least once during high school.²⁰

What kind of approach to education will change the lives of these young people? The Coalition of Essential Schools advocates for "Personalization" as one of its ten fundamental principles of an essential education. The strategies that follow from this principle include:²¹

- Getting to know students and building strong relationships
- Incorporating relevant and culturally responsive teaching and learning
- Differentiating instruction to meet the diverse academic needs of students
- Creating effective inclusion models
- Providing to English Language Learners appropriate language acquisition strategies

In *High Schools on a Human Scale*, Thomas Toch documents a number of small high school programs that work to support students in academic success through personally meaningful and relevant curricula.²² These programs include all of the aforementioned attributes: (1) real-world experience, (2) meaningful issues, and (3) practical life skills.

The Wisdom Project of Communitas provides these elements in a way that meshes seamlessly with the daily life of the school. There is no scheduled block of time for the Wisdom Project because the teachers and advisors incorporate it directly into each day's journey with students. The program gives students an opportunity to "have conversations about things that don't come up otherwise."

This broad, experiential program is designed to help students understand different worldviews and begin to articulate their own. Its purpose is expressed by the educational writer Parker Palmer: "To know the truth is to enter with our whole persons into relations of mutuality with the entire creation—relations in which we not only know, but allow ourselves to be known."²³ This wisdom-centered learning is based on a relationship with the world; it is born from what people experience, what they know, and what they do.

The Wisdom Project evolves for each student over the course of four years and consists of several components:

²⁰ Mollie K. Galloway, Jerusha O. Conner, and Denise Pope, "Stanford Survey of Adolescent School Experiences," presented at Challenge Success May Conference, Stanford, CA., 2009.

²¹ Mara Benitez, Jill Davidson, and Laura Flaxman, *Small Schools, Big Ideas: The Essential Guide to Successful School Transformation* (San Francisco, CA: Jossey-Bass, 2009).

²² Thomas Toch, *High Schools on a Human Scale* (Boston, MA: Beacon Press, 2003).

²³ Parker J. Palmer, *To Know as We Are Known: Education as a Spiritual Journey* (San Francisco: Harper, 1993), 54.

- the practice of mindful awareness,
- exploration of a different culture,
- development of a personal creed,
- service learning,
- life skills development,
- internships with community businesses and organizations,
- a study of ancient and modern wisdom traditions, and
- a final senior project.

These components (detailed below) gain particular emphasis at certain grade levels, but also evolve over time and continue to be emphasized throughout the high school experience.

Mindfulness Practice (9th grade)²⁴

Communitas engages in regular practice of secular meditative exercises designed to awaken greater concentration, attentiveness, sensory awareness, emotional intelligence, self-control, and peace of mind. Adolescents today struggle in a variety of domains: academically, cognitively and psychologically. For example, 75% of 12th grade public school students are not doing math at grade level and 60% are not reading at grade level.²⁵ Every second in America a public school student is suspended and every eleven seconds a high school student drops out of school.²⁶ It has been found that 1 in 5 young people are suffering from a mental health problem and that only 50% of these teenagers actually receive mental health services for these problems.^{27 28} Additionally diagnosed depression and anxiety have combined prevalence rates ranging from 9-15% among adolescents.²⁹

Mindfulness is used in many Oakland public schools as a way to teach children to pay attention to their experiences. The secular practice has been defined and used in psychology and medicine for over the past 30 years. Mindfulness can be described as “the awareness that emerges through paying attention on purpose, in the present moment, and non-judgmentally to the unfolding of experience moment to moment.”³⁰ In essence, mindfulness is about paying attention to the present as it happens, reducing focus on the past or future.

²⁴ Source: Gina Biegel, MA, LMFT; all rights reserved.

²⁵ Children’s Defense Fund, *State of America’s Children 2008 Report* (Washington, D.C., 2008), Web, 12 Dec 2010. <<http://www.childrensdefense.org/child-research-data-publications/data/state-of-americas-children-2008-report.html>>.

²⁶ Ibid.

²⁷ S.E. Hyman, “Mood disorders in children and adolescents: An NIMH perspective,” *Biological Psychiatry* 49 (2001): 962–969.

²⁸ NIH/National Institute of Mental Health, “National survey tracks rates of common mental disorders among American youth,” *Science Daily* (14 Dec 2009), Web, 13 Sep 2010 <<http://www.sciencedaily.com/releases/2009/12/091214075223.htm>>.

²⁹ S.E. Hyman, “Mood disorders in children and adolescents: An NIMH perspective,” *Biological Psychiatry* 49 (2001): 962–969.

³⁰ J. Kabat-Zinn, “Mindfulness-based interventions in context: Past, present and future,” *Clinical Psychology: Science and Practice*, 10 (2003): 144-156.

Evidenced-based research has demonstrated mindfulness to be effective for a multitude of physical and mental health difficulties for adults and has more recently come under study and inquiry for youth given the struggles adolescents are currently encountering.³¹ Some difficulties that have been noted among adolescents include, but are not limited to, poor impulse control, stress appraisals, emotion-regulation skills, meta-cognition, feeling out of control, and inability to attend and focus.³² Statistically significant research has shown that mindfulness-based curricula for youth have been shown to assist with the aforementioned areas that are difficult for adolescents.³³ Over 80 schools in the U.S. have begun to incorporate meditation-type exercises into their educational curriculum in order to improve students'

³¹ J.M. Greeson, "Mindfulness research update: 2008," *Complementary Health Practice Review* 14 (2009): 10-18. R.A. Baer, "Mindfulness training as a clinical intervention: A conceptual and empirical review," *Clinical Psychology: Science and Practice* 10 (2003): 125-143. P. Grossman, et al., "Mindfulness-based Stress Reduction and Health Benefits: A Meta-analysis," *Journal of Psychosomatic Research* 57.1 (2004): 35-43.

³² James J. Gross, *Handbook of Emotion Regulation* (New York: Guilford, 2007). Richard S. Lazarus and Susan Folkman, *Stress, Appraisal, and Coping* (New York: Springer Publishing Company, Inc., 1984). M.T. Greenberg, "Promoting Resilience in Children and Youth: Preventive Interventions and Their Interface with Neuroscience," *Annals of the New York Academy of Sciences* 1094.1 (2006): 139-50. M. Welsh, "Association between Formal Operational Thought and Executive Function as Measured by the Tower of Hanoi-Revised," *Learning and Individual Differences* 15.3 (2005): 177-88. S. Gathercole, et al, "Attentional and Executive Function Behaviours in Children with Poor Working Memory," *Learning and Individual Differences* 18.2 (2008): 214-23. Brandon J. Schmeichel, "Attention Control, Memory Updating, and Emotion Regulation Temporarily Reduce the Capacity for Executive Control," *Journal of Experimental Psychology: General* 136.2 (2007): 241-55.

³³ G. M. Biegel, et al., "Mindfulness-based stress reduction for the treatment of adolescent psychiatric outpatients: A randomized clinical trial," *Journal of Clinical and Consulting Psychology* 77 (2009): 855-866. K.W. Brown, A.M. West, T.M. Loverich, and G.M. Biegel, "Assessing adolescent mindfulness: Validation of an adapted mindful attention awareness scale in adolescent normative and psychiatric populations," *Psychological Assessment (In Press)*. P.C. Broderick and S. Metz, "Learning to BREATHE: A pilot trial of a mindfulness curriculum for adolescents." *Advances in School Mental Health Promotion* 2 (2009): 35-46. E. Sibinga et al., "Mindfulness-Based Stress Reduction for HIV-Infected Youth: A Pilot Study." *EXPLORE: The Journal of Science and Healing* 4.1 (2008): 36-37. J. Beauchemin, T.L. Hutchins, and F. Patterson, "Mindfulness Meditation May Lessen Anxiety, Promote Social Skills, and Improve Academic Performance Among Adolescents With Learning Disabilities," *Complementary Health Practice Review* 13.1 (2008): 34-45. L. Zylowska, et al., "Mindfulness Meditation Training in Adults and Adolescents With ADHD: A Feasibility Study," *Journal of Attention Disorders* 11.6 (2007): 737-46.

attention, self-regulation and emotional well being.³⁴ Throughout the U.S. such programs offer a wide range of techniques including: attention training practices, mindfulness-based stress reduction, meditation, and yoga.

Adapted mindfulness-based curriculum in school can be applied during structured and set times, formally, or informally throughout small segments before, during and after the school day. A school-based systems approach is recommended—one that offers mindfulness training to all students, school staff, administration, and teachers. A multi-layered approach to training can potentially increase the beneficial effects of mindfulness-training, as mentioned above, as well as, foster a sustainable learning environment. Mindfulness curriculum is based on practices that bear developmentally appropriate training in three core mindfulness elements: *intention, attention, and attitude*.³⁵

Students will receive weekly in-class training in formal practices such as guided sitting meditation, walking meditation, body stretching and relaxation, and mindful eating. They will also learn shorter practices that can be adapted to normal activity, like taking ten breaths, exploring the five senses, and mindful test taking. These practices are designed to enhance an ongoing awareness of moment-to-moment experience, leading to a greater state of self-reflection.

Sample Class Outline

(Note either in an 8-week, 2-hours per week, or 16-weeks, 1-hour per week, taught during Advisory)

Class 1 – Examining Stress and an Introduction to Mindfulness

Class 2 – Foundations of Mindfulness

Class 3 – Working with What Is: Developing Practice and Present Moment Awareness

Class 4 – Cultivating Self-Care and Awareness of Positive Experience

Class 5 – Working with Thoughts and Unpleasant Events

Class 6 – Coping Strategies, Letting Go, and Forgiveness

Class 7 – Building Mindful Resilience

Class 8 – Review and Intentions for the Future

³⁴ A. Jha, *Contemplation and Education: Scientific Research Issues Relevant to School Based Contemplative Programs* (Garrison, NY: Garrison Institute, 2005).

³⁵ S.L. Shapiro, L.E. Carlson, J.A. Astin, and B. Freedman, “Mechanisms of Mindfulness.” *Journal of Clinical Psychology*, 62 (2006): 373-386.

World Culture (9th grade)

Communitas is committed to giving students direct experience in global citizenship, beyond merely learning another language. The World Cultures program aims to help students develop empathy for those who are different, appreciation for the diversity of their community, and a sense of their own cultural inheritance. The program will have components that take place in Advisory, World Languages, and Integrative Studies.

The Essential Learning Outcomes specify "knowledge of human cultures," "civic knowledge and engagement," and "intercultural knowledge and competence" as core goals for education. These skills will come more extensively through direct, interpersonal, immersive experiences with people of different cultural origins. Fortunately for students in the Bay Area, they do not need to travel outside their own county to have a wide variety of encounters other cultures. The student body itself will become a rich source of opportunities to learn about difference.

Phase one - Exploration

The first-year theme "Origins" is a natural beginning for this process as students inquire what culture is and how it originates. They will explore the origins of the people now living in the Santa Clara Valley and familiarize themselves with local cultural resources. They will form questions that can serve as a focus for research, such as "How do different cultures view marriage?" or "What different cultures are represented in my own neighborhood?"

Phase one will allow students to experience diversity and form fundamental ideas about the nature and depth of cultural differences in the world. The activities may include any of the following:

- reading literature written by and about the culture of a local community
- hearing the stories of a given population
- exploring on-line information about various ethnic populations
- mapping where various groups came from and where they currently reside in larger numbers
- creating timelines of departure from homelands, arrival and development
- studying the reasons a group may have for leaving their homeland
- documenting the impact of immigration on family beliefs, choices and practices
- researching local leaders and professionals within the populations—in politics, education, business and other fields
- contacting, interviewing and writing about a leader
- contacting professors and professionals who seek to spread understanding about specific communities
- inviting community leaders to classes
- recording the stories of a local community that reflect both the diversity of experience and the connections inherent in the human experience
- attending or volunteering at local festivals
- exploring other ways the community helps its own members while educating the

- larger population about their culture/ethnicity
- making field trips into different communities
- making a community quilt that reflects the diversity of the Santa Clara Valley

Phase two - Immersion

After these experiences with diversity, students will choose a particular focus culture different from their own. They will seek outside opportunities to interact with that culture, attending events, forming acquaintances, and visiting people's homes. When the program is fully implemented, students will spend a week in the home of a host family, performing service, sharing meals, and learning some of their language, if other than English.

Through writing, discussion, and other response, students will share their growing insights about the culture they are exploring with the school community. Communitas will also seek travel opportunities for students, in groups or individually, with service learning organizations like Habitat for Humanity and Education Without Borders. In this way cultural exploration leads naturally to the service learning curriculum of the second year.

Ideas for student exploration might include any of the following:

- study the impact of people(s) on local history
- explore the impact of ethnicity and language (How is life different with language? Are there advantages and disadvantages in language? Are there common obstacles faced? What ways does bilingualism impact the speaker and his/her community?)
- identify the current contributions and needs of a given community
- document the issues and challenges faced by a given community
- interview people of many stations and document the "found" stories using storycorps.org, digital storytelling, photography, etc.
- study how ethnic communities are served
- locate the charities—public and private—that serve a given population or an ethnic community
- contact, volunteer, work to fill needs
- serve the community by helping prior to, or at events
- translate stories

Personal Creed Project (10th grade)

Students at Communitas will complete the Personal Creed Project, a powerful educational experience designed by John Creger and recognized as a recipient of the James Moffett Memorial Award for Teacher Research by the National Council of Teachers of English and the National Writing Project. This curriculum leads students through a process in which they

- engage in sustained purposeful reflection about their past influences and inspirations,
- articulate who they are and what they stand for, and
- imagine the person they want to become in the next 10 years and the influence they want to have on the world.

The Personal Creed Project is divided into four units. Unit 1 (*Influences and Inspirations*) requires students to reflect deeply on the people, circumstances, and events that have shaped their lives so far. In each lesson, students are asked to respond to a weekly Creed inquiry, such as “What general or background circumstances have influenced or inspired you?” Students first brainstorm 5-10 answers, which might include the places they have lived, their family living situation, the personality they were born with, their parents’ values, or their cultural heritage. The students then choose 3-5 of their answers, including a least one negative and one positive influence, and write a reflective paragraph (at least) on each. The next week’s inquiry builds on the previous week’s reflections. Over the course of the unit, the students are encouraged to reread their reflections, add to them as appropriate, and share them with a small discussion group. If they are not yet comfortable sharing their personal reflections, they are asked to talk about their experience with the process itself. By the end of the first unit, the students will have identified a “short list” of the most significant influences in their lives and articulated what values are represented by each of these forces.

Unit 2 (*Most and Least Admired Influences*) begins by asking students “Which one of your influences do you value (or admire) most? Which one do you least admire or value for the influence he, she or it has had on you?” Students write a reflective essay about these two influences, citing examples of how and when each has influenced them, and then explaining why. The essay also includes a description of what each student considers to be important traits in a role model. This unit then asks the student to focus inward, by contemplating what their choice of most and least admired influences implies about their own values.

This process leads students into Unit 3 (*What I Stand For: My Personal Creed*) in which they write a preliminary statement of their own individual personal creed, defined as “the vision of life or values you hold at this point in highest regard.”³⁶

Unit 4 (*Critique: Imaginative and Analytical*) guides students through a series of creative writing and analytical writing exercises in which they examine what they have said they stand

³⁶ Creger, John. *The Personal Creed Project and a New Vision of Learning: Teaching the Universe of Meaning In and Beyond the Classroom*. (Portsmouth, NH: Heinemann, 2004), 119.

for. The end result of this unit is a revised personal creed statement, which the students present in a format of their choosing, such as a poster, collage, video, poem, PowerPoint presentation, or in the form of a reflective essay, to be summarized aloud in class. To connect their personal values to the community at large, students are encouraged to find an organization that aligns with their values as described in their personal creed, and create a service learning or internship opportunity.

Student reflections on past Personal Creed Project experiences describe the bridging of cultural and individual divides and the transformation of the classroom atmosphere to one of respect, risk-taking, an increased level of trust, and a sense of relief for students at the reality of being able to open up and be themselves. The Creed experience results in an increased sense of connectedness to others and a greater awareness of equality as students realize, by revealing themselves and listening to others, that they are not so different after all.³⁷ The personal learning that is honored by this curriculum gives every student an equal chance to succeed, something that often has a profound affect on the confidence and motivation of ELL or low-achieving students.

³⁷ *Ibid.*, 12-18.

Service Learning (10th grade)

Service-learning is a teaching methodology that connects academic instruction with service activities and critical reflective thinking to address real issues in the community. It asks students to think critically about how academic study can be applied to real problems in broader social, political, economic, and environmental contexts. The projects developed by students and mentors in partnership with community agencies will enhance students' problem-solving and collaborative skills while increasing a sense of self-efficacy.

Community service should be thought of as a two-way street. A better term might be “community opportunity,” because this term accurately reflects the notion that community service provides opportunities for all participants, whether the beneficiary of the service, the provider of the service, or some third party, and thus it provides opportunities for the community as a whole.³⁸

The connection between service and learning can be illustrated as follows: Picking up trash by a riverbank is an example of service. Studying water samples under a microscope is an example of learning. Collecting and analyzing water samples and the local pollution control agency then using the findings to clean up a river is an example of service learning.

Effective service learning is a reciprocal process benefiting or changing the perspectives of both student service providers and service recipients (the community). The National Youth Leadership Council points out that service learning is a cyclical, transformative process. Research shows that service learning positively impacts students, schools and communities. Youth who participate in high-quality community-based service-learning demonstrate these benefits.³⁹

- Access to the range of supports and opportunities (developmental assets)
- Increased sense of self-efficacy
- Higher academic achievement and interest
- Better problem-solving, teamwork, and planning skills
- Improved civic engagement attitudes, skills and behaviors

A strong service learning program will incorporate student leadership (the “youth voice”) and community partnerships, connect specific learning objectives of the curriculum to genuine community needs, and require students to think critically and reflectively about the wider significance of the project.

The key activity stages of service learning include (1) Preparation, (2) Action, (3) Reflection and evaluation, and (4) Celebration and recognition. Types of service projects include direct

³⁸ Shepard, David as quoted in "Quotes on Service." Washington University in St. Louis, <<http://www.communityservice.wustl.edu/quotes/>>.

³⁹ Eugene C. Roehlkepartain, *Benefits of Community-Based Service-Learning*, Search Institute (Dec 2007), Web, 10 Dec 2010 <http://www.servicelearning.org/instant_info/fact_sheets/cb_facts/benefits_cbosl/>.

interaction with people in need, indirect action in support of a group, and public advocacy about a particular issue.

In the Communitas service learning program students (in groups or individually) work with their advisors to identify and describe a need they perceive in their community or in the world. Through a process of inquiry, research, and reflection, they find a personally meaningful way to take action in response. Students are supported through the process of planning, obtaining resources, and making contacts in the community, but this project is an early example of the independent work required of Communitas students.

Human Life (11th grade)

Education at Communitas provides the opportunity to develop a healthy and balanced approach to life. Students learn skills related to healthy human development, in areas such as relationships, parenting, professional careers, financial management, physical health and diet, media awareness, and happiness. Physical education will be included through activities such as advisory study, weekly classes, wilderness trips, physical challenge days, personal regimes, outside classes, and team sports.

While education is often seen as preparation for a public career, at Communitas it is also viewed as the chance to develop a healthy and balanced approach to life. A successful career is hardly worth much without the attitudes, habits, and skills needed to enjoy it. How can we best maintain our bodies? How should we acquire, save, and spend money? What creates a happy relationship? What qualities will help us attract friendship and support?

These questions are addressed through both personal experience and objective research. The curriculum is exploratory in nature, following the events in students' lives and in the community. Students are invited to examine and develop their own personal choices, and to support each other in making healthy, conscious choices.

Some aspects of the physical education curriculum will be met as a component of this program. Students will examine the role of physical activity in their own health and the health of society. They will develop their own fitness and diet regimes in response to what they learn about physiological needs, health care, and economics. They will also gain an introduction to the many avenues of physical activity available to them.

Major topics investigated include

- human development
- physical health and diet
- social communication and relationships
- media and advertising
- financial management
- career paths
- marriage and family
- lifestyle choices

- research on happiness and fulfillment

Community Internships (11th grade)

An internship will be an important component of a student's junior year at Communitas. Under the guidance of a mentor from the community, and using the Learning Through Internship (LTI) curriculum developed by Big Picture Learning (and implemented at schools like MetWest in Oakland), the student will develop and complete a meaningful project that benefits both the student and the mentor's organization. In addition to traditional internship objectives (exploring career options, gaining insight into a real work environment, improving interpersonal and organizational skills, and improving self-confidence), this internship program will provide the student with an opportunity to explore the connections between work and learning, and to consider how personal interests and goals translate into career options.

Selecting the "right" internship will be very important, and will require research and reflection on the part of the student, as well as input from others, such as peers, family, teachers and advisors.

...the most powerful learning experiences come from the combination of (1) hands on work that is related to a student's passion and that is useful to his/her community, (2) the development of a relationship with an adult s/he can trust academically, professionally, and personally and (3) work that is relevant to the student and is rooted in his/her interest(s). This is not an easy combination and the identification and creation of such experiences is not just a random process, but is one that is structured and supported in as many useful ways as possible so that the student gets as much out of it as possible.⁴⁰

Thus, as with other components of the Wisdom Project, the students will be encouraged to think deeply about what ideas, questions, or subjects interest them. The student may wish to build on the previous year's service learning experiences, the Personal Creed Project explorations, or follow a new interest. In any case, the student's interest will guide the internship process.

Potential internship organizations will be recruited by the school ahead of time, and additional partners will be identified by the student (with guidance from the advisor and/or internship coordinator) during the research phase. Suitable partner sites will have an expert in the student's area of interest who is willing to supervise and mentor the student, complete an orientation process provided by the school, and submit to (and pass) a background and reference check. Before committing to an internship, the student will conduct informational interviews and shadow days with potential mentors.

The benefits to a mentor's organization include: completion of a useful project or background research (at no cost); adding someone to their team who has enthusiasm and a fresh perspective; grooming potential employees; exposure of their organization to the larger

⁴⁰ Learning Through Interest Coordinator Guide, Big Picture Learning, no date, 3.

community; and the personal satisfaction of mentoring a teenager. Possible internship projects include: writing a multilingual brochure for the client; creating an informational video for a site; or conducting background research or community outreach for an organization.

Finally, the LTI is not simply about the product that is created or the service that is rendered. On a deeper level, it is about teenagers learning to become mature, thoughtful adults. The LTI creates the forum for adults and teenagers to get to know each other, to develop close relationships, and to learn from each other. Clearly, it is important that schools intentionally create nurturing communities and connect students with role models and mentors.⁴¹

Specific steps will be taken to develop strong and lasting relationships with community mentors and their organizations, including an internship orientation process for all mentors, regular check-in meetings or phone calls between the advisor or internship coordinator and the mentor, exit meetings and assessments with mentors, invitations to student exhibitions, and mentor “thank you” celebrations. The Big Picture LTI Curriculum provides guidance for all stages of an internship, based on over 10 years of experience with community internships.

Wisdom Traditions (12th grade)

The goal of studying wisdom traditions is to help each student understand the continuity of the human experience in the face of mystery. Students will gain awareness of how some ancient traditions have addressed the basic existential questions of life. Who are we, and why are we here? What should we do with the awareness and power given to us? *Communitas* strives for cultural and religious diversity, in an active commitment to include points of view different from one's own. Many religious traditions, ancient indigenous ways of life, and secular philosophies have brought unique and wise teachings to the human community. The course offers a selection of writings, ceremonies, stories, music, and art, and its focus is on the subjective experience of a practitioner.

This study is meant to be comprehensive in its themes, but not in its content. Students are expected to gain a certain level of literacy about the traditions within their own community, and a deep experience in a tradition that is not their own. The course takes place as a series of in-depth seminars throughout the year, with assignments for students to carry out in small groups or independently (with the oversight of advisors). These assignments include readings and blog discussions, journal writing, interviews in the community, collecting personal stories, and organizing school performances and rituals. The seminars will include guest speakers, discussions, role-playing, and visits to local centers.

Each student will choose two focus wisdom traditions: one with a personal affinity and one with no personal affinity. Through the process of exploring both of these traditions simultaneously, students will make discoveries about the commonalities and intertwining

⁴¹ *Ibid.*, 4.

roots of wisdom in different forms. For those students who already adhere to a particular tradition, this course becomes an opportunity to deepen their own commitment as well as gain a more mature perspective on that tradition in a broad cultural context.

Themes:

- Year 1 - Origins and Nature
- Year 2 - Change and Celebration
- Year 3 - Sustainability and Death
- Year 4 - Purpose and Attainment

Possible texts:

- The World's Religions*, Huston Smith
- The Spirit Catches You and You Fall Down*, Anne Fadiman
- Black Elk Speaks*, Richard Neihardt
- Modern Spiritual Masters series
- When Religion Becomes Evil*, Charles Kimball
- The Philosophy of Humanism*, Corliss Lamont
- What Do You Believe*, Sarah Feinbloom (film documentary)

Senior Seminar (12th grade)

The Senior Seminar provides a culminating in-depth experience for students in their final year. Following a model like the "Walkabout" proposed by Maurice Gibbons, it involves a year-long integrative research and performance project in a particular area identified by the student. Academic research is woven into a real-life personal challenge, no longer mere practice. These experiences act simultaneously as a rite of passage and a demonstration of mastery.

As Gibbons writes,

The walkabout model... should be experiential and the experience should be real rather than simulated; not knowledge about aerodynamics and aircraft, not passing the link-trainer test, but the experience of solo flight in which the mastery of relevant abstract knowledge and skills is manifest in the performance. Second, it should be a challenge which extends the capacities of the student as fully as possible, urging him to consider every limitation he perceives in himself as a barrier to be broken through; not a goal which is easily accessible, such as playing an instrument he already plays competently, but a risky goal which calls for a major extension of his talent, such as earning a chair in the junior symphony or a gig at a reputable discotheque. Third, it should be a challenge the student chooses for himself. As Margaret Mead has often pointed out in "Growing Up in Samoa", for instance the major challenge for young people in our society is making decisions. In primitive societies there are few choices; in technological societies like ours there is a

bewildering array of alternatives in life-style, work, politics, possessions, recreation, dress, relationships, environment, and so on. Success in our lives depends on the ability to make appropriate choices. Yet, in most schools, students make few decisions of any importance and receive no training in decision making or in the implementation and reassessment cycle which constitutes the basic growth pattern. Too often, graduation cuts them loose to muddle through for themselves. In this walkabout model, teachers and parents may help, but in the Rogerian style -- by facilitating the student's decision making, not by making the decisions for him. The test of the walkabout, and of life, is not what he can do under a teacher's direction, but what the teacher has enabled him to decide and to do on his own.⁴²

Students begin preparing for Senior Seminar in their 10th grade year, when the program is introduced formally to them and they begin to formulate possible projects. The choices they make in Service Learning and Internships often become helpful preparation for some components of the Seminar. As the senior year approaches and students finish their culminating portfolio exhibitions, the focus of advisory groups turn naturally to identifying and planning these complex projects. At the end of the project in the spring, students present their work in a final exhibition before a panel of evaluators and open to the public.

Senior Seminar contains the following components:

Adventure: a challenge to the student's daring, endurance, and skill in an unfamiliar environment.

Creativity: a challenge to explore, cultivate, and express his own imagination in some aesthetically pleasing form.

Service: a challenge to identify a human need for assistance and provide it; to express caring without expectation of reward.

Practical Skill: a challenge to explore a utilitarian activity, to learn the knowledge and skills necessary to work in that field, and to produce something of use.

Logical Inquiry: a challenge to explore one's curiosity, to formulate a question or problem of personal importance, and to pursue an answer or solution systematically and, wherever appropriate, by investigation.

Listed here are some sample responses to each component:

Adventure

- a two-week solo on the high river living off the land, parachute drops, rock climbing expeditions
- mapping underground caves

⁴² Maurice Gibbons, "Walkabout: Searching for the Right Passage from Childhood and School" (Personal Power Press: 2008), Web, 10 Dec 2010 <<http://www.selfdirectedlearning.com/walkabout.html>>.

- an exchange with a Russian student
- solo airplane and glider flights
- a month-long expedition on the Pacific Crest trail
- some forms of self-exploratory, meditative, or spiritual adventures

Creativity

- fashion shows of the students' own creations
- plays written and directed by the author
- a Japanese garden featuring a number of home-cultivated bonsai trees
- rugs made of home-dyed fibers
- a car-body design and paint job
- a display of blown glass creatures

Service

- volunteer work with the old, ill, infirm, and mentally disabled
- a series of closed-circuit television hookups enabling children immobilized in the hospital to communicate with each other
- a sports program for the handicapped
- construction of playgrounds
- hiking trails and landscaped parks
- a hot-meals-on-wheels program for pensioners

Practical Skill

- demonstrations of finely honed secretarial skills
- ocean-floor plant studies
- stock market trend analyses and estimates
- boats designed and built for sale
- small farms or sections of farms developed and managed
- a six-inch telescope with hand ground lenses and a display of photographs taken through it
- a collection of movie reviews written for the local suburban newspaper

Logical Inquiry

- How does a starfish bring about the regeneration of a lost arm?
- What does one experience when meditating that he doesn't experience just sitting with his eyes closed?
- What is the most effective technique in teaching a dog obedience?
- How do you navigate in space?
- Does faith-healing work, and if so, how?
- What is insanity -- where is the line that separates it from sanity?
- What natural means can I use to protect my crops most effectively from disease and insects?

WASC and IB Accreditation

The school will begin the process of Western Association of Schools and Colleges (WASC) accreditation in the first year of operation and take steps to ensure that the school will meet the 20 WASC criteria for approval (governance, qualified staff, curriculum, etc).

Communitas will also seek accreditation through the International Baccalaureate (IB) Middle Years Program within the first five years of operation. The Middle Years Program places emphasis on "its commitment to students' interdisciplinary learning—that is, their ability to make meaningful connections across subjects in order to understand, and act in, the world."⁴³ This program is well-suited to the integrative approach at the heart of Communitas.

High School Transferability of Credits

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

Students who enter or leave Communitas in their second or third years will receive special guidance on satisfying traditional course requirements to facilitate their transition to or from another school. Curriculum mapping software will allow Communitas staff to produce detailed transcripts describing exactly what state content standards have been taught to each student in order to best facilitate the student's entry into another school.

Students who enter Communitas after the beginning of the freshman year will have an initial evaluation meeting in order for the student, staff, and parents to all understand what content the student has already been taught and how curriculum may be adjusted for the student. These students will not repeat the same material in the same way at Communitas but may explore the same topics in greater depth or choose to explore a different related topic. (For example, a student of the second year study of Technological Changes may elect to study cell biology and radiation in place of nuclear fission. A student who has already studied *Romeo and Juliet* or World War I could be offered a parallel Shakespeare play or historical conflict to study.) The first class of incoming sophomores will make these kinds of choices as they move through the curriculum together with the first class of incoming freshmen. Sophomores who have more content knowledge will be able to contribute to class questions and understandings

⁴³ Verónica Boix-Mansilla, *MYP Guide to Interdisciplinary Teaching and Learning* (Cardiff, Wales, UK: International Baccalaureate Organization, 2010).

and will themselves have opportunities to deepen what they know or to explore other questions.

A transcript and explanation will be provided to families and other schools showing full or partial credit given for completed coursework. Transfer students will be supported with textbooks, teacher guidance, and exams in the effort to "round out" their credits through independent study or guided to summer programs if necessary. Students who transfer out of the school will have the option of transcripts (with or without grades attached) that show what credits the student has earned.

Weekly Schedule

Rationale

The school day starts at 9am and ends at 4:30pm. This later start time than typical high schools is in response to research on the healthy sleep patterns of teenagers, which shows that they tend to fall asleep later, that they often do not get enough sleep, and that a lack of sleep leads to lower academic outcomes.⁴⁴ The schedule also favors the use of longer blocks of time to permit more sustained focus in a class and fewer daily interruptions.⁴⁵ Other schools that have used similar schedules to positive effect include the Big Picture Schools (such as MetWest in Oakland) and Deborah Meier's well-known Central Park East Secondary School. Communitas will comply with the requirements set forth in Education Code 47612.5 and will be 180 days long, which exceeds the minimum number of required days (175) The instructional minutes in this schedule total 61,200, exceeding the required number of instructional minutes by the state (54,000) as well as typical instructional minutes in local public high schools. This number includes some additional time provided for an extended day, which offers students the opportunity to improve their skills with peer and teacher support.

⁴⁴ *Adolescent Sleep Needs and Patterns: Research Report and Resource Guide* (Washington, DC: National Sleep Foundation, 2000), Web, 11 Dec 2010.
<<http://www.sleepfoundation.org/article/hot-topics/adolescent-sleep-needs-and-patterns>>.

⁴⁵ National Education Commission on Time and Learning, *Prisoners Of Time* (Washington, DC: 1994), Web, 12 Dec 2010.

<<http://www2.ed.gov/pubs/PrisonersOfTime/index.html>>.

Integrative Studies Schedule

The teachers will organize integrated studies by a variety of formats, some of which are suggested here (see ***Attachment 7: Sample Weekly Schedules***). Some of these formats follow department boundaries; others follow the demands of particular activities. Teachers collaborate to plan learning across different disciplines in order to satisfy curriculum standards and UC requirements.

Instructional Calendar

See ***Attachment 8: Proposed Academic Calendar 2011-2012***.

Plan for Academically Low-Achieving Students

The Communitas plan to address the needs of students who struggle academically is based on the connection between *academic achievement* and *school culture and relationships*.

Communitas is committed to the belief that all students can improve their mastery of skills through dedication, initiative, guidance, and access to resources. Advisory is the core practice that best serves the needs of low performing students. Research shows that mentoring has a substantial effect on healthy development and school achievement.^{46 47} The advisor, who is often also a core teacher or administrator, has daily contact with the student and can respond immediately to problems that arise. This advisor is expected to remain with the student for the entire four years of high school, and each advisor is responsible for no more than twenty students. For students who are struggling to meet the academic demands of school, the advisor works with student, family, and other teachers to identify areas of weakness and construct a plan for improvement.

Another practice designed to serve all students well is keeping students with a core academic team for four years, thereby building a collegial learning community that is highly responsive to the individual needs of each student. The Integrative Studies program provides constant opportunities for connecting personal experience with school topics. A struggling student can thus build greater interest in the subject and a teacher can gain useful knowledge about the student's background, feelings, and associations. This personalization of the learning process

⁴⁶ Susan M. Jekielek, Kristin A. Moore, Elizabeth C. Hair, and Harriet J. Scarupa, "Mentoring: A Promising Strategy for Youth Development," *Child Trends Research Brief* (February 2002), Web, 12 Dec 2010
<<http://www.childtrends.org/Files/MentoringBrief2002.pdf>>.

⁴⁷ David L. DuBois, and Naida Silverthorn, "Natural Mentoring Relationships and Adolescent Health: Evidence From a National Study," *American Journal of Public Health* 95 (3), March 2005, Web, 12 Dec 2010
<http://www.mentoring.org/downloads/mentoring_393.pdf>.

allows students to use their strengths and unique learning styles to absorb new information and present their work.

The portfolio (described below in section C. Methods of Assessment) supports achievement by serving as a personal showcase of work and progress. In the culture of *Communitas*, the portfolio is a source of pride, a unique record of the variety of expressions of each student's learning. Because the portfolio builds on itself over time, students can more easily see the connections among studies and the relevance of knowledge to real-world applications. The reflective process surrounding the portfolio requires each student to make realistic self-assessments and become more aware of the act of learning.

The community internships introduced in the third year require students to apply their knowledge in real organizations. They feel more engaged with the learning process and see greater value in it. Research has often shown that such project-based activity has positive effects on outcomes for low-achieving students. (See the Big Picture schools.)

The Gradual Release instructional model—in which students work initially under close guidance and gradually take on more independence as they demonstrate success—will be employed by all teachers as a way of ensuring adequate skill development. The extended day provides those students who are at risk of falling behind with a place for completing assignments, peer support, intensive teacher and volunteer support, and skills development. Peer tutoring and a peer mentoring system support a culture of academic collegiality and give students opportunities to exercise leadership in their areas of strength.

The expectation of mastery applies throughout the school's curriculum. Classes at *Communitas* are not tracked. All students are exposed to the highest standards of performance and given repeated opportunities to refine and improve their work. Students who struggle to grasp new concepts and skills are required to meet with teachers and parents to formulate an action plan for mastery of content to meet expectations.

For some students who continue to struggle even after the interventions provided by their advisor and core academic teams and the extended school day, additional direct academic interventions may be required. Many students at risk of failure in high school may have reading disabilities that went undiagnosed in elementary and middle school or were diagnosed but not effectively remediated. Some of these students may require an Orton-Gillingham based reading intervention such as the Barton Reading Program. These students will be assessed to determine if their reading difficulties are due to a disability. If so they will receive support from peer tutoring and differentiated instruction.

Students who struggle with other basic skills in the areas of communication, writing, computation, etc. will receive intensive interventions described in the intervention plan below.

Communitas Intervention Plan

At the high school level it is essential to quickly identify and address students who may arrive at Communitas significantly below grade level academically. Students that received inadequate instruction or that did not receive sufficient interventions throughout their elementary and middle years are often performing several grade levels below their own. At the same time, the rigor of high school grade coursework demands mastery of basic reading, writing, and computational skills.

On an annual basis, a valid and reliable benchmark assessment will be administered to all 9th-12th grade students. These evaluations will be based on California Content Standards and will include an English language arts, mathematics, science, and language usage. Throughout the year, teachers will also assess students through informal measures such as checklists, class work and observations, and through more formal means, such as STAR testing and benchmark assessments. Teachers will likely use a spreadsheet database or similar instrument to record results, where a color-coded flag indicates the need for close monitoring and systematic intervention. When students are identified, either at the beginning of a school year or at any point throughout the year, as academically high priority, teachers work with the Executive Director to create action plans for intervention. These action plans will outline specific standards or skills to be remediated, instructional techniques to be used, resource and personnel needs, timeline for the intervention, and method of determining success.

Interventions that may be used include:

- Differentiated instruction
- Scaffolding
- Primary language support
- SDAIE (Specially Designed Academic Instruction in English) strategies
- Individualized or small group instruction by teacher (e.g. during electives or after school)
- Individualized or small group instruction by trained instructional aides and/or classroom volunteers (e.g. during electives or after school)
- After school tutoring programs
- Partnerships with education researchers

If, after intervention, the strategies in place are deemed unsuccessful, a Student Success Team comprised of the referring teacher, an administrator, a teacher recorder, and the parent will be formed (see special education for more details). This team will explore the concerns and develop and implement an action plan that targets the specific needs of the student. A follow-up meeting will then be scheduled to assess whether documented interventions proposed by the team have been successful.

Plan for Academically High-Achieving Students

Many students will come to Communitas for the unique integrative approach to learning as well as the opportunity to learn independently. These self-motivated, high-achieving students will receive ample guidance to exceed expectations, design their own experiences, and seek greater challenges. As with low-achieving students, the key to their success is a personalization of experience based on close relationships with the adults in the school.

When a student meets expectations and fulfills requirements quickly and effortlessly, the advisor and core teachers begin to suggest greater challenges and responsibilities. Every student, including high-achieving ones, works with the advisor to create a plan of study, with a combination of teacher-designed and self-designed curriculum. The student's interests and possible career goals are often considered, and community resources are identified to help that student explore new territory. For example, a student with an interest in writing and journalism might begin to work with staff at a local newspaper or submit articles to magazines.

The core team of teachers offers academic experiences that are creative, open-ended, inquiry-based, and challenging. The highest achieving students have many opportunities to take leadership roles in this curriculum through peer teaching, original research, and classroom presentations.

The portfolio is a limitless forum for the student to reach for high standards of writing quality, artistic creativity, intellectual analysis, self-reflection, practical experience, and social awareness. As a permanent, lifelong record, it allows expression of the full range of a student's talents.

The community internship allows highly motivated students to seek enriching experiences beyond the four walls of school. These experiences can open whole new fields of inquiry for the student and provide valuable contacts and experience for career development.

The expectation of mastery is based on the school's philosophy that learning is never finished. The assessment process always offers students avenues for improvement and further growth. These growth opportunities can be intellectual, social, or personal. The teachers encourage high-achieving students to value their sense of passion while seeking balance in the many qualities that contribute to a fulfilling life.

The integrated curriculum of Communitas provides a unique opportunity for high achieving students to develop higher-order skills such as analysis, synthesis, and evaluation. Systems thinking, critical evaluation of information and in-depth problem solving are essential skills for all students and will build attributes that are in great demand in today's complex, technological world.

Socioeconomically Disadvantaged Students

Communitas recognizes that economic circumstances faced by low-income families can add to the pressures already experienced by many teenagers, and plans to put in place many supports to help support the needs of these students. Communitas plans to provide a Free and Reduced Lunch program to ensure that students from low-income families have the opportunity to eat a nutritious healthy lunch that includes fresh fruit, salad and fresh vegetables and entrees that are low-fat, low-sugar and low-salt. Communitas will reinforce healthy lifestyle choices through its academic program, which includes regular meditation through the Wisdom Project as well as daily opportunities for movement. This regular physical exercise in combination with healthy food offerings and nutrition education is intended to reduce student obesity and the risks of diabetes and heart problems.

Communitas also plans to offer bus passes to students who do not have transportation to the school and who cannot afford the cost of public transportation. The School will support the medical needs of its at-risk students through referrals to medical and mental health clinics in the area. The school will investigate partnerships with local clinics to provide low cost or free screenings, health education and mental health education.

To support the emotional needs of at-risk students, Communitas will schedule parent conferences and will work to provide referrals for outside. Parents will also be informed of local parent education classes, such as English language development, parenting teenagers, and others as appropriate.

Plan for Serving English Learners

Communitas will meet all requirements of federal and state law addressing equal access to the curriculum for those who are English Language Learners (ELLs). The goal of the English Language Development (ELD) program at Communitas is to develop high quality instructional programs and services for ELLs that allow them to achieve the same challenging grade level and graduation standards, in the same proportions, as native-English speaking students. The School will provide its students with effective, research-based educational programs and practices for increased linguistic and academic achievement. All courses at Communitas will employ instructional techniques that have been proven successful at providing ELLs access to rigorous content and instruction while simultaneously building English language proficiency. Communitas will also emphasize through the ELD program bridging the school-home gap with families whose first language is not English. The Executive Director will be responsible for overseeing the identification, assessment, monitoring, and reclassification of English Language Learners.

Communitas anticipates that between 15-20%⁴⁸ of its students will be identified as English Language Learners, based on demographic data from the similar countywide schools. These schools' data suggest that the vast majority of these students will have adequate English language skills to be mainstreamed into the regular classroom, with appropriate support.

Communitas will support ELLs through:

- A teaching staff qualified in second language pedagogy
- An after school program with a strong language focus for ELLs
- Supportive instructional practices
- Tutors and/or aides in the classroom to assist ELLs in English intensive classes, as deemed necessary
- Peer tutors

Communitas will offer the core content areas in a sheltered English environment for students who are not proficient in English. Sheltered content classes are subject matter courses with instructional content designed especially for ELL students. The curriculum content for the ELL students will be the same curriculum delivered to English only students. ELL students for whom sheltered instruction is not sufficient will be identified through a Response to Intervention process. For these students, additional services will be provided that may include an ESL class, after-school tutoring, an in-class aide, or in-class peer tutor.

Communitas will recruit credentialed teachers who also have ESL endorsements (state authorization to teach ELLs such as BCLAD, CLAD, SB 1969), and who not only have training in second language pedagogy but also have experience teaching second language learners and sheltered English classes. All teachers will be trained in appropriate methods for teaching ELLs at various levels of proficiency. These methods will include using bilingual aides and/or volunteers, coaching, preview and review strategies, and after school tutoring programs that are coordinated with the regular curriculum and designed for ELLs. Communitas teachers will be trained to use the state English Language Development Standards. Teachers will also attend appropriate training delivered by Hampton-Brown (online and in-person) and other local resources, such as County and District trainings. This will allow teacher teachers to become qualified to train other teachers during Communitas in-service professional development.

Communitas plans to utilize Hampton Brown's Edge textbook for primary instruction in ELL. This ELD program designed for secondary students provides in-depth instruction in reading strategies and literary analysis, as well as developmentally appropriate and relevant literature. Recent studies of the program show that students enrolled in Edge classrooms achieved three times the gains in reading comprehension as students in classrooms not using Edge, twice the gains in language, and 1.5 times the vocabulary gains of students in classrooms not using

⁴⁸ Retrieved from: http://data1.cde.ca.gov/dataquest/ELP2_co.asp?RptYear=2009-10&RptType=ELPart2_2a&CoName=43,SANTA^CLARA

Edge.⁴⁹ Supplementary instructional materials may be selected from the CDE’s list of recommended publishers to best fit the needs of Communitas’s ELLs.

Instructional Practices

All Communitas faculty will plan ways to integrate key reading, writing and listening standards throughout the curriculum and will also integrate corresponding ELD standards. Presentation of subject matter in an integrated manner provides a thematic context for learning and helps ELLs gain a deeper understanding of concepts through several disciplinary points-of-view. A paper published by the National Center for Research on Cultural Diversity and Second Language Learning entitled “School Reform and Student Diversity, Case Studies of Exemplary Practices for LEP Students” features a middle school that utilizes pairs of core curricula teachers, extended blocks of instructional times and thematic integrated instruction to effectively serve its EL students.⁵⁰

Teachers will continuously introduce vocabulary, varying sentence structures, grammar and idioms. They will employ scaffolding and SDAIE strategies to make grade level content accessible to students with developing English language skills. Teachers in core courses and electives will use strategies such as pictures, realia, graphic organizers, games, language modeling and cooperative learning to boost English language skills

Teachers will regularly examine student program toward the ELD standards to make sure the ELD standards are covered and that EL students receive appropriate instruction and adequate support. For example, teacher teams will review ELD sections of portfolios each quarter to determine which ELD standards to focus on for the following quarter. Teachers will then create rubrics and plan instruction that targets those standards. Teachers will also determine which content objectives are best suited for integration (i.e. those that require students to use or understand complex language pattern or those that have a large amount of new vocabulary) and provide practice using activities such as Total Physical Response (as appropriate for the age group), interview, role-plays, oral presentations and games. Teachers of core courses will work together in planning instructional blocks (per recommendations of the Edge text) to target students by ELD level. The longer instructional blocks will allow more time for cooperative learning, freeing the teacher to effectively target the needs of ELLs in small groups.

Communitas teachers will employ SDAIE (Specially Designed Academic Instruction in English) techniques to scaffold learning across the curriculum and support the learning of students identified as English Language Learners. SDAIE instruction, which benefits all students, focuses on making academic input comprehensible through the use of strategies,

⁴⁹ SEG Research. (2008). Improving the reading skills of high school striving readers and English Language Learners: A study of the effectiveness of Hampton-Brown Edge. New Hope, PN: Author.

⁵⁰ Berman, P., Minicucci, C., McLaughlin, B., Nelson, B., & Woodworth, K. (1995). *School reform and student diversity: Case studies of exemplary practices for LEP students*. Washington,DC: National Clearinghouse for English Language Acquisition.

such as:

- Realia and manipulatives (real objects and materials)
- Visuals (drawings, photos, posters, graphs, tables, maps, multimedia presentations, reproductions of paintings, and documents)
- Graphic organizers (matrices, Venn Diagrams, webs)
- Planned opportunities for interaction between students where a more proficient English speaker supports other students (e.g. collaborative learning, student-generated oral and written narratives based on personal experiences, acting out a play, etc)

These strategies match the school's instructional philosophy and are aligned to the strategies highlighted in the Edge textbook. SDAIE instruction also focuses on strategies for taking students *Into*, *Through*, and *Beyond* the topics covered. SDAIE enhanced instruction for a ninth grade unit on Origins of the Universe might proceed as follows:

Possible SDAIE strategies for "Into":

Anticipatory Guide: Students will be given a series of statement that relate to concepts they will be studying in their unit on the Big Bang. Students indicate AGREE or DISAGREE. After the information has been presented, students check to see if they were correct.

Brainstorming: Students work in small groups. Each group begins with a stimulus, such as a word, phrase, picture or object related to the topic of the Universe. A recorder records all responses to that stimulus and ideas from each group are shared with the class.

Through: The teacher enhances direct instruction on the topic by utilizing realia, manipulatives, visuals, graphic organizers, and various modes of interaction between students. In addition to reading the text and listening to the information presented by the teacher, students take responsibility for learning by participating in group-work and sharing understanding with others.

Possible SDAIE strategies for "Through":

Graphic Organizers – Students complete a variety of graphic organizers as they read or listen to information on theories of how the universe came to be. Some graphic organizers used may include

Comparison-Contrast Matrix – Students determine similarities and differences between Origins of the universe stories and/or myths.

Flowcharts – Students use technology (Power Point) to sequence important events in the scientific development of the Universe

Cause and Effect Chart – Students chart the ways in which scientific views of the universe have changed over time

Reciprocal Teaching – Two students work together to read a passage from material on Drake’s equation or calculating the probability of other life

Picture This – Following the introduction of several key vocabulary terms related to the unit, a blank sheet of paper is divided into eight sections. Students draw pictures or symbols to represent words or major concepts. Then they exchange papers with a partner and try to correctly label each other’s drawings. Ideally, EL students are partnered with non-ELLs.

Reading Guide – Students work in groups to read a longer section the primary sources on the universe (social science non-fiction literature). Students first take turns reading the headings of the selection. Then, with their group, students predict what will be discussed in those sections. Students write their answers on a prediction chart. In their groups, students take turns reading the first page aloud, and finish reading the selection in silence. They write “yes” or “no” on the prediction chart to indicate whether or not their predictions were correct. Finally, students write one thinking question (Why..., How..., Compare..., What if...), and exchange papers to answer each other’s questions. This activity can be geared up if ELLs possess strong predicting skills.

Beyond: To create further understanding, students go beyond reading and responding, and memorization, and demonstrate real-world application of the learned information. The process requires higher-level critical thinking skills.

Possible SDAIE strategies for “Beyond”:

Roam the Room – In groups, students write down their individual answers to a higher-level question posed by the teacher (e.g. if only one idea about origins of the universe could be passed on to subsequent generations, what should it be and why?) Students share their answers within their group and the group comes up with and records on chart paper one “best” answer for their group. Groups then walk around the room to view and discuss other groups’ answers.

Quotes – Students identify quotes from a fictional text related to the unit that they feel exemplify important aspects of the study of origins of the universe. They create a chart listing the quote and the element of the nit they feel the quote illustrates.

All of the strategies above can be combined and incorporated into the Edge textbook.

In addition to SDAIE strategies, collaboration will be modeled and taught in all grades. Teachers will collaborate with one another in professional development about what works with ELLs, and in grade level teams to support student success. Teachers and parents will collaborate through regular communication and structured conferences to support student success. Students will collaborate with teachers and other students to problem solve and teach

each other through peer-tutoring. Teachers may utilize time during the core instructional blocks for differentiated instruction. During these periods, students with similar language support needs can be grouped together for activities such as vocabulary preview/review, teaching of specific language structures, and additional oral language practice.

Communitas' Procedures for English Language Learners

Entering ninth grade ELLs will be assigned an ELD level (1-5) based on criteria including CELDT scores, middle school ELD level, and review of cumulative ELL portfolios or files. Once levels for incoming students have been determined, teachers will be provided with a roster of ELLs and their levels as well as the State ELD standards (6-12th span) for each level represented in their class.

The English teacher, under the supervision of the Executive Director, will monitor ELL progress toward English proficiency. Student performance data will be reviewed quarterly or more often based upon teacher, administrator or parent request to determine 1) the appropriateness of the services provided to each ELL and 2) initial eligibility for reclassification. Communitas will administer the California English Language Development Test (CELDT) to all new students whose home language is other than English on their Home Language Survey and to all English Language Learners annually. All score reports will be sent home and discussed with parents at parent/advisor conferences, SST meetings, or other meetings as needed.

Student proficiency levels will be identified according to the following State Board of Education ELD standards:

- Beginning
- Early Intermediate
- Intermediate
- Early Advanced
- Advanced

Each quarter, teachers will be responsible for examining their instructional plan for the standards to be covered and to identify the relevant ELD standards to be taught and assessed during the quarter. The teacher responsible for English will teach and assess the majority of ELD standards. However, when grade level teams identify key reading comprehension, writing and listening/speaking standards to be taught throughout all content areas, ELD standards matching these ELA standards will be identified, taught and assessed by all core teachers.

At the end of each quarter, teachers will summarize students' mastery of standards for their current ELD level by looking at portfolios, which will include assessments through the quarter. ELLs will receive ELD marks, which will be numerical from 1-4, with a mark of 3 indicating meeting the standards for the current level. At the end of the quarter, teachers will also review the list of standards for a student's current ELD level and determine if the student

has mastered every standard for his or her current level and is ready to move to the next ELD level. Teachers will present evidence such as scored writing samples, rubrics from oral presentations, etc, to the Executive Director, who will work with teachers to make the final decision regarding progression to the next ELD level. In addition to formal assessments, teachers will use informal ongoing assessments, such as quizzes, observations, anecdotal notes, other authentic and student performance assessments whenever possible.

Parent Involvement

Communitas recognizes that parents are key players in the academic success of their children. With this in mind, teachers will make every attempt to involve parents in their child(ren)'s education by removing language barriers, providing extensive and flexible opportunities to participate in academic activities. These may include parent participation hours (during, after school, or on evenings and weekends), community partnerships to support families, public exhibitions of student works, information on adult education, and regular communication to parents of struggling students.

With regard to the English Language Development program, parents will be notified when students are classified as English Language Learners or reclassified as Fluent English Proficient. Communitas will provide parents with a letter explaining the criteria for placement and significance of reclassification.

Process of Reclassification of English Language Learners

Communitas will form a reclassification committee comprised of teachers and the Executive Director to review evidence that students who are eligible for reclassification have met the school's criteria for reclassification. The criteria include, but are not limited to:

- Overall score of Early Advanced or Advanced on the CELDT
- A mean scale score of at least 318 on the English Language Arts Section of the California Standards Test (where applicable) OR written documentation from at least 2 teachers that language is not the contributing cause of low test scores
- Notice of Intent to Reclassify must be sent to the parents or guardians
- English Teacher evaluation sheet completed
- Executive Director, teachers, or parent can initiate the reclassification process
- Assessment evidence is presented to the reclassification committee who will decide to reclassify the student or not and make a recommendation for services
- Students who are reclassified will have a one-month and six-month follow-up monitoring as well as ongoing progress checks with their English teacher to determine if the student needs any additional support services

Once the reclassification process is complete, the following must happen:

- Sticker will be placed on the cumulative file with the date of reclassification (R-FEP) noted.
- Packet of reclassification documents will placed in the cumulative file.
- Preparation of a 30-day and six-month follow-up sheet.
- Notice of Reclassification sent to the parent and the County Office of Education.
- Student's Language Fluency Classification documented on school's student information system and in student's individual portfolio

All students who have been redesignated will continue to be monitored for a minimum of two years in accordance with existing California regulations and the federal No Child Left Behind (NCLB) legislation. Monitoring does not mean that the CELDT (e.g., scores on CST in English-language arts) are administered again; rather, the student's academic achievement and progress should be monitored to be certain the student is continuing to progress. If the student fails to progress, they will be referred to the SST Team to determine appropriate interventions.

Non-standard English Speakers

Communitas recognizes that some students may not be Standard English speakers and will implement many of the same guidelines. Programs listed above will be followed for them so as to ease their transition into Standard English. Specific Strategies include:

- Modeling standard English
- Building student communication skills through structured classroom participation in oral language presentations for integrated learning project culminations
- Training teachers to recognize when non-standard English language interferes with learning
- Establishing a culture of appreciation for home language usage and culture
- Articulating and recognizing the importance of standard English usage in the world of work and education

Regardless of a student's stage of English language development, teachers at Communitas Charter School will be dedicated to ensuring high levels of student interaction by providing numerous and varied opportunities for oral language use in a variety of situations.

Professional Development

Professional development at Communitas may include summer training time; time for teachers built into the school day or after school for individual and collaborative planning; ongoing professional development meetings; and observation and coaching by the Executive Director and peer teachers.

Communitas is developing a comprehensive, ongoing staff development plan in place designed to ensure that all target areas of professional development are continually reinforced, revisited, and assessed through training, coaching, peer observation and feedback, collaborative planning, and joint assessment of student work.

Funding for English Language Development

Communitas will use funds from its general fund to support the following programs to support EL students: small class size, extended learning time, instructional materials, among others. The Communitas leadership team (and community council where appropriate) will make recommendations to the Executive Director and other school decision-makers on how the EL program may be modified and/or expanded to meet the specific needs of English Learners.

Plan for Special Education

Communitas will provide a rigorous innovative curriculum for all students. The small school size allows teachers to know their students individually – to know their learning styles, their academic and social strength and their areas for growth. The founders of Communitas fully understand that the school has the obligation to serve students with exceptional needs and that the school, pursuant to applicable state and federal law, must ensure that all of its students have access to a free and appropriate public education.

Communitas shall comply with all applicable state and federal laws in serving students with disabilities including but not limited to Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities in Education Improvement Act (“IDEIA”).

Under these laws, Communitas also understands it has various options on how to deliver special education and related services either as (1) arm of the charter-granting agency or (2) an independent local education agency.

Prior to submitting this charter petition to the Santa Clara County Office of Education, the founders conducted outreach in an attempt to meet with the Special Education Office of Santa Clara County before the December 15th charter petition deadline. Communitas has scheduled a meeting on Thursday, December 16th with Santa Clara County’s Office of Special Education to discuss special education options and wants to reiterate the founding team’s willingness to enter into any arrangement for serving special education students under the law. During its first year of operations and throughout the duration of the charter, Communitas is willing to work collaboratively and cooperatively with Santa Clara County to pursue any of the options described below.

Communitas as Arm of Local District

If Communitas and the County agree that the school will function as an arm of a district within Santa Clara County, the school realizes that has specific obligations under Education Code Section 47646(b). During each school year during which the school operates as an arm of a district for special education purposes, Communitas understands that it is required to contribute an equitable share of its charter block grant funding to support district-wide special education instruction and service costs. Pursuant to Education Code Section 47646(b), the district shall provide the school with funding and/or services reasonably necessary to ensure that all students with exceptional needs who attend the school are provided a free and appropriate education. If Communitas enters into an agreement with a district, this agreement shall clarify the responsible part for each aspect of the special education process, the mix of funding and services provided by the district to Communitas, and the amount of funds Communitas must contribute to pay its “equitable share” of excess costs.

Communitas as an LEA

If Communitas and the County agree that the school will function as an independent LEA and apply to join one of the SELPAs operating within or outside of Santa Clara County, Communitas will participate in SELPA governance in the same manner at other LEAs operating under the same SELPA. The School will also follow any written policies of the SELPA as stated in a Memorandum of Understanding between Communitas and the SELPA.

Provision of Services

Communitas shall annually and in good faith negotiate and enter into a written agreement to more clearly identify the specific desired mix of special education funding and services to be provided. This annual agreement shall set forth whether Communitas shall receive services, funding, or some combination of both pursuant to Education Code Section 47646(b) or subsequent legislation. As noted below, the school anticipates that during its first year

Child Find

Based on the unique qualities of the educational program and the countywide student population to be served, Communitas anticipates that a number of students will enter the school with an IEP or with learning issues that may require testing and possible services. Communitas will work proactively and cooperatively with families, the teaching staff, and the SCCOE to identify students with exceptional needs. Communitas plans to participate in a comprehensive “child find” system to identify students who have or may have exceptional needs. Communitas will seek to participate in the child find systems of the special education local plan areas (SELPAs) in which its students reside. The school anticipates that these systems will include various policies and practices, including, but not limited to the following:

- Admissions and enrollment practices, that, using non-discriminatory methods, identifying students with exceptional needs to help ensure that the school is aware of all students who have identified special needs;
- Seeking to develop relationships with all feeder local education agencies to request and obtain cumulative files and other documents in a timely fashion;
- Staff development and training for Communitas staff, to ensure that they possess an understanding of tools and techniques to identify students who may have exceptional needs; and
- Review of student assessment data, including but not limited to state-mandated testing, to identify students who may be falling behind expectations in their academy progress and in need of additional support or services

Student Success Team

Communitas also will plan to implement a “student success team” (SST) model to the maximum extent feasible to attempt to meet all student needs within the regular instructional

setting prior to referral for formal assessment for special education purposes. Such teams will typically consist of the student's teacher(s), a school administrator, the student's parent/guardian, and others. The team will implement strategies within the general education setting, and the team will monitor students' progress as new strategies are tried. The SST will utilize the Response to Intervention Model where appropriate as the method of identifying student needs and providing high quality instruction that will meet the need. With continuous monitoring of student progress, the teachers and staff will be able to assess the effectiveness of stated interventions and make instructional changes necessary for greater student improvement. The Response to Intervention Model is not intended to be used as a method of identifying students with disabilities and will not be utilized in that manner.

If the student is still not demonstrating success after all feasible strategies have been exhausted, and if the student's difficulty appears like it could be caused by a disability eligible for requires special education services, the student will be referred for formal assessment.

Referral and Assessment

In the event that formal interventions provided through the SST are not successful, Communitas would seek to secure a formal and appropriate assessment conducted by qualified staff. The school initially anticipates that these assessments would be conducted by the staff that performs such services for the district or county; however agency staffing levels may dictate that the school contract with a state credentialed and qualified individual. If this assessment identifies that the student has exceptional needs and requires special education and/or related services under the terms of applicable special education law, Communitas anticipates working with appropriate agency staff to convene and conduct an individualized educational plan (IEP) team meeting or meetings.

Individualized Education Plans and Service Delivery

Communitas will participate actively and as appropriate in planning and conducting the IEP team meetings and processes. The school commits to implementing all special education and related services called for by the IEP in partnership with the district and/or SELPA. The school understands that student progress toward the goals specified in the IEP would be monitored regularly and formally reviewed by the IEP team on at least a triennial basis. Resource specialists or other qualified special education delivery service providers will help Communitas teachers tailor their classroom teaching to ensure that the needs of all special education students are being met.

Communitas will make teachers aware that is not only a moral imperative to raise the academic performance of students with special education needs, it is also a factor in the Academic Performance Index (API) and in Annual Yearly Progress (AYP). Instructional staff will monitor their progress throughout the year to ensure that it is on track for meeting growth goals.

Modified Inclusion Model

For students with exceptional needs for whom Communitas' distinctive educational program is determined to be appropriate and the least restrictive environment, it is Communitas' intention to provide special education services within a modified inclusion model. Appropriate designated instructional services and related services are also provided, consistent with the student's Individualized Education Plan (IEP).

It is the intent of Communitas to provide the continuum of options specified in Education Code Section 56361 through participation in special education programs and services in the same manner of other public schools operating within a SELPA.

Communitas believes that students with special needs will benefit educationally, socially and emotionally from the opportunity to receive services in this modified inclusion model.

Teachers at Communitas will receive training prior to the start of the school year and on a continuous basis to ensure that appropriate accommodations are in place and that the learning environment and curriculum are modified consistent with each student's IEP.

This training will include: the school's responsibility to serve students with a free and appropriate education in the least restrictive environment, confidentiality laws, the employee's responsibility to work proactively with the special education service providers, their co-responsibility in overseeing the attainment of IEP goals, their responsibility to ensure that progress toward the IEP goals be documented on all report cards and reports distributed to parents or guardians, and their responsibility to communicate to special education teachers and/or service providers when they believe a student is unidentified and may need resources. Teachers will also be required to attend IEP meetings of students whom they serve.

Due Process

In the event of a due process claim to enforce provisions of applicable special education law, Communitas will be committed to working in cooperation with the SELPA/district to the maximum extent permitted under law to respond to and defend the school and the oversight agency in the process. Communitas will be responsible for any costs Communitas incurs during due process.

Section 504 Special Needs

Communitas understands that its students may have exceptional needs that are not governed by the terms of the federal special education law (IDEIA) but who may require accommodations or services pursuant to the terms of section 504 of the Rehabilitation Act and that the school will be responsible for planning and implementing any such accommodations or services.

LEA Status

As noted above, the school is open to functioning either as an arm of a local district, and independent LEA within the County, or as an LEA within a Charter SELPA, such as El

Dorado County. Communitas will enter into a Memorandum of Understanding with mutually agreed upon provisions with the County Office of Education. In addition, Communitas is willing to hire its own special education staff if it is possible to work out a mechanism to receive funding directly from the state.

Communitas may pursue independent local education agency (LEA) and/or special education local plan area (SELPA) at some future time pursuant to Education Code Section 47641(a) or other subsequent legislation. Prior to establishing independent LEA and/or SELPA status, Communitas will provide written verifiable assurances that it will be able to undertake such change in status, pursuant to Education Code 47641 or other subsequent legislation.

Professional Development Plan

The founding members of Communitas Charter High School believe that schools are only as strong and effective as their teaching faculty. One of the goals at Communitas is to establish a culture of continuous learning not only for the students, but for the staff as well. Teachers will collaborate to create curriculum and assessments and will be guided by professional development plans created jointly with administrators. In order to achieve this goal, teachers will 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 regularly 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 essential parts of the Communitas culture. (See *Attachment 9: Plan for Development of Faculty and Staff*).

B. Measurable Student Outcomes

The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. - California Education Code Section 47605(b)(5)(B)

The assessments at Communitas are based on the outcomes defined by its mission. These assessments emphasize complex thinking, academic standards, student engagement, social-emotional growth, and practical life and learning skills.

Table 7. Outcomes and Assessments

Outcomes	Assessments	Essential Practices
Ongoing performance assessments show a steady growth in critical thinking standards, connections across disciplines and contexts, and depth of reasoning and analysis.	Performance and Project-based assessments Criteria-referenced assessments Observation and teacher evaluations Journals and self-evaluations Portfolio and process-folio Exhibition	Integrative studies World Cultures Service Learning Senior Seminar
Portfolios and formal evaluations demonstrate progress each year in meeting and exceeding California state standards and Dimensions of Learning standards of content awareness and skill mastery.	Portfolio and process-folio Exhibition Tests and Quizzes Descriptive transcript California Standards Tests California High School Exit Exam	Integrative studies Writing Workshop Interactive Math Program Small Learning Community
Self-reported survey instruments reveal a thriving, supported, and forward-looking student community. Attendance and graduation rates are in excess of 95%.	Hope Survey Coalition of Essential Schools surveys Attendance rate Graduation rate	Advisory Inclusive governance Personal Creed Project Senior Seminar Parent Involvement Small Learning Community
Self-reported survey instruments indicate that students have strong resilience and ability to manage emotional challenges. Developmental asset surveys indicate adequate support for all students to succeed in school and beyond.	Hope Survey Developmental Asset Surveys	Mindfulness Personal Creed Project Human Life Studies Wisdom Traditions Parent Involvement
Students engage in service-related tasks and develop practical skills with a lifelong value.	Portfolio and process-folio Exhibition	Service learning Internships Inclusive governance Human Life Studies

Performance Standards

All students will be held to a set of academic standards aligned to the California Content Standards of Mathematics, Science, English, Social Studies, and the Arts, with special emphasis on those which refer to concepts, generalizations, and strategies and which demonstrate higher thinking skills.

The school refers also to a hierarchy from *Assessing Student Outcomes: Performance*

*Assessment Using the Dimensions of Learning Model.*⁵¹ It has been tested and applied by both school districts (Aurora, Colorado) and states (Kentucky). These performance standards are used at Communitas across the curriculum to answer whether students are meeting the first two mission components: "Broaden and deepen complex thinking skills" and "Improve academic proficiency." These standards fall into three categories: Declarative, Procedural, and Lifelong.

Declarative content standards can range from individual facts to generalizations. "John Kennedy was assassinated on November 22, 1963" (fact) to "People holding high political office put their lives in jeopardy" (generalization). Content standards for declarative knowledge are best formed using generalizations as an umbrella for factual content.

- Science: Understands that the universe is large and ancient on a scale staggering to the human mind.
- Math: Understands the importance of geometry in the modern world
- History: recognizes that events in the past can inform the present.
- Geography: Recognizes that regions can be defined in cultural, physical, or political terms.
- English: Recognizes the role literature plays in developing the principles governing the lives of people in a given society.

Procedural content standards can be thought of as strategies or skills. These too are based on a hierarchy; at the lower end would be using algorithms to solve a problem and at the higher end the ability to apply a variety of strategies in a variety of ways to solve a problem.

- Science: Effectively uses the scientific method to ask and answer questions about the world.
- Mathematics: Accurately and efficiently transforms quantities in one system to those in other systems.
- History: Uses the process of historical research to ask and answer questions about the past.
- Geography: Accurately interprets and summarizes information from various types of maps, charts, and graphs.
- English: Uses the process of critical analysis to make informed judgments about literature.

Lifelong learning standards are very high-level strategies that apply to almost any facet of living or cultural context. These include the following (detailed further below):

- Complex thinking
- Information processing

⁵¹ Robert J. Marzano, Jay McTighe and Debra Pickering, *Assessing Student Outcomes: Performance Assessment Using the Dimensions of Learning Model* (Alexandria, VA: ASCD, 1993).
Communitas Charter Petition

- Effective communication
- Cooperation/collaboration
- Effective habits of mind

Complex thinking standards

- Effectively uses a variety of complex reasoning strategies:

Comparing	Analyzing Perspectives
Classifying	Decision Making
Induction	Investigation
Deduction	Experimental Inquiry
Error Analysis	Problem Solving
Abstracting	Constructing Support Invention
- Effectively translates issues and situations into manageable tasks that have a clear purpose.

Information processing standards

- Effectively uses a variety of information-gathering techniques and information sources
- Effectively interprets and synthesizes information
- Accurately assesses the value of information
- Recognizes where and how projects would benefit from additional information

Effective communication standards

- Expresses ideas clearly
- Effectively communicates with diverse audiences
- Effectively communicates in a variety of ways
- Effectively communicates for a variety of purposes
- Creates quality products

Collaboration/cooperation standards

- Works toward the achievement of group goals
- Effectively uses interpersonal skills
- Contributes to group maintenance
- Effectively performs a variety of roles

Habits of Minds Standards

- Self-regulation
 - Is aware of own thinking
 - Makes effective plans
 - Is aware of and uses necessary resources
 - Is sensitive to feed back
 - Evaluates the effectiveness of own actions
- Critical Thinking
 - Is accurate and seeks accuracy
 - Is clear and seeks clarity

- Is open-minded
 - Restrains impulsivity
 - Takes a position when the situation warrants it.
 - Is sensitive to the feelings and level of knowledge of others
- c. Creative Thinking
- Engages intensely in tasks even when answers or solutions are not immediately apparent.
 - Pushes the limits of own knowledge and abilities
 - Generates, trusts, and maintains own standards of evaluation
 - Generates new ways of viewing a situation outside the boundaries of standard conventions

The Hope Survey

The Hope Survey is an instrument designed to measure the quality of a school culture, which has been shown by research to have an extensive effect on student well being and academic achievement.⁵² This diagnostic tool is one of the best ways for Communitas to measure whether it is succeeding in its mission directive to "raise and sustain student engagement in school." The survey uses reliable measures of adolescent health that have been researched extensively by universities as predictors of various healthy outcomes. (See *Attachment 10: The Hope Survey*)

Developmental Assets

The Developmental Assets surveys were created over many years by the Search Institute, seeking to define a field called Positive Youth Development. The 40 Developmental Assets provide a description of many protective factors that allow young people to thrive.

Project Cornerstone has used these developmental assets to survey the population of Santa Clara County, finding that local youth have an average of only 18.8.⁵³ These assets are highly inversely correlated with drug abuse, school absences, anti-social behavior, and suicide. They are positively correlated with helping others, delaying gratification, overcoming adversity, and succeeding in school.

The asset surveys provide clear direction on what internal and external factors are missing in students' lives. The advisors and teachers of Communitas will be able to use that information to help students strengthen their positive habits and change their environments.

⁵² Ronald J. Newell and Mark J. Van Ryzin, *Assessing What Really Matters in Schools: Creating hope for the future* (Lanham, Maryland: Rowman & Littlefield Education, 2009).

⁵³ Project Cornerstone, "Developmental Assets: 2004 Survey Results," Web, 12 Dec 2010 <http://www.projectcornerstone.org/html/assets/2004_survey_AGC.htm>.

CES Surveys

The Coalition of Essential Schools also offers simple surveys to its affiliates for assessing school culture, staff perceptions, academic engagement, or particular areas of interest defined by a school. By using these instruments, Communitas can benefit from the accumulated knowledge of a national network of schools based on similar principles.

Graduation requirements

Table 8. Graduation requirements

Laboratory Science: Chemistry, Physics, Biology and other sciences	3 years
Mathematics: Algebra, Geometry, Algebra 2 / Trigonometry, Pre-calculus	4 years
English Literature and Composition	4 years
History: US and World: Economic, Political (Government) Cultural	3 years
Visual and Performing Arts: Appreciation, practice, performance	2 years
Wisdom Project: Mindfulness, World Cultures and Language, Personal Creed, Service Learning, Human life studies, Community internship, Wisdom Traditions, Senior Seminar	4 years

Nonretention Policy

The practice of "retaining" students (displacing them from their peer group and support network as a consequence of low academic performance) has highly questionable results, if not negative ones.⁵⁴ The philosophy of Communitas, in which "no one is left out," does not favor such a disruptive strategy in student's lives, particularly in light of the high dropout rates that occur in high school. Retention, regardless of its justifications, seems to embody the attitude that students are moving through a manufacturing process in which defective products are removed from the line in order to improve the overall quality.

Any student not meeting course requirements will be supported with multiple opportunities to complete work or find alternative ways to demonstrate mastery. In a complex society with innumerable opportunities for people to participate and thrive, it is the responsibility of Communitas to ask the question, "How can this student succeed?" The service learning opportunities and internships in which the student engages pay provide helpful guidance. The exploration of career options will help students envision a practical future for themselves and connect that future to specific academic outcomes.

If a student is not making adequate progress toward graduation requirements, the school will

⁵⁴ Jimerson, Shane R. "Meta-analysis of Grade Retention Research: Implications for Practice in the 21st Century." *School Psychology Review*, 30 (3), 2001, pp. 420-437.

notify the parent in writing and will also contact the child's parent/caretaker by phone. A clear written description of the requirements not being met and the possible ways to achieve them will be provided to the student and family and updated at least twice per year as long as the student's remains below expectations. An interpreter will be provided for parents whose native language is not English. In all cases, parents and caretakers will be encouraged to remain involved throughout the process.

Students who need extra time to meet academic expectations and graduate may choose to repeat their senior year. The nature of the *Communitas* curriculum is such that grade level distinctions are expressed more through the level of work required by teachers than through the particular content being studied. Since students remain with the same core teachers and advisors for four years, a low-performing student is likely to benefit deeply from the extended relationships which thereby develop among teachers and students, where every student is known well. It is the general policy of *Communitas* to promote students with their initial class. Exceptions would be made mainly based on the desire of the student and her or his family.

Assurances

All students will demonstrate fulfillment of integrative course requirements established each semester through a cumulative portfolio that will

- Include written reflections, summative reflections and artifacts
- Demonstrate growth and mastery in all Integrative Studies and Wisdom Project components
- Receive a final satisfactory evaluation from the advisor and each of the core teachers
- Pass approval from a panel of reviewers in a formal exhibition (11th grade)

All students will complete a final senior seminar exhibition.

All students wishing to enter the UC system will complete any additional course requirements for admission.

Communitas will also

- Maintain a graduation rate of at least 90%;
- Meet the annual API growth target and Adequate Yearly Progress (AYP) criteria each year as determined by the performance of the first incoming class, which will be drawn from multiple school districts;
- Increase the number of students performing proficient and advanced on mandated standardized tests by 2% in English, and 1.5% in other subject areas in each year of this charter;
- Increase the rate of students who pass the CAHSEE each year;
- Achieve a student attendance rate of at least 96.5%;
- Develop benchmark skills and specific classroom-level skills to support school-wide outcomes;

- Define minimal performance levels to achieve each outcome;
- Adhere to statewide standards with mandated tests and conduct additional performance-based assessments;
- Maintain a balanced budget and a reserve of 3-5% of revenues;
- Show high teacher retention;
- Demonstrate high levels of satisfaction from parents and achieve 40 volunteer hours per family;
- Maintain a full and active board of directors, seeking diversity in its recruitment; and
- Continuously review program and organization, making informed decisions modifications where needed.

After Communitas has been in operation for four years, the school will meet any one of the conditions below as listed in Education Code Section 47606(b) to qualify for the renewal of its charter:

1. Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years.
2. Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
3. Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.
4. The academic performance of students attending this charter school will be at least equal to the academic performance of schools in the area containing similar student populations.

The Executive Director will have primary responsibility and accountability to the school community for implementing the school philosophy, beliefs, curriculum and instruction of Communitas, ensuring that each students is accommodated to achieve their individual and school performance goals. The Executive Director will be accountable for demonstrating progress towards and meeting Adequate Yearly Program goals as required by No Child Left Behind.

C. Methods of Assessment

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

Communitas places high emphasis on authentic assessment - that is, a kind that "involves students in tasks that are worthwhile, significant, and meaningful. Such assessments look and feel like learning activities, not traditional tests."⁵⁵ Portfolios, projects, and self-evaluations are examples of authentic assessment. Integrated and contextual assessment requires strategies and tools that use open-ended, complex challenges in which learners demonstrate how they construct their own meaning and solve various real-world problems. The goal is not only to record but also to develop each student's knowledge and abilities.

Assignments for authentic assessment demonstrate knowledge, problem solving, and task performance, simulate situations in real life, require a product or performance, allow for multiple solutions, and focus on qualitative, not quantitative, results.⁵⁶ Involving students in the development of assessment—thinking about the forms and criteria, interpreting them, and describing them in understandable language—makes it an integral part of the learning process and ensures that the assessment is relevant to the learner.

Communitas teachers and students will develop a set of calibrated portfolio standards to measure the quality of each student's portfolio and provide objectivity to the assessment process. Student motivation will also be regularly assessed (using simple tools such as the Student Opinion Survey from James Madison University) in the belief that the will to succeed is correlated with success.⁵⁷ Student motivation is an important factor in the school's achievement of its mission.

Quantitative Assessment Methods

- Quizzes and tests
- Content-focused knowledge and discrete skills
- California Physical Fitness Test
- California High School Exit Exam
- California Standardized Tests (CST)

⁵⁵ Diane Hart, *Authentic Assessment: A Handbook for Educators* (New York: Addison-Wesley, 1994), 9.

⁵⁶ Donald L. Hymes, Ann E. Chafin, and Peggy Gonder., *The Changing Face of Testing and Assessment: Problems and Solutions* (Arlington, VA: American Association of School Administrators, 1991).

⁵⁷ Karin Kirk, "Motivating Students" (Northfield, MN: Science Education and Resource Center, Carleton College), Web, 29 Sep 2010 <<http://serc.carleton.edu/NAGTWorkshops/affective/motivation.html>>.

Qualitative Assessment Methods (described below)

- Performance and project-based assessment
- Portfolios and process-folios (summarized in written reflections, student-led conferences, and exhibitions)
- Criteria-referenced assessment (see *Attachment 11: Sample Rubrics*)
- Systematic observation reported through narrative evaluations
- Student journals and narrative self-evaluations
- Descriptive transcript
- Student-led parent conferences

Performance Assessment

Performance assessments concretely examine the ability of students to demonstrate their knowledge and skills in a variety of "realistic" situations and contexts. They use direct measures of learning, which ask students to analyze, problem solve, experiment, make decisions, measure, cooperate with others, present orally, or produce a product, thus allow a student to demonstrate the ability to meet specified goals. A carefully designed evaluation rubric is shared with the class, and students are asked to demonstrate mastery of certain skills, individually or in groups.

Performance assessments are effective ways to address the problem solving, communication, and connections (between learning topics/tasks and real work applications) standards. They directly contribute to the integration of curriculum, learning, and teaching principles. Teachers have to design worthwhile tasks that require higher order thinking and analysis. As students present their work, the teacher can assess their understanding, offer specific suggestions when necessary, observe their respective learning styles, and adjust future instruction accordingly.

Stiehl and Bessey⁵⁸ identify seven factors that contribute to performance success.

1. The learner understands the performance task and expectations: can define what the performance task is, can envision what a good performance will look like, and can see the link between the task and the goals.
2. The learner believes he/she will be able to perform successfully.
3. The learner recognizes the value, thus commits to the task.
4. The learner acquires the knowledge, skills and attitudes needed to perform well.
5. The learner practices the acquired skills and adjusts according to feedback.
6. The learner rehearses and demonstrates mastery of the task.
7. The learner claims mastery.

⁵⁸ Ruth E. Stiehl and B. Bessey, *The Green Thumb Myth: Managing Learning in High Performance Organizations* (Corvallis, OR: The Learning Organization, 1993).

Portfolios and Process-folios

Portfolios are collections of students' skills, ideas, interests, and accomplishments, which reveal a representative sample of student work in various disciplines over time. Students build portfolios containing diverse materials cataloging their growth. They make a case for themselves by selecting works, which they best feel represent their knowledge and efforts. Different students approach the goals through different means, showing the uniqueness and individuality of each student. The portfolio is a fully objective and credible measure of a student's achievement because it is observable to anyone.

Process-folios are intended to reveal multiple dimensions of students' learning by providing samples which display depth, breadth, and growth of thought processes. They may contain teachers' written observations over time, as well as statements of goals and specific objectives for a course or courses, so that the contents of the portfolio may be examined in relation to their context. Students' written reflections on their own works are included as well.

Portfolio assessment is one of the most promising methods of authentic assessment for its ability to show each student as an individual. It fosters equity in the classroom, allowing for differences in students' learning styles and modes of expression. It gives nontraditional learners a chance to express what they know and can do through their strengths, whether writing, art, music, or other creative venue. The freedom to choose works that best represent their growth can be especially supportive to disadvantaged students who may struggle under traditional forms of assessment.

Portfolio assessment enhances curriculum, teaching, and learning principles. To build variety into the portfolios, teachers look for diversification in the kinds of materials, tasks, and instructional approaches they use. Students become aware of a broader range of expression available to them, and of the lasting nature of learning. They reflect both on the content of their work and the process they have followed.

Project-Based Assessment

In project-based assessment (which parallels an inquiry approach to learning), students are asked to tackle involved projects that come at the end of a unit and serve to connect all that is learned into a cohesive whole. These projects are usually grounded in applications for the real world. It is therefore the assessment of choice for many new reform curricula, including the Interactive Mathematics Program. Like the portfolio, project-based assessment follows objective criteria that are known to the student and that are documented in observations and checklists.

Instruction inspired by project-based learning moves away from teacher-centered paradigm to one centered around the students and focused on interdisciplinary activities that integrate real world situations and applications. It takes a deep understanding on the part of the student of what has been learned in order to devise applications that bridge studies and real world issues. These projects foster students' communication skills, capacity for teamwork and self-

confidence. They give teachers insight into their students and into the efficacy of the curriculum. Simply, an attentive teacher can learn a lot from assessing the students' projects.

Criteria Referenced Assessment

Criteria referenced assessments, such as a multi-trait rubric, are evaluation systems that overtly describe what a well-executed project, performance, or process may look like. This method offers the learners specific, helpful feedback; it specifies what the expectations for each learning task are and how a performance or product will be evaluated. The language of a rubric is carefully chosen to make expectations as transparent as possible. Teachers practice calibrating rubrics for greater objectivity by independently rating the same assignment and then discussing the reasons for any discrepancies.

This approach to assessment (also called "mastery learning") supports the idea that all students—given clear guidelines, appropriate instruction, and ample practice time—can master a skill. It calls for reasonable and appropriate accommodation to promote educational access and attainment for all students. It replaces the idea of a student's aptitude measures with that of a student's personal rate of learning.

Mastery learning requires teachers to reflect on their instruction and analyze why students have or have not achieved the criterion standards following each assessment. It challenges teachers to understand their students' learning styles and adapt their pedagogical practices, in the process becoming better teachers.

Systematic Observations

Systematic observations provide information about the impact of the instructional activities on the students. The key to useful observations is that they must be systematic: all students are observed, often and regularly; observations are recorded, reflected upon, interpreted, evaluated and used to guide students' efforts and teachers' adjustments in meeting the learning goals. Well recorded observations are strictly focused on behavior and carefully separated from any interpretations of the behavior.

Observational assessment is well suited for examining the affective area—the student's disposition toward a given subject—which tends to be overlooked during assessment. It is a way to note students' thoughts and feelings informally and with little intrusion. Teachers use observational assessments to monitor both academic and emotional growth. In addition to the mastery of a topic, the teacher may look for such affective traits as valuing certain disciplines or a positive attitude in the face of difficulty. When conducting observational assessments, teachers try to answer three questions:

1. What does the student know about the contents?
2. What intellectual processes have been employed by the student, such as reasoning, problem solving, communicating, and making connections?

3. What is the student's learning disposition, such as attitudes, persistence, confidence, and cooperative skills?

Observational assessments can lead to equity in the classroom for less "visible" students. Once identified, teachers can make efforts to connect with these students and provide the attention they need.

Journals, Self-Evaluations, and Peer Evaluations

Journals evidence a reflective process where the student thinks about the learning trajectory and product and writes down his/her ideas, interests, and experiences. Journals provide a way for students to reflect and for teachers to examine this reflection and better understand the students' thinking. Journals document changes in students' perceptions of themselves and their abilities.⁵⁹ The journal can be a highly accurate measure of a student's learning process because it reports directly on the student's personal experience.

Self-directed journaling allows the student to determine the topic, content, and direction of the reflection. Teacher-directed journaling yields responses related to a specific topic or goal. Journals are extremely valuable in assessing a student's perception of school experiences; they also constitute a valuable communication tool for both the student and the teacher.

Self-evaluations and peer evaluations allow students to take an active role in their own assessment. Instead of relying on perceptions of "what the teacher wants," they must think carefully about what an assignment is meant to achieve and how close they came to achieving it. This process results in continuous discussions about personal expectations and allows students to define some of their own criteria for success. It also provides a realistic level of challenge for each individual student and the complex thinking skills required for a meaningful assessment of quality.

Descriptive Transcript

Twice per year, Communitas will issue a transcript with a summary of course requirements met, narrative evaluations from teachers, and self-evaluations from students. The transcript eliminates grading and ranking, which have been shown to reduce interest in learning, discourage initiative in challenging tasks, and lower the quality of thinking.⁶⁰ This transcript will be adapted as necessary for college admissions, but will be presented with a clear explanation of the philosophy and learning goals behind its design. The transcript will also indicate whether a student has not yet fulfilled certain requirements due to insufficient quality of work.

The descriptive transcript holds students both to high standards of academic performance and

⁵⁹ Diane Hart, *Authentic Assessment: A Handbook for Educators* (New York: Addison-Wesley, 1994).

⁶⁰ Alfie Kohn, "From Degrading to De-Grading," *High School Magazine* (March 1999), Web, 12 Dec 2010 <<http://www.alfiekohn.org/teaching/fdtd-g.htm>>.

to a responsive measure of each student's learning trajectory. It always gives direction for future learning and growth, whatever the level of performance. It reflects progress over time, relating present achievement to past indicators. It details the particular challenges a student has faced and how those challenges have been met and often overcome. The descriptive transcript is a complex, nuanced, and personalized assessment that gives the reader a multi-dimensional image of student development.

Student-Led Parent Conferences

Parent conferences are held twice a year and more often as needed. Student-led conferences are educationally meaningful for students and an extremely informative format for parents to learn about their child's goals and progress.

With preparation and guidance from an advisor, the student directs the conference, shares evidence which best represents his/her growth to date, and sets further goals with parents and teacher. The sharing of work becomes part of the learning process for the student as well as a celebration of accomplishment. Teachers are also available to provide the family with information about their student's progress.

Procedure For Developing Assessments

Assessment at Communitas is an ongoing process that closely involves student input. Students will be asked to create their own definitions of successful outcomes, which then become topics of discussion. Teachers work to make the assessment process ongoing, collaborative, and philosophical, asking students to wrestle with the elusive idea of quality, and sharing their approaches with each other. In this way they model the skills of a lifelong learner.

Table 9. Assessment Matrix

Program	Skills	Assessments
INTEGRATIVE STUDIES		
<i>General</i>	Displays thorough study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts by engagement with big questions, both contemporary and enduring Uses inquiry and analysis Applies critical and creative thinking Demonstrates teamwork and problem solving skills	Portfolio Exhibitions Calibrated rubrics Conferences Self-evaluations Descriptive transcript
<i>English/Language Arts</i>	Achieves effective written and oral communication Demonstrates information literacy across diverse texts, time periods, and cultures	Portfolio Exhibitions Calibrated rubrics Conferences Self-evaluations Descriptive transcript
<i>Science</i>	Understanding and application of the major concepts underlying the various branches of science: physics, biology, chemistry, ecology, astronomy, and earth sciences	Portfolio Exhibitions Calibrated rubrics Conferences Self-evaluations Descriptive transcript
<i>History/Social Sciences</i>	Civic knowledge and engagement—local and global Intercultural knowledge and competence	Portfolio Exhibitions Calibrated rubrics Conferences Self-evaluations Descriptive transcript
<i>Mathematics</i>	Reasons logically and applies mathematical processes and concepts Uses inquiry, analysis, teamwork, and problem solving Demonstrates quantitative literacy	Portfolio Exhibitions Calibrated rubrics Conferences Self-evaluations Descriptive transcript
<i>The Arts</i>	Expresses ideas and emotions through participation in various forms of the visual and performing arts	Portfolio Exhibitions Calibrated rubrics Conferences Self-evaluations Descriptive transcript

WISDOM PROJECT		
<i>Mindfulness</i>	Develops self-awareness, emotional balance, self-control, and motivation	Journal Conferences Self-evaluations Student opinion surveys
<i>World cultures</i>	Demonstrates intercultural knowledge and competence	Exhibitions Self-evaluations
<i>Personal Creed</i>	Reflects on personal identity and philosophical questions Follows ethical reasoning and action	Portfolio Exhibitions Journal Self-evaluations
<i>Service Learning</i>	Displays civic knowledge and engagement—local and global	Projects Exhibitions Journal
<i>Human Life Studies</i>	Gains and applies awareness of human development Practices healthy living habits Shows competence with social and economic pressures	Projects Exhibitions Journal Physical fitness test
<i>Internships</i>	Shows active involvement with diverse communities and real-world challenges	Mentor observations Self-evaluations Projects Exhibitions Journal
<i>Wisdom Traditions</i>	Achieves intercultural knowledge and competence Follows informed ethical reasoning and action Shows literacy about world traditions	Mentor observations Self-evaluations Projects Exhibitions Journal
<i>Senior Seminar</i>	Synthesizes knowledge across general and specialized studies Applies knowledge, skills, and responsibilities to new settings and complex problems	Mentor observations Self-evaluations Projects Exhibitions Calibrated rubrics Panel evaluation Journal

Communitas will comply with all state (API) and federal (AYP) assessment and accountability requirements applicable to other charter schools. The School will utilize state and district accountability measures, assessments mandated by No Child Left Behind and school-level assessment indicators to ensure that major outcomes are met and to drive future instruction. State assessments that provide student-level data include the California Standards Test (CST) and the California English Language Development Test (CELDT).

Use and Reporting of Assessment Data

The assessments described above are designed to facilitate the mission, outcomes, and curriculum of Communitas. The school collects annual data from these assessments and utilizes the data to identify areas for improvement in the educational program and produce an annual performance report. This information is used to make strategic decisions about curriculum design, hiring, and professional development.

The report will include summary data showing student progress toward the goals and outcomes from assessment instruments and techniques as described in this section and an analysis of whether student performance is meeting the outcomes specified by this section. This data will be displayed on both a school-wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality.

Because many of the assessments used at Communitas are qualitative and uniquely defined by each student, the process of aggregating data will require teachers to use rating scales to assess student work, and anonymize the results. This practice will allow teachers to analyze student performance according to various categories and show measurable progress over time. Such rating scales will take grade level into account so that a student's work may be internally measured against past performance and externally measured against a general standard.

The report will also include

- A summary of major decisions and policies established by the Communitas Board of Directors during the year, data on the level of parent involvement in the school's governance (and other aspects of the school, if applicable), and summary data from an annual parent and student satisfaction survey;
- Data regarding the number of staff working at the school and their qualifications;
- A copy of the school's health and safety policies and/or a summary of any major changes to those policies during the year;
- Information demonstrating whether the school implemented the means listed in the Charter to achieve a racially and ethnically balanced student population;
- An overview of the school's admissions practices during the year and data regarding the number of students enrolled, the number on waiting lists, and the number of students expelled and/or suspended;
- Analyses of the effectiveness of the school's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints; and
- Other information regarding the educational program and the administrative, legal, and governance operations of the school relative to compliance with the terms of the Charter.

Communitas uses the information compiled in the annual performance report to evaluate and improve upon its educational programming as necessary. The school will cooperate with the County Office of Education on a regular site visitation process and protocol to enable the County to gather information needed to confirm the school's performance and compliance with the terms of this charter.

Within two months of receipt of the annual review, the authorizer must notify the Communitas Board of Directors as to whether it considers the school to be making satisfactory progress relative to the goals specified in this charter. This annual notification will include the specific reasons for the authorizer's conclusions.

D. Governance Structure

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

The success of the educational program at Communitas relies on the strengths and commitment of the stakeholders: the Board of Directors, staff, students and their families. The community at large is also integral to the program, as partners, sponsors, mentors and donors. The vision of an integrated curriculum with direct instruction, inquiry-based projects, student-driven exploration and ancient wisdom and traditions will appeal to students looking for a unique opportunity to learn, to know themselves and to find their place in society. The governing organizations within the school (the Board of Directors, School Administration/Leadership Team and the Community Council) build the foundation, support the structure where teachers can guide the learning and furnish the essentials to enrich the school experience.

Legal Status

Communitas Charter High School, an independent charter school, is in the process of incorporating as a California non-profit public benefit corporation pursuant to California law (see **Attachment 12: Articles of Incorporation**), and is applying to be a 501(c)(3) tax-exempt organization. Until Communitas receives tax-exempt status, Young Spirit Foundation has agreed to act as the school's fiscal sponsor. Young Spirit Foundation (YSF) is a local nonprofit organization that is forming partnerships with a wide range of organizations to promote a common vision of wisdom-based education. As shown in **Attachment 13: Agreement with Young Spirit Foundation**, YSF agreed to establish a Charter School Fund for tax-exempt donations solicited by Communitas. The Charter School Fund will be used for expenses directly related to the establishment of Communitas Charter High School. The Communitas founders will approve these expenses and provide any documentation needed to verify that the expenses are for public benefit and do not extend any material benefit to persons involved with the founding of the school.

The Communitas Board of Directors governs Communitas pursuant to its adopted corporate bylaws (see *Attachment 14: Communitas Charter High School Bylaws*). The Bylaws may be subsequently amended from time to time but shall be consistent with this charter. Communitas' board of directors and employees will comply with all laws relating to public agencies in general, all federal laws and regulations, all state codes, all nonprofit integrity standards and regulations regarding ethics and conflict of interest as they pertain to charter schools.

Communitas shall operate autonomously from the Santa Clara County Office of Education (SCCOE), with the exception of the supervisory oversight as required by statute and other contracted services. Pursuant to the Education Code Section 47604(c), SCCOE shall not be liable for the debts or obligations of Communitas, operated as a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by Communitas as long as SCCOE has complied with all oversight responsibilities required by law. Communitas will provide the necessary assistance in helping SCCOE comply with its oversight responsibilities under Section 47604.32 and subdivision (m) of Section 47605, including providing its annual, independent financial audit report, and other required reports on a timely basis.

Board of Directors

Communitas is governed by a Board of Directors, which includes three representatives from the community (who may or may not be parents of current Communitas students), the Executive Director, one faculty member and two student advisory members. A representative of SCCOE may also serve as an ex-officio member of the Board. As stated in the Communitas Bylaws, each director (with the exception of the Executive Director) is elected by their respective constituents. The faculty elects one representative to the Board for a two-year term. The student body elects two students as advisory members for staggered two-year terms. The families of the school elect three parent/community board members for staggered three-year terms (one ballot per family).

To ensure that the Board as a whole reflects a broad base of relevant experience and there are no conflicts of interest, parent/community member candidates for the Board are first identified and qualified by a nominating committee and both parent/community member candidates and student advisory members are cleared for conflicts of interest by the nominating committee. The nominating committee is made up of a student, a staff member, a parent, a board member, and the Executive Director. The nominating committee recruits parents or guardians of students and community members with expertise in one or more of the following areas: school administration or operations; curriculum or professional teacher development; non-profit management or governance; business management; finance; law; or fundraising. The nominating committee shall be responsible for ensuring that not more than forty-nine percent (49%) of the members of the Board are "interested parties" by disqualifying candidates for open positions that are interested parties and would create such conflict of interest, where interested parties includes: (i) persons compensated by Communitas either currently or in the last twelve months (either as full or part time employees, independent contractors or otherwise

(excluding reasonable compensation paid to a director as director)), and (ii) immediate family members (brother, sister, child, spouse, domestic partner, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother, father, mother-in-law, father-in-law) of any person described in (i). In the event more than 49% of the members of the Board are found to be interested parties, the parent/community member representatives and student advisory members that are interested parties shall promptly be removed from the Board and new elections shall be held to replace them for the remainder of their term.

The Board has ultimate responsibility for the operation of the school, including but not limited to, financial management, personnel, policies regarding admissions, discipline and curriculum, and parent involvement. The responsibilities of the Board include but are not limited to:

- Upholding the mission and vision of the school;
- Overseeing the implementation of the charter;
- Creating external or sub-committees including an audit committee, a nominating committee, and others as needed;
- Ensuring compliance with applicable law such as the Brown Act, the Public Records Act, and policies such as Conflict of Interest;
- Approving all operational policies as well as working with the school's administration and faculty to implement such policies through the Executive Director;
- Approving and monitoring the school budget and the school's fiscal practices, including solicitation and receipts of grants and donations;
- Maintaining responsibility for a fiscally solvent organization through:
 - Regularly reviewing current financial statements and asking questions
 - Implementing financial policies and internal controls
 - Holding staff accountable for carrying out financial policies
 - Conducting a financial audit annually
- Approving all hiring, firing, and discipline of employees as well as all employee contracts and personnel policies;
- Approving student and parent policies, including, but not limited to, admissions, and disciplinary policies including suspension and expulsion;
- Approving and monitoring management of school liabilities, insurance, health, safety, and risk-related matters;
- Approving all contracts and expenses in excess of 1% of the annual operating budget;
- Building the board by identifying, recruiting and training new board members; and
- Annually engaging in a self-evaluation process

The Board of Directors meets monthly and follows the Brown Act. Board meeting notices and agendas will be posted in public areas at least 72 hours in advance of meetings, as

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specified in the Communitas Bylaws. Minutes will be made available to the public. The Board makes its decisions using consensus, a group decision making process that not only seeks the agreement of the participants but also the resolution or mitigation of minority objections. Consensus is in keeping with the school's philosophy and belief in shared decision-making that gives equal weight to all the members of the school community when making decisions. It is of particular importance that the school includes the opinions of parents and students when making decisions that will affect them. Having representatives of these groups on the Board will ensure their participation, and using consensus will ensure that their viewpoints are incorporated into changes even when their views are not consistent with the prevailing view of the rest of the Board. On any instance where consensus is not achievable but a timely decision is necessary, the Board will abide by consensus minus one.

Each newly elected Board member will participate in annual board development training to ensure all of the members have an effective understanding of decision making through consensus, legal guidelines such as the Brown Act and the Public Records Act, and policies such as Conflict of Interest (see *Attachment 15: Proposed Conflict of Interest and Ethics Statement*), as well as all school policies. Board training also includes discussion of relevant issues including confidentiality, standards of board behavior, and budget and financial strategies.

The founding Board members share a love of progressive education and a commitment to choice for Santa Clara County's high school students. These Board members were elected by consensus by the Initial Steering Committee of Communitas Charter High School. See **Table 10. Communitas Initial Board of Directors** (below) and *Attachment 1: Founders' Resumes*.

Table 10. Communitas Initial Board of Directors

Communitas Board of Directors	Experience and Expertise	Contact Information
Theodore Timpson, President	Non-profit Governance and Finance, Curriculum Development, Teaching, Marketing	theodore@communitascharter.org
Lisa Mingus, Treasurer	Office Management, School Volunteer, Librarian	lisa@communitascharter.org
Shelly McCarthy, Secretary	Business Development and Management, Facilities, School Volunteer, Marketing, Project Management	shelly@communitascharter.org

School Administration

The school administration works in collaboration with the Communitas Board and the Community Council (described below) to advance educational excellence with instructional

philosophy and implementation, partnerships with the community for internships and mentoring, parent involvement and communication, and student commitment.

Executive Director

As described above (**Board of Directors**), the Executive Director is a member of the Communitas Board of Directors. The Executive Director's responsibilities include but are not limited to:

- Implementing and managing the educational component of Communitas.
- Supervising and developing the faculty and staff
- Overseeing the day-to-day operations of the school, including the operating budget, record keeping, and data collection and reporting
- Implementing and overseeing policies developed in collaboration with the other members of the Communitas Board,

The Executive Director also serves as liaison to the County and other outside agencies, and will promote and maintain a positive working relationship with the County.

Leadership Team

As Communitas becomes fully staffed for grades 9-12, the Executive Director will form a leadership team of representative teachers and support staff to facilitate shared governance and to serve as an advisory body to the Executive Director and the Communitas Board. The responsibilities of the future Leadership Team may include:

- Representing staff and faculty interests
- Providing input to the school budget
- Assisting with employee relations
- Facilitating the execution of the annual development plan for the school
- Coordinating the design and implementation of:
 - Curriculum,
 - Student enrichment programs,
 - Student assessment procedures, and
 - Professional development opportunities.

Community Council

At the core of Communitas' vision is the desire to create a community that will support every student in not only achieving educational goals but also in contributing to the operation and governance of the school in a meaningful way. Because of this commitment to meaningful student involvement at all levels of the school, in addition to the two student advisory seats on

the Communitas Board of Directors, the traditional student government and the parent organization have been formally combined into one entity called the Community Council. The Community Council will work under the direction of the Communitas Board to best support the needs of the school. The Community Council will create subcommittees (consisting of both students and parents) as needed to support various aspects of the school. Examples of probable committees are:

- Community Building
- Student events
- Athletics
- After school enrichments and clubs
- Recruiting and Outreach
- Operations Support
- Program Support
- Mentoring and Tutoring
- Fundraising

This organization will allow students to have more responsibility for the operation of their own school and will provide opportunities for students to learn firsthand about collaboration, enacting change in their own school environment and participating in democratic policy making.

Parent Involvement

Research shows that the involvement of parents in their adolescent's education has a significant and lasting impact on both academic achievement in high school and on post-secondary attainment.⁶¹ Communitas encourages families to be engaged in their children's education; to form working relationships with the faculty, staff, students, and other parents; and to contribute to the school community in meaningful and developmentally appropriate ways.

The Board and the Community Council each have, at their core, the belief that parent involvement is crucial to the success of the students and the school as a whole. The educational philosophy, the enrichment of the curriculum, and the strength and cohesiveness of the school community all rely on active support by parents. Good communication, family commitment to shared goals and the maximized use of talents and skills promote a culture of excellence at Communitas.

⁶¹ Evanthia Patrikakou, "Adolescence: Are Parents Relevant to Students' High School Achievement and Post-Secondary Attainment?" *Family Involvement Research Digests*, Harvard Family Research Project (September 2004), Web, 10 Dec 2010 <<http://www.hfrp.org/publications-resources/browse-our-publications/adolescence-are-parents-relevant-to-students-high-school-achievement-and-post-secondary-attainment>>.

Families will be asked to participate at all levels of the school, from governance to facility maintenance. Parent involvement is supported and coordinated by a parent volunteer coordinator on the Community Council who works closely with the Executive Director and teachers to support school programs, enrich school culture, and help keep the school community involved and cohesive. The parent volunteer coordinator will work with families to find appropriate volunteer opportunities that match their skills, interests, and time constraints with the needs of the school. For example, parent volunteers may:

- Serve on the Board of Directors
- Serve on the Community Council
- Share personal expertise with teachers, advisors, students, and/or other parents
- Provide or coordinate internships or service learning opportunities
- Manage school-wide events such as social events and educational speakers
- Fundraise for school programs
- Lead after-school enrichment activities such as classes, clubs, or sports teams

Each year, families will be asked to sign a Communitas Family Contract, detailing the ways in which they will support their student and the Communitas school community, including their commitment of volunteering 40 hours as a family in support of the school, over the course of the school year. The Communitas Board of Directors approves the annual Communitas Family Contract (see *Attachment 16: Proposed Communitas Family Contract*).

In addition, Communitas is committed to supporting parents in their own life-long learning by providing resources such as parent education speakers and seminars explaining the college application and financial aid processes.

The collaboration of the school administration and staff, the Board of Directors, and the Community Council reflects the vision of the school as a place to participate in the interconnections of our world. The experience and expertise of the founding Board members reflects the importance given to support its goals for a transformative educational experience while considering the fiscal implications necessary to deliver that experience

E. Employee Qualifications

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

Hiring and Selection Process

Communitas shall recruit professional and qualified personnel who believe in the philosophy of the school for all staff positions. In accordance with Education Code 47605(d)(1),

Communitas Charter High School shall be nonsectarian in its employment practices and all other operations. The School shall not discriminate against any individual (employee or pupil) on the basis of ethnicity, national origin, gender, or disability or any characteristic described by Education Code Section 220.

All employees should possess the personal characteristics, knowledge, and relevant experience consistent with the responsibilities and qualifications identified. Communitas will create job descriptions that convey these requirements. Staff members will be recruited through communication channels, such as Ed-Join, education networking websites such as the California Charter Schools Association, Teach for America, the school website, as well as career fairs, local universities, word of mouth and other outlets.

All school employees shall be fingerprinted and shall successfully pass all required Department of Justice/Federal Bureau of Investigations checks and background checks that provide for the health and safety of the School's faculty, staff, and students prior to beginning work.

Executive Director Selection

The position of Executive Director is selected by the Board of Directors. Upon successful screening of candidates, the founders of the school will interview and show the campus/general location of the school to the potential candidates. The founders will then recommends their top choices to the Board of Directors for an interview. Upon formally meeting with the Board, the candidates for Executive Director will be narrowed down even further and after consensus of the Board, the Executive Director will be selected.

Roles and Responsibilities of the Executive Director

The Executive Director supervises the teachers and non-instructional staff and shall operate as the chief executive officer managing the day-to-day functions of the School. The Executive Director shall act as the instructional leader at the School and shall be responsible for helping the School's students achieve outcomes as outlined in the Educational Program.

Direct responsibilities will include:

- Overseeing the daily operations of the school.
- Creating and maintaining a supportive that helps students and staff feel safe and reach their full potential.
- Hiring, support, evaluation and termination of all staff.
- Reporting on school performance to the Board of Directors and the charter authorizer.
- Supporting teachers in instruction to implement the school's vision and realize the school's mission.
- Facilitation of democratic decision making involving all stakeholders.
- Preparing credentialing paperwork and monitor processing.
- Organizing and lead teacher workshops and in-service.
- Organizing teacher common planning time.

- Handling student discipline issues, including suspension and expulsion with the Board.
- Acting as a liaison to external partners.
- Representing the school at meetings/forums.
- Assist in writing grants, facilitating fundraising and/or obtaining loans.

Candidates for this position will possess:

- Organizational management experience with human and financial resources, including employees and volunteers, budgeting fiscal management, compliance procedures;
- Leadership, supervision, and staff development experience;
- Teaching experience in an urban educational setting;
- Strong interpersonal skills, including the ability to interact effectively with staff members, parents, district personnel, vendors and community stakeholders;
- Proficient in the use of computers, including but not limited to word processing, spreadsheets, multimedia presentations, email, the Internet, and digital media;
- Advanced degree, preferably in education and/or administrative credential; and
- In-depth understanding of and commitment to the School's vision and mission.

This individual must meet all of the following minimum requirements:

- Bachelors Degree in education or related field (required)
- MA or equivalent (desirable)
- California Administrative and Teaching Credential (desirable)
- Teach or Experience in Related Field (desirable)
- The Board reserves the right to consider candidates based upon a combination of education and experience

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 non-core, non-college preparatory courses. - California Education Code Section 47605(l).

Teachers will be selected by the Executive Director and hiring committee on an application and interview basis in consultation with parents, students and other staff members. Selection of teachers will be based on their teaching experience, the degree of subject matter expertise and their ability to demonstrate classroom instructional capabilities.

The Teacher's job responsibilities include:

- Help develop and provide a quality, enriched curriculum that is aligned with the California State Standards in all core content areas.
- Provide continual assessment of student progress and maintain records.
- Continually evaluate classroom performance to meet the needs of the students.
- Provide an effective classroom environment that reflects and facilitates the academic program.
- Oversee grade level projects.
- Provide peer assistance to fellow teachers.
- Continue to work on professional growth.
- Have, at a minimum, basic experience with educational technology.
- Actively strive for continuous and open communication with parents and community members.
- Maintain regular, punctual attendance.

Qualifications for a teaching position include:

- Hold a valid Commission on Teacher Credentialing Certificate (in subject area);
- One to two years of prior teaching experience as a full-time teacher;
- Highly Qualified as defined by No Child Left Behind;
- Strong classroom management skills;
- Authorization to teach English Learners;
- Proficiency in computer hardware and software use, including word processing, spreadsheets, multimedia presentations, email, the Internet, digital media;
- Hold a Bachelor's degree from a four year college or university; and
- In-depth understanding of and commitment to the School's vision and mission.

Communitas will employ highly qualified teachers, both in terms of formal training and experience to teach at Communitas. In addition to possessing a current California Teacher Credential, teachers will hold specialized certifications or the equivalent training toward the Bilingual Cross-cultural Language and Academic Development (BCLAD) and Cross-cultural Language and Academic Development (CLAD) to work with English learners as required by NCLB and state requirements monitored by the California Commission Teacher Commission.

Communitas will adhere to all requirements outlined by No Child Left Behind with respect to teachers and paraprofessional employees. Teachers will meet the requirements for employment as stipulated by the California Education Code section 47605(1). Primary teachers of core, college preparatory subjects (i.e. English language arts, math, science, history/social science, and special education) will hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold.

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

Classified Staff

Classified and other personnel will be selected by the Executive Director on an application and interview basis in consultation with other classified staff and teachers. Selection will be based on the ability to perform the job duties for that position. Classified personnel will perform duties suitable for their job positions. Both Full-time and part-time classified staff will be hired on an as-needed basis. Full-time employees will be those working in excess of 36 hours per week.

Business Services Administrator

The Business Services Administrator will work with the Executive Director to implement responsible fiscal policies and operations of the School. This person will also assume the role as the office manager in the first year of operation. Candidates for this position will possess knowledge, skills, and abilities in the following:

- Administrative principles and practices including organizational development, administration, budgeting, purchasing, and employment management;
- Principles and practices of educational accounting, budgeting, and financial analysis;
- Concepts and techniques of financial control systems and methodology;
- Sources of revenues and expenditures typical of public school operations; and
- Laws, rules, and regulations that apply to educational fiscal operations.
- Experience dealing with various stakeholders
- High level of organizational skills
- Ability to manage multiple tasks
- Knowledge of responsibilities of a high level office manager/administrator

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 experience administering budgets and performing data analysis, preferably in an educational environment.

Instructional Aides

It is the intent of Communitas to hire instructional aides to assist with English Language Learners and Special Education students in the classroom during the first year of operation. In addition, the school may work with local 4-year universities to hire education students participating in the Federal Work Study Program. Instructional aides will be selected by the

Executive Director and hiring committee on an application and interview basis in consultation with parents and other staff members. Aides will assist with the differentiation of instruction by working with individual students and small groups, by assessing students on particular skill and content standards and by preteaching and reteaching as appropriate. Aides will also provide primary language support in the student's native language and assist in communication with their families.

Instructional aide responsibilities include, but are not limited to:

- Providing instructional support to students by working with them individually and in small groups;
- Assist with ongoing assessment of student mastery of skill and content standards under the supervision of the classroom teacher;
- Help the teacher differentiate instruction by providing re-teaching, scaffolding support and additional challenges for students working above grade level;
- Supervise students during independent activities; and
- Other duties as needed

The job qualifications of an instructional aide include:

- Previous classroom experience or relevant experience with ages of children served;
- Associate's degree, two years of college or passage of NCLB competency exam (if facilitating academic instruction);
- Fluency in English and Spanish (or other language spoken by students) preferred; and
- Meeting other requirements of No Child Left Behind.

Evaluations

Employee supervisors will be responsible for providing feedback on performance. They will not wait until major evaluations but will maintain an ongoing dialogue about how the employee performs his or her work. For example, the Executive Director will visit classrooms regularly, for both quick "snapshot" visits and longer stays to keep in touch with teacher performance.

Major evaluations will occur twice a year and will address all aspects of each employee's job description. Performance measures, both quantitative and qualitative, will be used to evaluate all school personnel.

The Executive Director will be evaluated by the Board on:

- Maintaining a fiscally sound charter school including a balanced budget.
- Overall successful school academic program and achievement of educational goals.
- High parental and community involvement.

- Completion of required job duties.
- Creation of a school atmosphere of enthusiasm, warmth, and cooperation among all parties.
- Other responsibilities and aspects of his/her job description.

The Board may choose to develop a formal instrument to evaluate the Executive Director's performance incorporating the measures listed above as well as additional measures determined as the school year progresses.

Teachers will be evaluated by the Executive Director based on the following measures:

- Student progress as referenced from assessment measures.
- Effectiveness of teaching strategies as evaluated by the director through classroom visitations.
- Performance of job duties.
- Knowledge of curriculum.
- Participation in school activities aligned with the school's mission and vision.
- Other responsibilities and aspects of his/her job description.

Classified and other personnel will be evaluated by the Executive Director based upon completion of assigned job duties and regular, punctual attendance.

If an employee disagrees with an evaluation, a written objection may be appended to the review. Employees always have the right to engage in the Due Process and Process for Resolving Complaints/Grievances. If requested, assistance will be provided to employees in due process.

All staff members have the right to due process at all times.

Compensation and Benefits

Employees of Communitas shall receive compensation packages, which 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 Communitas Charter High School Board for cost of living adjustments and incentive pay to remain competitive.

Communitas will provide opportunities for teachers and other professionals to continue their professional development (see *Attachment 9: Plan for the Development of Faculty and Staff*).

F. Health and Safety

A description of 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)

Communitas Charter High School places a high priority on safety of its students and staff, and recognizes the importance of taking appropriate action whenever an accident or illness threatens the safety, health, or welfare of a student or staff member at school or during school-sponsored activities.

Prior to commencing instruction, Communitas Charter High School will create, adopt and implement a comprehensive set of health, safety, and risk management policies. These policies and procedures will be provided to the Santa Clara County Office of Education for review and approval prior to commencing instruction at Communitas. These policies will be developed in consultation with the school's insurance carriers and at a minimum will include the following:

- All enrolling students and staff must provide records documenting immunizations to the extent required by law for enrollment in non-charter public schools;
- Mandatory TB screening for all staff and parent volunteers;
- Vision, hearing, and scoliosis screening for students as appropriate by grade level;
- Policies relating to the administration of prescription drugs and other medicines;
- Policies and procedures for response to natural disasters and emergencies, including fires, bomb threats, intrusion, and earthquakes;
- A policy requiring that instructional and administrative staff receive training in emergency response;
- Policies relating to preventing contact with blood-borne pathogens;
- A policy that the school will be housed in facilities that have received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard;
- A policy that the school will comply with state 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.
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace;

- A requirement that each employee of the school, or employee of any contractor providing services to the school, submit to a criminal background check (including submission of fingerprints) and furnish at his own expense a criminal record summary as required by Education Code Section 44237; and that each vendor of the Charter School will comply with the criminal background check sections of Education Code section 45125.1;
- A policy regarding fingerprinting and criminal background checks for volunteers;
- A policy to prevent, report, and deal with any allegations of sexual harassment;

Employment Eligibility Requirements

In order to be eligible to work for Communitas, All employees must furnish or be able to provide:

- Fingerprinting for a criminal record check. Applicants will be required to provide a full disclosure statement regarding prior criminal record.
- Medical clearance including proof of medical exam and tuberculosis (TB) testing.
- Documents establishing legal status.

Background Check

Any candidate selected to fill a position at Communitas is required to complete a background investigation by using the *Live Scan Service Request* form. This form allows the candidate to go to any live scan service provider and electronically submit their fingerprints to the Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI).

The business administrator is the only confidential employee with access to this information. After reviewing the investigation results, if the results indicate that no criminal history exists for the applicant than he/she is considered eligible to continue the hiring process. If the results indicate that a criminal history does exist for the applicant than the results are thoroughly reviewed by the Executive Director who determines if there are any convictions that would disqualify the applicant from employment.

Child Abuse Reporting

Communitas will adhere to the requirements of California Penal Code Section 11164 and 11166 regarding child abuse reporting. Communitas staff must report to the proper authorities if they suspect the following occurring to a student:

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

The reporting person need only “reasonably suspect” that abuse or neglect has occurred.

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

All suspected cases of child abuse will be brought to the attention of the Executive Director or his/her designee. Communitas staff will complete a written report of the situation and immediately notify the Department of Children Services. If necessary, the local police department will be informed of the situation as well. The reporting person will be responsible for providing all the necessary information and child abuse reports to the Department of Children Services and/Police Department since he/she will be most knowledgeable of the situation.

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

Ensuring Safety of Facilities

All structures secured for Communitas' staff and students will meet or exceed the requirements set forth in the following codes or acts:

- Federal Uniform Building Codes (UBC)
- Fire and Emergency Exit Codes
- Health and Safety Codes
- Local Building Codes and
- Americans with Disabilities Act (ADA)

To prepare any school sites leased for occupancy, Communitas will incorporate adequate plumbing (including bathrooms and custodial needs), electrical, lighting, and heating/cooling, widening of doors, installing wheelchair lifts, elevators, ramps, modifications to bathrooms, adding drinking fountains, payphones, installing exit signs, alarm systems and installation/upgrade of sprinkler systems when transforming the property for school use.

Insurance Requirements

Communitas will secure and maintain appropriate workers compensation insurance, as well as liability coverage, bond coverage, and insurance coverage, providing for, among other things, insurance for operation and procedures, personal injury, and property, fire, and theft.

Evidence of Insurance

The Charter School shall furnish to the County's Office of Risk management and Insurance Services within 30 days of all new policy inception dates, renewals or changes. In addition, all evidence of insurance, including insurance certificates or other such insurance documents, must be signed by duly authorized representatives of the insurance carrier.

These policies will be incorporated into the Communitas student, family, and staff handbooks as appropriate and will be reviewed on an ongoing basis by the Communitas staff and Board.

G. Racial and Ethnic Balance

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

Diversity Outreach

Communitas Charter High School recognizes that Santa Clara County is a very diverse county, and the school's mission calls for "a global perspective" and "empathy for others." The Essential Principle of Democracy and Equity directs the school to create a learning community in which many backgrounds are reflected those backgrounds are recognized and valued. Such a school offers a richer academic environment as well as hope for a sustainable society. Given these realities, Communitas is making it a top priority to reach out to all communities in Santa Clara County in an attempt to create a school population that accurately represents the county ethnically, as well as socio-economically.

Communitas will obtain:

- Endorsements and hosted events by trusted organizations, congregations, and schools
- Translation of documents and bilingual presenters
- Bus passes for free/reduced lunch students
- Childcare for school events and parent involvement opportunities
- Free/reduced lunch for students who qualify

Communitas is already seeking to establish relationships with trusted, prominent organizations

and congregations in the county which serve the Latino and Vietnamese communities, as well as organizations that reach out and serve low-income populations. The founders group has already established an outreach relationship with People Acting in Community Together (PACT) San Jose. By forming these connections now, Communitas can begin to draw students from many different backgrounds from the first year on.

The way in which Communitas will partner with these organizations varies. Many of these organizations will allow us to make presentations about Communitas and the educational opportunities that it offers to their members. These organizations will help to identify those students from those communities that would benefit from attending a school such as Communitas. These organizations will also assist Communitas in translating its materials into languages other than English and locating bilingual speakers for presentations.

Some proposed outreach organizations:

- Somos Mayfair
- Boys and Girls Club of Silicon Valley
- Vietnamese American Council
- California Latino School Boards Association
- People Acting in Community Together (PACT - San Jose)

Diversity Outreach Plan

Based on the ethnic make-up of the student body, Communitas will develop a Diversity Outreach Plan to increase the number of students from various backgrounds every year. For example, if the student population of Communitas in its first year is approximately 60% white (non-Hispanic), 20% Asian, 15% Hispanic and 5% other, through its Diversity Outreach Plan, Communitas will make it a goal to increase the number of Hispanic students 5% every year to more accurately reflect the make-up of the county. Communitas will maintain an accurate accounting of the ethnic and racial balance of students who enroll in the school, along with documentation efforts that the School has made to recruit a student population with demographics that are similar to the local schools' ethnic make-up.

Federal Compliance

To the extent that Communitas is a recipient of federal funds, including federal Title I, Part A funds, Communitas has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. Communitas agrees that it will keep and make available to the County any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include, but are not limited to the following:

- Notify parents at the beginning of each school year of their “right to know” the

professional qualifications of their child's classroom teacher including a timely notice to each individual parent that the parent's child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.

- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.
- Hold an annual Title I meeting for parents of participating Title I students.
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

Communitas also understands that as part of its oversight of the school, the County may conduct a program review of federal and state compliance issues.

H. Admissions Policies and Procedures

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

... a charter school shall be nonsectarian in its admission policies, ... shall not charge tuition, and shall not discriminate against any pupil on the basis of the characteristics listed in Section 220 - California Education Code Section 47605(d)(1)

A charter school shall admit all pupils who wish to attend the school. However, if the number of pupils who wish to attend the charter school exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the district except as provided for in Section 47614.5. Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law. - California Education Code Section 47605(d)(2)(A - B)

The goal of the Communitas Board of Directors is to build a demographically and culturally diverse school community of students and their families that is representative of Santa Clara County. Communitas is committed to using a fair enrollment policy and maintaining procedures to verify that all admissions requirements specified in law and in Communitas policies and regulations are met.

Communitas will be nonsectarian in its admission policies and will not charge tuition. Communitas will comply fully with California Education Code Section 220 and will not discriminate against any student based on 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.

Communitas will adhere to all state and federal laws regarding the minimum age of students,
Communitas Charter Petition

and any student over 19 years of age who is admitted will be continuously enrolled in public school and making satisfactory progress towards high school diploma requirements. No student over 22 years of age will be admitted or in attendance.

Communitas will not require any child to attend a charter school or any employee to work at a charter school.

Communitas is a school of choice, and will attract students and parents who can benefit from an education that provides greater real-world experience, self-guided and entrepreneurial projects, cultural literacy in their own community, and a more personalized approach to education.

Communitas will send announcements about the school and admission procedures to neighboring groups and community members, such as

- Local middle public schools
- Private schools in the community
- Churches and community centers in the area (e.g. YMCA, YWCA, Parks and Recreation, etc)
- Local district staff
- Local elected officials

The Communitas Board, staff and families will work together to build a school community around a shared understanding of the school's mission and a commitment to the schools' instructional and operational philosophy. All students and their parents or guardians will be strongly encouraged to attend a school informational meeting and tour the school (for admissions after the school begins operation) before enrolling. Families will be asked to sign a Communitas Family Agreement, which indicates that they understand and support the school's philosophy and policies, and that they are willing to make a commitment of the family's time in support of the school community, with the understanding that there will be lots of ways for families to meet this commitment (see *Attachment 16: Proposed Communitas Family Agreement*).

Students who are currently under expulsion for any reason specified in California Education Code Sections 48900-48927 from any public or private school may not enroll in Communitas until the expulsion term has been documented as completed, the student completes the rehabilitation plan created by the former school or as created by Communitas on behalf of the student, and the Communitas Board finds in good faith, taking into account the seriousness of the offense, that admission of the student is consistent with the safety and well-being of the school or any persons at the school in any capacity or to the order necessary to carry out the School's educational mission.

Admissions Lottery

If the number of students applying for any grade exceeds the expected capacity for that grade, a single admissions lottery will be conducted for the oversubscribed grades for those applicants who submitted application packets during the open enrollment period. Existing students of the School are not subject to the public random drawing. When a drawing is necessary after an enrollment period has ended, it will be conducted in accordance with the exemptions and preferences established below. A waiting list of applicants at each grade level will be maintained to fill vacancies that occur during the school year. (See *Attachment 17: Lottery Policy* for more details).

For the initial school year enrollment, if a public random drawing is necessary for any grade level, the exemptions and preferences will be as follows:

1. Exemptions from the lottery:
 - a. Children of Communitas Founders as identified in the charter document (see **Table 2. Founding Members and Areas of Expertise**). *
 - b. Children of faculty of Communitas.*
* Students receiving these exemptions will not make up more than 10% of the student population at any time.
2. Preferences in the single lottery:
 - a. Residents of Santa Clara County (upon proof of residency) will be granted a 2:1 preference in the single lottery.

In subsequent years, if a public random drawing is necessary for any grade level, the exemptions and preferences will be as follows:

1. Exemptions from the lottery:
 - a. Current students.
 - b. Siblings of current students.
 - c. Children of Communitas Founders as identified in the charter document (see **Table 2. Founding Members and Areas of Expertise**). *
 - d. Children of faculty of Communitas.*
* Students receiving these exemptions will not make up more than 10% of the student population at any time.
2. Preferences in the single lottery:
 - a. Residents of Santa Clara County (upon proof of residency) will be granted a 2:1 preference in the single lottery.

As explained in *Attachment 17: Lottery Policy*, parents of students who submitted applications will be notified individually by U.S. mail of the date, time, place, openings available and procedures of the public random drawing. To ensure a fair random public drawing, all procedures will be publicized in the community.

I. Financial Audits

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

The Communitas Charter High School Board will appoint an Audit Committee, which will select an independent financial auditor and oversee audit requirements.

An annual audit of the books and records of Communitas Charter High School will be conducted as required under the Charter Schools Act, section 47605(b)(5)(I). The books and records of the School will be kept in accordance with generally accepted accounting principles and as required by applicable law, and audits will employ generally accepted accounting procedures.

The Audit Committee will 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 will be expanded to include items and processes specified in applicable federal Office of Management and Budget (“OMB”) Circulars. The audit will 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 each 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 Santa Clara County Superintendent of Schools, the State Controller, and to the California Department of Education by December 15th each year. The School’s Executive Director, along with the audit committee, will review any audit exceptions or deficiencies and report to the Communitas Board with recommendations on how to resolve them. The Communitas Board will submit a report to the County describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the County. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process described in that section of the Charter.

J. Suspension and Expulsion Procedures

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

Prior to commencing instruction, Communitas Charter High School will develop and adopt a comprehensive set of student discipline policies which will clearly describe the school's expectations regarding, among other things, attendance, mutual respect, substance abuse, violence, safety, and work habits. Communitas will also develop detailed procedures for responding to infractions of these policies, including a requirement for due process for all students, and conformance to applicable federal law regarding students with exceptional needs, a draft of which is included as Attachment 18 (see ***Attachment 18: Proposed Communitas Student Suspension and Expulsion Policies and Procedures***). These discipline policies and procedures will be provided to the Santa Clara County Office of Education for review and approval prior to commencing instruction at Communitas.

Each parent or guardian will be asked annually to verify that they have reviewed the discipline policies with their student(s) and that they understand the policies and consequences.

Communitas will notify the County of any expulsions and will include suspension and expulsion data in its annual performance report.

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

K. Retirement System

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

All certificated employees of Communitas Charter High School shall participate in the State Teachers Retirement System ("STRS"), in accordance with STRS guidelines and Education Code 47611. All salaried teachers and administrators will contribute the percentage required by STRS at the time that contributions are made. Communitas will contribute the employer's portion as required by STRS. All withholdings from employees and the charter school will be forwarded to the STRS Fund as required. Employees will accumulate service credit years in the same manner as all other members of STRS.

Non-certificated staff will participate in the federal social security system and will have access to other school-sponsored retirement plans according to policies adopted by the Communitas Charter High School Board of Directors.. Communitas shall submit all retirement data through SCCOE or through any agency qualified to receive retirement data and will comply with all policies and procedures for payroll reporting. Federal Social Security payments will be contributed for all classified, non-STRS employees in accordance with Federal and State laws. All employees will pay the required percentage of Medicare.

Communitas' Executive Director will ensure that appropriate arrangements for each employee's retirement coverage are made.

Communitas will participate in OASDI for non-eligible STRS and part-time employees. The School shall make contributions for workers compensation insurance, unemployment insurance, and any other payroll obligations of an employer. The Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs as it deems appropriate.

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 student is required to attend Communitas. Students who do not attend Communitas may attend their local school in their school district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their school district of residence.

Parents or guardians of each student enrolled in the charter school will be informed, at the time they enroll and in the student/parent handbook, that the student has no right to admission in a particular school of any local education agency as a consequence of enrollment at Communitas .

M. Description of Employee Rights

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

An employee of the charter school shall have the following rights:

- Any rights upon leaving the employment of a local education agency to work in the charter school that the local education agency may specify;
- Any rights of return to employment in a local education agency after employment in the charter school as the local education may specify; and
- District employees choosing to work at Communitas must consult with their district to determine current leave eligibility.

All provisions pertaining to leave and return rights for district union employees will be granted to certificated and classified employees in accordance with current collective bargaining agreements.

N. Charter School/Charter Authority Dispute Resolution

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

Internal Disputes

The Board of Directors of Communitas will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. These complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in the school's student and family handbook and distributed widely.

The intent of the dispute resolution process will be to:

- Resolve disputes within the school pursuant to the school's policies;
- Minimize oversight burden on the County;
- Ensure a fair and timely resolution to disputes; and
- Frame a charter renewal process and timeline so as to avoid disputes regarding renewal.
- Disputes shall first be brought to the Executive Director of the School for resolution.
- The Executive Director shall track all disputes in writing.
- The Executive Director shall facilitate discussion and resolution between all parties involved in the dispute.
- If the dispute is not resolved by the discussion facilitated by the Executive Director, the matter shall be brought before the Communitas Board. The Executive Director shall provide the Board with a written summary of the dispute and attempts to resolve it.
- The decision of the Board shall be final.

The County agrees not to intervene or become involved in an internal dispute unless the Communitas Charter Petition

dispute has given the County reasonable cause to believe that a violation of this charter or laws or issues of student health or safety have occurred, or unless the Communitas Board has requested the County to intervene in the dispute.

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

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

The Boards of Communitas Charter High School and the County 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.

Disputes Between the School and the County

In the event of a dispute between Communitas and the County, the Communitas Board and the County agree to first frame the issue in written format and refer the issue to a County representative and the Executive Director of the School. A written notification shall be issued each party and must identify the nature of the dispute, any supporting facts and the proposed resolution. In the event that the County believes that the dispute relates to an issue that could lead to the revocation of the charter under California Education Code Section 47607, it shall specifically note this in the written dispute statement.

The Executive Director and the County representative shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two members from their respective Boards who shall jointly meet with the County representative and the Executive Director of Communitas. If this joint meeting fails to resolve the dispute, the County representative and the Executive Director shall meet to jointly identify a neutral, third party mediator. Mediation shall occur before a jointly appointed mediator who is skilled in the interest-based approach to mediating disputes in the public school setting, or failing such joint appointment, then as appointed by the American Arbitration Association. The format of the mediation session shall be developed jointly by the County 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 the School and the County 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. The arbitrator will issue a decision in writing, and such decision will be binding upon both parties. 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.

Table 11. Addresses for Official Communications

Theodore Timpson Communitas Board President c/o 1226 Glenn Avenue San Jose, CA 95125	Santa Clara County Office of Education 1290 Ridder Park Drive San Jose, CA 95131-2304
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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 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)

Communitas is the exclusive public school employer of the employees of the charter school for the purpose of the Education Employment Relations Act. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes. However, unless the employees elect to be represented by an organization for bargaining purposes, all employees will be individually contracted.

P. Procedures to be used if the Charter School Closes

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)

In accordance with Education Code Section 47607(c), the charter granted pursuant to this Petition may be revoked by the County if the County finds, through a showing of substantial evidence, that Communitas has:

- 1) Committed a material violation of any of the conditions, standards, or procedures set

forth in this Charter;

- 2) Failed to meet or pursue any of the pupil outcomes identified in this Charter;
- 3) Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement; or
- 4) Violated any provision of the law.

Prior to revocation, the County will notify Communitas of any violation (as set forth above) in writing, give the school a reasonable opportunity to cure the violation, and give the school the opportunity to appeal the decision to the State Board in accordance with Education Code Section 47607, unless the County Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health and safety of the students.

The following procedures (abiding by Cal. Education Code §47605(b)(5)(P)) shall apply in the event the charter school closes. The following procedures apply regardless of the reason for closure to ensure an orderly closing of the school:

- 1) Closure of the School shall be documented by official action of the Board of Communitas Charter High School. The action shall identify the reason for closure. The Board shall promptly notify the State Board of Education within 10 business days of the closure and the effective date of the closure.
- 2) Board of Directors shall delegate to the Executive Director the responsibility to manage the dissolution process.
- 3) Written notification of the closure of the charter school within 10 days to parents/guardians of students, students, SCCOE, 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.
- 4) 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.

- 5) Transfer and maintenance of all student records, all state assessment results, and any special education records to the custody of the responsible entity, except for records and/or assessment results that the charter may require to be transferred to a different entity.
- 6) All transfers of student records shall be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”), 20 U.S.C. §1232g. Transfer and maintenance of personnel records shall be done in accordance with applicable law.
- 7) Completion of an independent final audit within six months after the closure of the school that may function as the annual audit. The audit shall be prepared by a qualified Certified Public Accountant selected by the school and shall be provided to the County 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 the charter school.
- 8) Disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed, including but not limited to, the following:
 - (a) 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.
 - (b) The return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.
- 9) Completion and filing of any annual reports required pursuant to Education Code section 47604.33.
- 10) Identification of funding for the activities identified in sections 1) through 9) above.

Upon closure of the School, all assets of the 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 the School’s Bylaws and applicable law upon dissolution of the School. Upon school closure, Communitas shall remain

responsible for satisfaction of all liabilities arising from the operation of the school.

As the 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 Communitas Charter High School Board based on the needs of the school and the County.

Financial Planning, Reporting, and Accountability

The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. - California Education Code Section 47605.6(h)

Financial Plan

A financial plan for the school, including a proposed first-year operational budget and three-year cash flows and financial projections is outlined in ***Attachment 19: Communitas Charter High School Multi-Year Financial Projections***. These documents are based upon the most recent state budget updates from the Governor's office.

Communitas will maintain a five-year budget projection using reasonable cost estimates. The school will also maintain between a three and five percent reserve, and will attain board approval of its annual budget.

Financial Reporting

Communitas Charter High School will provide reports to the County as follows, and will provide additional fiscal reports as requested by the County:

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. In addition, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the 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 County shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Communitas Board will adopt and implement systems and processes, including establishment of a fiscal oversight committee and designation of a Communitas liaison to work with the County, to keep track of financial data and compile information in the prescribed format needed for the reports listed above, and to ensure that the above information is provided to the County in a timely fashion.

Impact on the Charter Authorizer

The county board of education 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, any school district where the charter school may operate and upon the county board of education. The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. - California Education Code Section 47605.6(h)

This section is intended to satisfy the requirement of *Education Code section 47605.6(h)* or other subsequent legislation that charter schools provide the charter authorizer an impact statement. This section provides information regarding the proposed operation and potential effects of Communitas Charter High School on the SCCOE. It is intended to assist the SCCOE in understanding how Communitas may affect the SCCOE but it is not intended to govern the relationship of the school and SCCOE. Further details regarding the relationship between Communitas and SCCOE will be detailed in an annual memorandum of understanding between the charter school and the county superintendent of schools

Estimated Number of Students

Communitas Charter High School is expected to serve 150 students during its first year. At full grade 9-12 build out, the school projects approximately 400 students.

Support Services

The Executive Director of Communitas will be responsible daily oversight of the school under

policies adopted by the Communitas Board. Communitas expects to provide or procure its own administrative services, including, but not limited to, financial management, legal, and personnel. Subject to availability, Communitas may request County services on a fee-for-service basis by mutual agreement in a separate written agreement, including, but not limited to:

- Student health and human services, including access to school mental health and suicide prevention services, support from crisis teams, and access to audiology services;
- Fingerprinting and criminal record processing;
- Processing of emergency credentials;
- Bilingual fluency testing;
- County purchasing contracts;
- Environmental health/safety consultation;
- Field trip transportation;
- School mail;
- Student information system;
- Food services;
- Risk management; and
- Attendance accounting.

Communitas plans to contract with a business service provider to assist the school's business administrator and provide some of the following business services: budgeting/forecasting, fiscal planning, accounts set up (insurance, benefits, attendance tracking), payroll, completion and submission of compliance reports, service vendor contract negotiations and management, and purchasing. The criteria used to select this provider will include, but will not be limited to prior experience working with charter high schools, a track record of success, ability to help the school maintain abreast of any financial issues and work with the school on strategies for maintaining an adequate reserve, adhering to generally accepted accounting principles and use of accounting system with internal controls that also follows generally accepted accounting principles.

Process and Policies Between the School and the County

Communitas Charter High School and the County agree to work together to accomplish all tasks necessary to fully implement this charter, including, but not limited to, the submission of any necessary and duly prepared waiver requests to the State Board of Education.

Oversight

The County may inspect or observe any part of Communitas Charter High School at any time. The County shall provide notice to Communitas Charter High School at least three working days prior to the inspection or observation unless the Communitas Charter High School Board or Executive Director agrees otherwise. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by the County without the consent of the Board of Communitas Charter High School.

In accordance with Education Code Section 47613, the County may charge for the actual costs of supervisory oversight not to exceed one percent (1%) of the revenue of the 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 the 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 the Charter School's Annual Independent Fiscal and Performance Audit;
- Identify at least one Staff member as a contact person for the Charter School;
- Visit the Charter School at least annually;
- Monitor the fiscal condition of the Charter School; and
- 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; or
 - The Charter School will cease operation for any reason.

Annual Review and Charter Renewal

Pursuant to California Education Code 47607(a)(1), Communitas Charter High School requests that the charter be granted for an original term of five (5) years. During that period, the School is responsible for demonstrating progress and meeting the goals of the Charter. The progress and accomplishments of the School shall be measured according to the criteria specified in the sections of the California Education Code on school performance.

The County agrees to receive and review the annual fiscal and programmatic audit and performance reports as specified in **Use and Reporting of Assessment Data** (page 79) and **Financial Reporting** (page 109) in this charter agreement. Within two months of receipt of this annual review, the County shall notify the Board of Communitas Charter High School as to whether it considers the school to be making satisfactory progress relative to the goals specified in its charter. This annual notification will include the specific reasons for the County's conclusions.

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

The Board of Communitas 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.

All official communications between Communitas and the County shall be in writing and shall be either hand delivered, sent by facsimile, or sent by U.S. Mail, postage prepaid, and addressed to those set forth below (except that a party may from time to time give notice changing the address for this purpose). A notice shall be effective either when personally delivered, on the date set forth on the receipt of a facsimile, or upon the earlier of the date set forth on the receipt of registered or certified mail or on the fifth day after mailing.

Table 12. Addresses for Official Communications

Theodore Timpson Communitas Board President c/o 1226 Glenn Avenue San Jose, CA 95125	Santa Clara County Office of Education 1290 Ridder Park Drive San Jose, CA 95131-2304
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Responding to Inquiries

Communitas shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the County and shall consult with the County regarding any inquiries.

Proposed Legal Status

As detailed in **Legal Status** (page 80), the School shall be operated as a California non-profit public benefit corporation, Communitas Charter High School. Communitas 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 23701d. The central objective of the corporation is to provide public education for residents of the State of California, in accordance with the Charter Schools Act, California Education Code Section 47600, et seq.

Facilities Agreements

As described in **Students to Be Served** (page 13) and in **Attachment 2: Long-Term**

Facilities Plan, it is the intent of Communitas High School and West Valley College to enter into a long-term facilities use agreement to house Communitas High School. As an alternative, Communitas is looking at possible facilities available from a school district or private organization.

Insurance

Communitas Charter High School will secure and maintain, at its own expense, its own insurance policies for the operation of the Charter School, including but not limited to, workers' compensation, general liability, property, and errors and omission policies. Prior to commencing instruction, Communitas will provide to the SCCOE the specific limits of these policies.

Civil Liability

In accordance with Education Code Section 47604(c), if the County complies with all oversight responsibilities required by law, the County shall not be liable for the debts or obligations of the Charter School or for claims arising from the performance of acts, errors, or omissions by the Charter School. Further, the School and the County shall enter into a Memorandum of Understanding (MOU), which shall provide for indemnification of the County.

Transportation

Since Communitas Charter High School is a school of choice, it will be the responsibility of parents/guardians to provide transportation of students to and from the school. Bus transportation will not be provided. Ideally, Communitas will be located in a facility well-served by public transportation in the county, to maximize accessibility to all students. Communitas Charter High School will locate within the boundaries of Santa Clara County.

Affirmations

As the authorized lead petitioner, I, Theodore Timpson, hereby certify that the information submitted in this petition for Communitas Charter High School, a California public charter school located within the boundaries of Santa Clara County, is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if the charter is granted, Communitas Charter High School:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Shall be deemed the exclusive public school employer of the employees of Communitas Charter High School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Shall admit all students who wish to attend Communitas Charter High School, and who submit a timely application, unless Communitas Charter High School receives a greater number of applications than there are spaces for students, in which case admission will be determined by a public random lottery process, as described in Section H of this document. Admission to Communitas Charter High School shall not be determined according to the place of residence of the student, or of his or her parent or guardian, within the State, except as described in Section H of this document and in accordance with Education Code Section 47605(d)(2). [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- Shall 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 Section 47605(d)(1)]
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities in Education Improvement Act of 2004.
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- Shall ensure that teachers at Communitas Charter High School hold a Commission on

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

- Shall at all times maintain all necessary and appropriate insurance coverage.
- Shall, for each fiscal year, offer at a minimum the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a student is expelled or leaves Communitas Charter High School without graduating or completing the school year for any reason, Communitas Charter High School shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the student, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- Will follow any and all other federal, state, and local laws and regulations that apply to Communitas Charter High School including but not limited to:
 - Communitas Charter High School shall maintain accurate and contemporaneous written records that document all pupil attendance and shall make these records available for audit and inspection.
 - Communitas Charter High School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
 - Communitas Charter High School shall comply with any jurisdictional limitations to locations of its facilities.
 - Communitas Charter High School shall comply with all laws establishing the minimum and maximum age for public school enrollment.
 - Communitas Charter High School shall comply with all applicable portions of the No Child Left Behind Act.
 - Communitas Charter High School shall comply with the Family Educational Rights and Privacy Act.
 - Communitas Charter High School shall comply with the Public Records Act.
 - Communitas Charter High School shall comply with the Ralph M. Brown Act.
 - Communitas Charter High School shall meet or exceed the legally required minimum of school days.

Signed,

Theodore Timpson
President of the Board and Lead Petitioner,
Communitas Charter High School

Date

Attachment 1: Founders' Resumes

Judith Barnes
10178 Myer Place
Cupertino, CA 95014
(408) 257-2326

EDUCATION:

2002-2004 San Jose State University, Masters Program in the Dept. of Library and Information Science.

1988-1992 enrolled in the EdD program at University of California, Berkeley, School of Education, Division of Language and Literacy (all course work was completed with an emphasis in content area reading.)

1988 M.S. Education, California State University, Hayward, Curriculum Development Option in Science.

1966 B.S. Education, University of Southern California

CREDENTIALS:

1966 Special Education – Deaf and Hard of Hearing K-14

1966 General Elementary Education K-8

PROFESSIONAL SOCIETIES:

Science/ Social Studies

National Science Teachers Association (NSTA)

California Science Teachers Association (CSTA)

National Council for the Social Studies

Language Arts

National Council of Teachers of English (NCTE)

International Reading Association (IRA)

Math/ Misc

National Association of Teachers of Math

National Middle School Association

AWARDS:

1987 CESI Teachers of the Year Award for Outstanding Teaching in Science

PUBLICATIONS:

Barnes, J. (1988) The impact on the achievements of sixth-grade students by their teaching a health science unit to third-grade students. Unpublished Masters Thesis.

Ruddell, R.B., Draheim, M. & Barnes, J. (1990). A comparative study of the teaching effectiveness of influential and non-influential teachers and reading comprehension development.

WORK EXPERIENCE:

Elementary School Teacher 4-5 (2007-present) – Cupertino Union School District, Cupertino, CA

Middle School Teacher 5-8 (1999-2007) – Cupertino Union School District, Cupertino, CA.

Elementary School Teacher 5th grade (1998-1999) – Saratoga Unified School District, Saratoga, CA

Adjunct Reading/Writing Instructor – Humanities Department, Canada College, Redwood City, CA. 1994-1997

General Studies Teacher 4th and 5th grades – North Peninsula Jewish Community Day School. 1992-1994.

Instructor – University of California Extension 1991-1995 Cross Cultural Communication (TESOL Certificate requirement)

4H Youth/Public Service/Farm Advisor (1980-1990) University of California, Cooperative Extension

Working in predominantly low-income areas in San Francisco and San Mateo counties I have performed the following activities relative to a teaching position:

a. Classroom Teaching Experience

In the early 1980's San Francisco and San Mateo counties were getting increasing numbers of non-English speaking residents. To meet the needs of schools for content area programs suitable for children of new immigrant families, I developed and taught units in agriculture, nutrition, health sciences and consumer education. My goal was to facilitate students transition to a new culture by offering curriculum in familiar areas and exploring with them the similarities and differences between their home cultures and the cultures of their new country, validating each. All units were constructed using a small group format in which students were invited to explore challenging concepts suitable to their abilities. Within this format new language was introduced. Units were offered to selected schools in the following districts:

1. San Francisco Unified
2. South San Francisco
3. Jefferson School District
4. Ravenswood City Elementary District
5. Redwood City Unified
6. San Mateo Unified

b. Teen Training Programs:

A second area I pursued while employed by UCCE concerned exploring ways of retaining a higher number of minority youth in our educational system. Our goal was to provide programs that would increase students' self-esteem and at the same time provide a relevant educational experience. In 1985 the Youth Staff wrote and received the first of a number of grants to train at-risk junior high school students to teach content material to elementary school age students. We believed that by placing students in the position of teacher they would gain insight into difficulties teachers have coming to know, understand and appreciate their students. We have used this model for both educational summer camp programs and after-school programs.

My contribution to the programs has been to develop the content material, train the junior high students in content and leadership/teaching skills and monitor and evaluate their progress.

As an extension to this model, for my Masters, I worked in two bilingual sixth-grade classrooms teaching students to successfully re-teach a content unit to third graders. Through this experience students were able to view classroom interactions from the perspective of a teacher. Taking on this role illuminated for them many of the misunderstandings they had experienced in a student role, as well as increased their sensitivity as both teacher and subsequently, as students in their own classrooms.

c. Teacher Seminars/Inservices:

All seminars stressed, in addition to content, relevant aspects of cross cultural communication including ways of encouraging student participation in activities and ways of tuning into students' strengths and building a sense of community from shared experiences.

Agriculture-in-the-Classroom (week long seminar for teachers with 3 units of credit offered through S.F. State Prevention '87, '88, '89, presented at Health Seminars offered through San Mateo County Office of Education)

RELEVANT PERSONAL EXPERIENCE

In addition to ten years experience working with teachers in ESL and Bilingual classrooms, I have raised nine children, four of whom came to this country with no knowledge of English or of the culture in which they would be living. As they have grown I have shared with them both the joys of their successes and the pain and frustration of their struggle to acclimate in school, in their community and in our home, to a new language and culture.

I also owned and operated a commercial goat dairy for 10 years. During this time I learned to process goat semen and produce the equipment needed to artificially inseminate dairy goats. In addition to inseminating animals I taught the skills to dairy goat farmers in both the United States and Canada.

STEPHEN A. FISS

PROFESSIONAL EXPERIENCE

	STRATEGIC ADVISOR	
present	Discovery Charter School	8/09 to
7/09	SUPERINTENDENT/EXECUTIVE DIRECTOR	6/06 to
	Discovery Charter School	
	ADJUNCT FACULTY MEMBER	1975 to
	present San Jose State University Department of Educational Leadership	
	DISTRICT SUPERINTENDENT	3/99
	to 6/05 Scotts Valley Unified School District (Serving approximately 2755 students at four schools; 201 FTE staff; \$16.3M budget) Retired 6/30/05	
	DISTRICT SUPERINTENDENT	7/93
	to 2/99 Gridley Unified School District (effective 7/1/98) (Serving approximately 2100 students at four schools; 207 staff; \$10.3M budget) Gridley Union Elementary and High School Districts (Common administration districts prior to 6/30/98)	
	ASSISTANT SUPERINTENDENT, EDUCATIONAL PROGRAMS	7/89
	to 6/193 Alum Rock Union Elementary School District, San Jose, CA (16,000 students; 1500 staff, \$60M budget) Supervision of six elementary school principals and two middle school principals, Responsible for developing, maintaining, and extending an effective and efficient management system regarding the District's overall educational program, Supervision of curriculum development/implementation, and staff development, Supervision of district office staff including Director of Educational Programs, Director of Special Services, Director of Bilingual Education (89/90), Director of State & Federal Programs, Coordinator of Child Development Programs, Coordinator of Humanities/Fine Arts Programs, Serving as Acting Superintendent in Superintendents absence, Chief Negotiator for the District with the teachers' association.	
	ASSISTANT SUPERINTENDENT, SPECIAL SERVICES	1985
	to 6/89 Alum Rock Union Elementary School District, San Jose, CA (1,700 students, 200 staff, \$1.9 M budget) Responsible for management of Special Education and Pupil Personnel Services.	
	SELPA/AREA ADMINISTRATOR	1979 to 1985
	Responsible for the coordination, implementation, and management of the Santa Clara County Comprehensive Plan for Special Education for Regions IV, V, and VI (12 districts and COE programs). In addition, responsible for the leadership and direction of the county-operated Special Education programs within the assigned	

geographical area, including the supervision and evaluation of assigned program principals, program specialists, and support services personnel.

PRINCIPAL

1976
to 1979

(K-8, 350 students, 45 staff) Responsible for overall leadership of staff and programs, curriculum implementation, staff evaluation, fiscal management, and compliance with both federal and state mandates.

ASSISTANT PRINCIPAL

12/74
to 6/75

(K-8, 300 students, 28 staff) Responsible for staff evaluations, budget preparation, community liaison, transportation scheduling, in-service, curriculum leadership, school safety (OSHA), admissions and dismissals.

CLASSROOM TEACHER (K-8)

6/75

7/70 to

Taught a wide variety of general education and special education classes. Also served as a resource teacher.

EDUCATION

University of Oklahoma Bachelor of Science Degree, June 1970

1966-1970

San Jose State University Masters of Science Degree, January 1975

1971-1975

San Jose State University Administration & Higher Education, 1974-1975 Ryan Administrative Services Credential, June, 1975

CREDENTIALS

California, Standard Elementary and Teaching Credential (Life)

Ryan Administrative Services Credential

(Life) Community College Teaching

Credential (Life)

RELATED EXPERIENCES, PUBLICATIONS & HONORS

"Building Leadership Capacity through a Cohort Approach",
"Center for Enhancement of Teachers & Learning," CSU Fresno, California

2006

Various professional development experiences, including but not limited to: New Teacher Center Coaching Symposiums
Gates Leadership Academy
California Association of Professor Education Administration (CAPEA) ACSA Annual Superintendent's Symposium
School Services of California Symposiums
U. C. Davis Superintendent's Leadership Symposium
CASH Annual Conference

1993 to present

Consultant and guest lecturer to various districts, university, college, and professional federal, state, and local legal mandates and funding regarding special education.

1979 to present groups on

Small School Districts Association – New Superintendents Symposium	1993
IBM School Leadership Symposium; Apple School Technology Workshop	1991
Member, State Department of Education Task Force-General Education/Special Education Interface	
Member, State Department of Education Task Force-Special Education Funding Reform	
"Collaboration in Education," Presented to Northern California Resource Specialists' Association at their annual meeting	
1986-1987	
1986-1987	
1987	
"A New Solution to an Old Dilemma." Presented at Statewide Council for Exceptional Children Conference, San Francisco, California	1984
"Stress: Personal Strategies for Success." Presented at Annual Statewide California Special Centers Conference, Lake Tahoe.	1982
Planning and Implementing a Therapeutic Playground for Handicapped Students." Co-presented at the International Council for Exceptional Children Conference, Philadelphia, Pennsylvania	1980

RELATED EXPERIENCES, PUBLICATIONS & HONORS, CONT'D

Presidents Committee on Employment of the Handicapped Conference	1976
"The Status of Remedial Physical Education and Recreation in California Public Schools," 1971-1972 by Stephen A. Fiss, unpublished Master's Thesis, San Jose State University, San Jose, California.	1975
Consultant and guest lecturer to various university, college, and professional groups on 1979 Adapted Physical Education Recreation, and Leisure Time Pursuits for the Orthopedically Handicapped and other exceptional individuals.	1972 to
Consultant in Orff-Schnlwerk, a musical approach for the exceptional individual, 1979 including the orthopedically handicapped.	1973-
Graduate Fellowship (HEWIBEH), San Jose State University	1971- 1972
Selected to participate in a federally funded program, "Cooperative Urban Teacher Education Program," designed to prepare teachers to teach in inner-city areas.	1970

MEMBERSHIPS

Professional

Chair, Santa Cruz County, SELPA, Governance Council
Secretary, Board of Directors, Butte Schools Self-Funded JPA
Member, Board of Directors, North Valley Schools Insurance Group

Member, Board of Directors, Santa Cruz County Schools Insurance
Group
Butte County Interagency Council
Association of California School Administrators
Association for Supervision and Curriculum Development
Special Education Local Plan Area Administrators of California-Member and Secretary,
1985/1986 San Jose State University Teacher Education Advisory Committee
San Jose State University, Department of Education Advisory Committee Chairperson

Community

Scotts Valley Foundation, Board Member
Scotts Valley Chamber of Commerce Board of
Directors Gridley Schools Foundation, Vice
President
Rotary International
Congregation Beth David, Board Member and Vice
President Life Experience Foundation, Board Member and
President
California Wheelchair Association, Board Member and Vice President

PLACEMENT FILE

Maintained by applicant
Reference available upon
request

PEEYUSH JAIN

12658 Arroyo de Arguello
Saratoga, CA 95070

phone: (408) 504-4231
email: pj@jains.us

EDUCATION

Stanford Law School, Juris Doctor, 1991

University of Chicago, B.A. Economics with Honors, 1984

COMPANY EXPERIENCE

United Microelectronics Corporation (through Law+ /Law+II)

Taiwan based semiconductor manufacturing company with a global customer base, 12,000 employees and \$3 billion in annual revenues (NYSE: UMC, TSE: 2303)

Deputy General Counsel	2004- present
Sr. Corporate Counsel	1999-2004

- General Counsel for UMC's IP Design Services Division – manage relationships with customers, IP developers, universities, tool vendors and software vendors; negotiate in-bound and outbound license, contractor, development and joint development agreements.
- Support UMC Sales – responsible for negotiating foundry/manufacturing agreements, outbound licenses to customers, complex joint development and joint venture agreements; export control issues, and resource sharing agreements.
- Lead Company Counsel for Patent and Trade Secret Litigation – actively participate and oversee outside legal counsel in patent and trade secret litigations at the International Trade Commission and in Federal courts. Draft and negotiate settlement and patent license agreements.
- Support UMC Portfolio Companies – Help form entities (including UMC's India Design Center), create inter-company agreements, and negotiate complex agreements for UMC related entities and portfolio companies.
- Assist the General Counsel on various issues such as acquisitions, mergers, divestitures, employee training, patent strategy, corporate issues and other matters.

Chromatic Research, Inc.

100+ employee /\$100 million venture backed start-up focused on multimedia microprocessors and related software solutions (acquired by ATI Technologies)

Director of Legal Affairs

1996–1998

Sole attorney for 100 employee microprocessor start-up. Advised senior executives on all legal issues including technology licensing, general corporate, employment, intellectual property, litigation, and immigration matters. Managed Chromatic's patent and trademark portfolio, including initiating programs to increase the number of quality patents filed. Established relationships with Dolby, Macrovision, DVD CCA, MPEG LA and others in the then emerging DVD industry and enabled Chromatic's Mpack DVD player to become the first software based DVD solution approved for use in personal computers.

IBM Corporation

Systems Engineer

1984–1988

Sold IBM hardware and software solutions to large IBM accounts. Helped customers install products, troubleshoot software problems, and evaluate technical capabilities and resource requirements of IBM products. Large systems database specialist (IMS & DB2).

LAW FIRM EXPERIENCE

Latham & Watkins, Menlo Park, CA

Of Counsel, Technology Transactions

1998–1999

Headed Latham and Watkins' Silicon Valley technology transactions group focused on internet, semiconductor, software, and content companies. Helped clients develop global systems to manage their technology license portfolios and obligations, counseled clients on intellectual property matters, and managed associate attorneys in such matters.

Wilson, Sonsini, Goodrich & Rosati, Palo Alto, CA

Associate – Technology Transactions

1993–1996

Counseled clients on technology and intellectual property issues related to the internet, computer hardware and computer software industries (including website designers, content creators and software developers). Negotiated and drafted complex technology license, joint development and joint venture agreements. Handled technology license, ownership and due diligence issues, in mergers, acquisitions and spin-offs.

Weil, Gotshal & Manges, Washington, D.C.

Associate – International Trade

1991–1993

Litigated international trade cases at the U.S. Department of Commerce and the International Trade Commission. Lobbied the United States Trade Representative and the U.S. Congress on international trade issues, including the North America Free Trade Agreement and the General Agreement on Tariffs and Trade on behalf of the Government of Canada.

VOLUNTEER WORK

Volunteer, Sierra Club India program.

Founder, Communitas Charter High School.

Finance Committee Member, Christa McAuliffe Elementary School

Treasurer and Executive Committee Member, Sunnyvale Parent Participation Preschool

DALE JONES

6493 Devonshire Drive
San Jose, CA 95129
(408) 252-6679

LEADERSHIP EXPERIENCE

- Chairperson, Mission-Outreach Committee, Bethel Lutheran Church, 2000 - Present
- Member of Church Council, Bethel Lutheran Church, 1996 -2003
- Volunteer group leader for Habitat For Humanity. 1998 - Present
- President of the Board, Ten Thousand Villages in Los Gatos. A local non- profit that promoted international fair trade, 1997-1998
- Captain, Men's Basketball Team, De Anza College, 1980

PROFESSIONAL EXPERIENCE

- Principal, Nimitz Elementary School, 2004- Present
- Principal, McAuliffe School, 1998-2004
- Assistant Principal, Kennedy Middle School, 1997-1998
- Teacher, Miller Middle School, 1991- 1997
- Special Education Teacher, Miller Middle School, 1986- 1991
- Volunteer, Mennonite Central Committee, 1984- 1985

EDUCATION

- Masters in Education Administration, Santa Clara University, 1998
- California Teaching Credential, San Jose State University, 1989
- Bachelor of Arts in Secondary Education and Special Education, Pacific Lutheran University, 1983

PERSONAL

- Married to Anne Legallet Jones for 20 years
- Anne and I have two daughters, ages 17 and 14.
- I enjoy mountain biking, playing basketball, racquetball, golf, and reading.
- In addition to my work with Habitat For Humanity, I volunteer regularly at the San Jose Family Shelter and Second Harvest Food Bank.
- I've built three home additions, most recently adding a second story to our house.

Barbara Knaster

PROFILE

I attended Drake University and the University of Denver. I spent 3 years as the Assistant to the Director of Media Relations for the NBA Denver Nuggets. Upon moving to Northern California, I worked for Apple Computer for 10 years in the Special Events, Public Relations and User Group Relations groups. When I left Apple, I started my own business, Upstairs Company, writing user manuals and providing technical consulting to local companies. I became involved in alternative education, filling various board positions for the Christa McAuliffe Elementary School Parent-Faculty Group (an alternative parent-participation school in the Cupertino Unified School District). I was the President of the Santa Clara Valley Council of the California Council of Parent Participation Nursery Schools, as well as the recording secretary at the state level. I was the Convention Coordinator for the statewide CCPNS convention in San Jose in 2001. I served as the Elementary President, followed by 2 years as the Chairman of the Board of Mulberry School, a private parent-participation preschool and elementary school in Los Gatos. I oversaw the WASC accreditation for Mulberry, and presided over a capital campaign to help secure a permanent facility for the school. I have been a member of the Board of Directors at Discovery Charter School in San Jose since July, 2007, including a term as vice-president. I remain committed to alternative progressive education and the choice offered by charter schools.

Discovery Charter School Board Member and past Vice-President; Past Chairman of the Board of Trustees and Past Elementary President, Mulberry School; Vice-President of Membership and President-Elect of Congregation Beth David Sisterhood; Founder and President, Upstairs Company, technical consultants; Special Events and Public Relations, Apple Computer; Media Relations, Denver Nuggets. Drake University and University of Denver.

Maria Laughlin

Personal Statement:

Using my skills, talents and interests to improve my family, community and world.
Though this service, and reflection, to improve myself – the circle of life.

Professional History:

- 1987 – 2006 National Semiconductor
 - Power Management – IMVP system development, NB power systems, South East Asia, China, Japan
 - Standard Analog – Portfolio management P&L responsibility new package development – micro SMD package transfers - SC-70
 - Amplifiers – Marketing Manager most profitable group in corporation
 - CLASIC – Custom Linear ASIC
 - Disk Drive pre-amp development Contracts
 - fab transfer customer responsibility
 - Production Control Manager
 - Digital ASIC - regional responsibility for design-in, forecast, education, South East Asia, Europe, Mid-West & East USA
 - Applications Engineer, Communications focus
- 1985 – 1987 Applications Engineer, Fairchild Semiconductor
 - digital ASIC, logic design (FAST, FACT, 100K ECL)
- 1981 – 1985 Intern Engineer, Secure Communications, Motorola
 - worked on White House Communication System, multiple platforms of 2-way DESC encryption radios, responsible for all FCC testing and reporting

Professional Skills Acquired:

With WW responsibility for market and technology development over 15 years, considerable expertise and proficiency obtained in working with other cultures and governmental agencies. Writing and reviewing legal contracts, Statement of Work, and other technology development agreements. Proficiency in recruitment of oversea design groups to develop regional specific tools.

Education:

University of Illinois at Urbana - Champaign, BSEE, 1985

Community Experience:

- 2008 – present Parent Volunteer Discovery Charter School
 - PSC Treasurer
 - Lead – Overnight Field trips – policy & form development
 - Class Science, Math & Computer lead
- 2006 – present Project Cornerstone reader & lead
 - Discovery Charter School & Payne Elementary
- 1990 – 1994 Tutor Volunteer at various East side schools
- 1983 – 1987 Volunteer assistant track coach St Michael's, Wheaton, Illinois

3194 Franela dr. San jose, ca 95124

Phone (408) 445-8700 • E-mail Mmazerik@discoveryk8.org

Matthew b. Mazerik

EDUCATION

- **MASTER OF ARTS IN EDUCATION, TEACHING EMPHASIS, BETHANY UNIVERSITY, DECEMBER 2006**
- **STATE OF CALIFORNIA MULTIPLE SUBJECT TEACHING CREDENTIAL PROGRAM, BETHANY UNIVERSITY, MAY 2005**
- **B.A. GENERAL MINISTRIES, BETHANY UNIVERSITY, MAY 2002**

EXPERIENCE

CERTIFICATED 7TH/8TH GRADE ENGLISH LANGUAGE ARTS & MATHEMATICS CORE TEACHER, DISCOVERY CHARTER SCHOOL, SAN JOSE, CA

- Teaching 100 Middle School students at a parent participation Charter School with the Santa Clara County Office of Education. Planning and implementing teacher-adapted/created curriculum in Language Arts and College Preparatory Mathematics curriculum. Facilitating small group book clubs and writer's workshops that are focused on cross-curricular reading and meaningful writing projects. As Selectives Teacher Lead, I'm facilitating the planning, scheduling, and implementation of parent and teacher taught elective courses that are driven by student choice. Assisting learners in achieving student-created goals in various academic areas. Working with the Middle School teaching team to build an organized and challenging Middle School structure. (June 2007-Present).

CERTIFICATED 5TH GRADE TEACHER, LANDMARK ELEMENTARY SCHOOL, WATSONVILLE, CA

- Taught two years in a self-contained, fifth-grade, sheltered English instruction classroom with thirty-one students. Implementing Houghton Mifflin English Language Arts, Harcourt Brace Mathematics, Harcourt Social Studies; incorporating Step Up to Writing for composition, GLAD and SDAIE strategies to aid English learners; and piloting two ELD programs slated for possible district-wide implementation. Worked as a Grade-Level Leader and participated two afternoons a week in the Extended Learning/After School Program. Completed the second year of the BTSA induction program, the New Teacher Project, and received a clear credential in June 2007. Completed the eighty hour follow-up for the mandated AB466 Reading and Math requirements and became NCLB compliant in May 2006. Received recommendations both years for satisfactory progress towards Tenure status within the district. (August 2005-June 2007).

STUDENT TEACHER, LANDMARK ELEMENTARY SCHOOL, WATSONVILLE, CA

- Student taught in a self-contained, fourth-grade, sheltered English instruction classroom consisting of thirty-four students. Worked under a Grade-Level Leader teacher creating curriculum and lessons for English language arts, writing, social science and mathematics. Participated in front loading training sessions for English language learners. Developed and taught specific activities and lessons and administered assessments created from the school's prescribed curriculum. Demonstrated ability in successfully managing daily classroom instruction and activities, including the administration of various standardized tests. Interacted with students in whole-group settings, small-group activities (i.e. book clubs) and one-on-one tutoring sessions. (January-March 2005).

SUBSTITUTE TEACHER, MONTE VISTA CHRISTIAN SCHOOL, GREEN VALLEY CHRISTIAN SCHOOL AND SANTA CRUZ COUNTY SCHOOLS

- On call daily to substitute-teach in classroom grade levels ranging from preschool through twelfth grade. Communicated effectively with a wide variety of students, maintained order in the classroom and taught lesson plans on short notice. (January-May 2003).

GROUP HOME COUNSELOR, PACIFIC COAST YOUTH HOMES, BEN LOMOND, CA

- Mentored and supervised six adolescent boys in a home environment. Facilitated participation in daily activities, including cooking, housekeeping and community service projects. Intervened in challenging situations and encouraged the development of appropriate social behavior. (May-December, 2000).

PERSONAL

- Current employment: 7th/8th grade teacher at discovery Charter School in San Jose, CA.
- Interests: Music (guitar, piano, vocal, attending concerts), reading, outdoor activities (hiking, camping).
- Undergraduate activities: Dorm Resident Assistant, intramural sports Assistant Director, music program participant.

REFERENCES

- Steve Fiss, Former Executive Director Discovery Charter School, 408-243-9800 sfiss@discoveryk8.org
- Denise Stuart, 8th grade Math/Science Instructor Discovery Charter School, 408-243-9800 dstuart@discoveryk8.org
- Don Ryall, Professor Emeritus Bethany University, 831-438-3578

Michelle (Shelly) McCarthy

1226 Glenn Ave San Jose, CA 95125

Home: 408-286-3475 Cell: 408-772-9867 shelly.mccarthy.leary@gmail.com

EDUCATION

Stanford University

1985-1989

BS Mechanical Engineering,

WORK EXPERIENCE

Volunteer Library Committee Chairperson, Village School Elementary, Campbell, CA 2004-2008

Led a team of volunteers in developing (from scratch) and then maintaining a school library for Village School. Selected, purchased and cataloged books to support the school's curriculum and teachers' thematic units. Evaluated donated books. Developed circulation policies and procedures. Taught library and basic research skills to students. Trained parent volunteers.

Owner, Shelly's Sparkles, San Jose, CA

2002-2005

Designed, created and sold handmade jewelry.

Consultant, Everest Associates, San Jose, CA

1996-1997

Investigated out-sourcing strategies and created detailed project management plans and timelines for client's distribution center.

Marketing Program Manager, Direct Marketing Org., Hewlett-Packard, Santa Clara, CA 1995-1996

Coordinated initial web presence for HP hardcopy peripherals.

Program Manager, Electronic Print Services, Hewlett-Packard, Santa Clara, CA

1993-1994

Created and led a team to provide print-on-demand services to product marketing and sales departments within HP. Selected and managed external print vendors.

Process Engineer, Literature Distribution Center, Hewlett-Packard, Campbell, CA

1991-1993

Developed Business Plan for new services. Marketed services to new clients. Analyzed and improved inventory control and order fulfillment processes. Trained personnel in computer use and statistical calculations.

Manufacturing Engineer, Optoelectronics Division, Hewlett-Packard, San Jose, CA

1989-1991

Led manufacturing development team (in San Jose, CA and Singapore) for several electronic motion control devices. Designed manufacturing processes and tools. Trained manufacturing operators in San Jose and Singapore. Selected and managed worldwide suppliers. Oversaw quality control tests. Developed custom products for customers. Analyzed product failures and returns.

Aatish Mehmood

5688 Hollyleaf Lane, San Jose, CA 95118 Phone: (408)334 - 2444 mehmood@sonic.net

PROFESSIONAL SUMMARY

- Highly versatile Multimedia business development professional
- A veteran in developing strategic partnerships for buying and selling Multimedia solutions
- Leverages strong technical knowledge to influence engineering, marketing and executive management
- Strong Multimedia focus with diverse background in engineering, applications support, product marketing, business development and manufacturing
- Self motivated and independent; managed remotely; people management expertise

EXPERIENCE AND ACHIEVEMENTS

CISCO SYSTEMS, SAN JOSE, CA

MULTIMEDIA SOURCING MANAGER (August 2007 - Present)

Hired to create and manage Multimedia technologies within Cisco GSM. Responsible for creating and managing Cisco-wide strategy for Multimedia components purchasing by utilizing my strong technical experience and business expertise. In-depth evaluation of semiconductors and accompanying enabling software to select technologies. Recognized Subject Mater Expert within GSM.

- Analyze requirements of Cisco Multimedia products (Telepresence, Security Cameras, ISR/Voice, Head-end Transmission, IP phones and more) and propose appropriate solutions
- Develop and maintain strategic partnerships with Cisco Preferred suppliers
- Continually evaluate the market for new technologies that allow Cisco to create market leading products
- Evaluated 50+ DSP, Video Codec and Image Sensor suppliers to find appropriate fit for Cisco business units; lead to technology selection for over 20 Cisco products
- Successfully completed many software licensing and purchasing agreements through challenging negotiations
- Created and published Cisco-wide Multimedia RFI to align supplier roadmaps with Cisco
- Leading Cisco-wide Multimedia Council attended by software and hardware managers, leaders and directors

FREESCALE SEMICONDUCTOR (FORMERLY MOTOROLA SPS), SAN JOSE, CA

DSP/VOIP MARKET DEVELOPMENT MANAGER (September 2003 - June 2007)

Technical specialist in a pre-sales role for Freescale new and emerging StarCore DSP products. Market development and sales responsibilities for key customer accounts, including Nortel, Juniper, Cisco and 50 other VoIP, video conferencing, surveillance and DSP infrastructure companies. Responsible for creating sales strategy, developing and maintaining relationships with key decision makers, competitive analysis, creating system level proposals, providing recommendations to Freescale marketing and engineering team to increase product sales, develop and maintain relationships with third party partner companies.

- Successful engagement at \$20M account. Engineering team recommended using Freescale StarCore DSP for all new products. Interfaced with customer software and hardware engineers to build and execute on the evaluation plan. Developed and

maintained relationships with engineering, purchasing and executive decision makers to enable sales.

- Successfully conceived and implemented a “play-to-win” strategy. Created a detailed strategy and convinced Freescale Sales Director and GM Operations to execute on the strategy. Saved significant engineering resources, these resources were used to accelerate sales at a \$80M+ design-win. Successful execution resulted in recognition of my sales and leadership skill by Freescale management
- Successfully penetrated a \$60M+ DSP infrastructure account. Customer evaluated Freescale DSP for the new product. Created and presented system level proposal that meets customer requirements
- Won multiple designs worth over \$60M
- Created numerous detailed system-level proposals recommending hardware (DSPs, host processors, memory) and software (VoIP software, video coders (MPEG4, H.26x, etc.), echo cancellers, voice quality monitoring, video conferencing, IP signaling stacks, etc.)

MICRO LINEAR, SAN JOSE, CA

PRODUCT MARKETING MANAGER (May 2003 – September 2003)

Member of a four person marketing team reporting to the CEO. Responsible for baseband product management and microprocessor/DSP partner business development. Created marketing and product specifications for a radio-baseband interface device for multiple short range wireless applications

SENIOR APPLICATIONS ENGINEER (September 2002 – May 2003)

Responsible for all of the company’s baseband Applications Engineering activities reporting to the Director of Applications Engineering Group. Worked with customers, IP providers and engineering teams to develop the baseband strategy targeting digital cordless phone market - special assignment reporting to the VP of Marketing. Planned product development and estimated schedules and resources in order to evaluate the project’s business case. Evaluated and recommended IP and design service providers.

- Led the effort to generate cordless phone baseband product requirements by doing competitive analysis, creating customer product proposals and getting customer feedback. Created application notes, user guides and customer documentation. Managed engineering team’s customer deliverables. Productized, managed and developed a customer evaluation platform for all Micro Linear radio devices.

MORPHICS TECHNOLOGY (ACQUIRED BY INFINEON TECHNOLOGIES)

SENIOR MTS, APPLICATIONS ENGINEERING (CAMPBELL, CA) (January 2000 – June 2002)

Product definition, technical pre-sales and customer support of a baseband processor for 3G basestations and handsets. Instrumental in enabling Morphics’ development agreement with a leading infrastructure OEM. Created and presented training courses for customers. Primary interface to customers on all technical issues. Instrumental in achieving a successful technical evaluation by a top-3 manufacturer of cellular handsets. Supported simultaneous evaluations by customers in Europe, Asia and the U.S.

**LUCENT TECHNOLOGIES (FORMERLY AT&T MICROELECTRONICS), ALLENTOWN, PA
TECHNICAL MANAGER, DSP APPLICATIONS (October 1999 – December 2000)**

Managed a group of six applications engineers responsible for supporting System-on-a-Chip solutions and software for the wireless handsets business unit. The group was responsible for customer and FAE support. Supported multiple successful design-win efforts in the US and Europe by ensuring that the target customers clearly understood the product specifications, their applications and the value. Technical pre-sales efforts led to a successful design-in at Nokia Mobile Phones. Played key roles in project management of large and complex development programs.

APPLICATIONS ENGINEER/GROUP LEADER, WIRELESS/DSP APPLIANCES (July 1997 - October 1999)

Technical presales and software support of Lucent cellular terminal devices. Group leader responsible for managing activities of six application engineers. Led the effort to define and market a new product line for the Japanese cellular markets. Successful design-win at a top-2 Japanese handset manufacturer. Real time debugging and testing of the DSP software in a Motorola GSM handset resulting in a recognition award by Lucent management.

LEAD DSP SYSTEMS AND SOFTWARE ENGINEER (December 1993 - July 1997)

Supported customers through regulatory software testing of GSM handsets. Led a group of engineers to implement cellular handset simulation environment. Extensive software development using assembly and C languages.

EDUCATION

2010: SPEAK EASY, EFFECTIVE COMMUNICATION AND DEVELOPING YOUR COMMUNICATION STYLE

2009: NEGOTIATION WITH SUPPLIERS

2008: DEVELOPING INFLUENCING SKILLS

2006: MILLER-HEIMAN STRATEGIC AND CONCEPTUAL SALES TRAINING

1993: M.S. IN ELECTRICAL ENGINEERING, GEORGIA INSTITUTE OF TECHNOLOGY, ATLANTA, GA

MAJOR: Digital Signal Processing and Digital Communications

1991: B.S. IN ELECTRICAL ENGINEERING, UNIVERSITY OF ENGINEERING AND TECHNOLOGY, PAKISTAN

CELL: 408-482-0451

SUSAN MILLER

SCHOLARMENTOR@GMAIL.COM

897 Coachella Ave Sunnyvale, CA 94085

WWW.SCHOLARMENTOR.WEBS.COM

INSPIRING YOUTH TO DISCOVER THE SCHOLAR WITHIN

SUMMARY

- **PASSIONATE EDUCATOR WITH A COMMITMENT TO SUCCESSFUL EDUCATIONAL EXPERIENCES AND TRANSITIONS**
- **CREATIVE DESIGNER OF CHALLENGING, INNOVATIVE CURRICULUM THAT INSTILLS STUDENT CONFIDENCE**
- **ADEPT AT ADDRESSING ACADEMIC GOALS WHILE NURTURING THE EMOTIONAL NEEDS OF STUDENTS**
- **CONFIDENT IN MULTI-SENSORY, MULTI-INTELLIGENCE, AND MULTI-PERSPECTIVE PEDAGOGY**
- **EMPHASIZES RELATIONSHIP BUILDING IN A COMMUNITY OF LEARNERS**
- **EXHIBITS CALM AND GRACE UNDER PRESSURE**
- **GENERATES ENTHUSIASM THROUGH INQUIRY PROCESS**
- **OVER TWENTY YEARS EXPERIENCE NURTURING A LOVE OF LEARNING AND INSPIRING STUDENTS TO DISCOVER AN ENDURING UNDERSTANDING OF SELF**

EDUCATION AND CERTIFICATION

STANFORD UNIVERSITY, MASTERS IN EDUCATION

STANFORD UNIVERSITY, CALIFORNIA SINGLE SUBJECT TEACHING CREDENTIAL: ENGLISH

CALIFORNIA LANGUAGE DEVELOPMENT (CLAD) CERTIFICATION

SAN JOSE STATE UNIVERSITY, BACHELOR OF ARTS IN ENGLISH, GREAT DISTINCTION

DE ANZA COMMUNITY COLLEGE, ASSOCIATE OF ARTS IN PHOTOGRAPHY, MAGNA CUM LAUDE

PROFESSIONAL EXPERIENCE

**ENGLISH TEACHER, ACADEMIC ANTICS HOMESCHOOL PROGRAM, SAN JOSE, CA
2010-PRESENT**

- **MENTOR YOUTH IN A STUDENT-CENTERED LITERATURE BASED PROGRAM**
- **DESIGN DIFFERENTIATED CURRICULUM THAT MEETS THE NEED OF MULTI-AGE GROUPS OF STUDENTS**
- **ACTIVE TEAM MEMBER COLLABORATING TO BUILD PARENT CONFIDENCE AND INCREASE STUDENT POTENTIAL**
- **TEACH WRITING AS A CREATIVE, EXPLORATIVE, REFLECTIVE, INFLUENTIAL AND ANALYTICAL EXPRESSION**

**LEAD MENTOR, MILLER MENTORING, SOUTH BAY AND EAST BAY AREA, CA
2007-PRESENT**

- **COACH STUDENTS (10-ADULT) TO SET AND REACH EDUCATIONAL AND**

PERSONAL GOALS

- **ACTIVELY MAINTAIN PARENT COMMUNICATION FOR EDUCATIONAL SUCCESS**
- **ENGAGE STUDENTS WITH INDIVIDUALIZED LESSONS THAT TAP INTERESTS AND DEVELOP STRENGTHS**
- **SUPPORT CURRICULAR NEEDS OF OTHER TEACHERS, MENTORS, AND PARENTS**
- **NURTURE AUTONOMOUS, LIFE-LONG LEARNERS AND COMPASSIONATE CITIZENS**

REFUGEE TRANSITIONS, SUNNYVALE, CA 2010

- **DEVELOPED AND DELIVERED LESSON PLANS FOR MIDDLE SCHOOL AND HIGH YOUTH IN REFUGEE PROGRAM**
- **COORDINATED WITH PRIMARY GRADE TEACHER AND STAFF IN SUMMER ENRICHMENT PILOT PROGRAM**
- **MANAGED YOUTH AND ADULT VOLUNTEERS IN THE CLASSROOM SUPPORTING PROGRAM GOALS**

HEAD SCHOLAR MENTOR, LIBER COMMUNITY SCHOOL, LOS GATOS, CA 2007--2010

- **SPARKED STUDENTS INTEREST THROUGH INQUIRY BASED INTERACTIVE ACTIVITIES, LIVELY DISCUSSIONS AND SIMULATIONS IN INTEGRATED HUMANITIES COURSES (MIDDLE & HIGH SCHOOL STUDENTS)**
- **EMPLOYED A MENTORSHIP MODEL TO PROVIDE INDIVIDUALIZED ATTENTION**
- **ENGAGED STUDENTS IN DEVELOPING SERVICE LEARNING PROJECTS TO BUILD COMMUNITY LEADERSHIP AND HABITS OF HEART**
- **COLLABORATED WITH STAFF-STUDENTS TEAM TO CREATE A PASSION-CENTERED ELECTIVE PROGRAM**
- **UTILIZED AND INTEGRATED TECHNOLOGY TO FACILITATE INDIVIDUALIZED LEARNING, ENHANCE STUDENT-PARENT-MENTOR COMMUNICATION, DIGITAL LITERACY AND INSPIRE STUDENT-DRIVEN RESEARCH**
- **OVERSAW A STUDENT LEADERSHIP TEAM THAT ADDRESSED PRESCHOOL THROUGH 12TH GRADE SOCIAL NEEDS**

ESL INSTRUCTOR AND INTERVIEWER, SUNNYVALE CUPERTINO ADULT ED. CENTER—2003-PRESENT

- **SUPPORT ENGLISH LANGUAGE LEARNERS FROM LATIN AMERICA, ASIA, EASTERN EUROPE, MIDDLE EAST, CANADA AND AFRICA**
- **CREATE LESSONS TO SIMULATE REAL LIFE SITUATIONS AT SCHOOL, WORK, HOME, AND IN THE COMMUNITY AND DEVELOP SKILLS NEEDED TO LIVE CONFIDENTLY IN THE U.S.**
- **DESIGNED MULTI-LEVEL CBET CURRICULUM TO SERVE FAMILIES WITHIN ACE COMMUNITY SCHOOLS TO HELP THEM NAVIGATE THE EDUCATIONAL PROCESS**
- **CREATED ESL CURRICULUM FOR CUPERTINO COMMUNITY SERVICES CLIENTS**
- **PLANNED EL CITIZENSHIP (CIVICS) INSTRUCTION AND ASSESSMENT FOR BEGINNING AND INTERMEDIATE STUDENTS; 100% OF STUDENT APPLICANTS PASSED USICS NATURALIZATION INTERVIEW AND EXAM**

B.A.S.I.S. INDEPENDENT CHARTER SCHOOL, NEWARK, 2003-2004

PROVIDED EDUCATIONAL SUPPORT TO INDEPENDENT STUDY AND HOME SCHOOL STUDENTS

OFFICE MANAGER, UNITARIAN FELLOWSHIP OF SUNNYVALE—2002-03
TRANSFORMED OFFICE BY ORGANIZING AND MAINTAINING FILES EFFICIENTLY,
CREATED WEEKLY ORDER OF SERVICE & MONTHLY NEWSLETTER, TRACKED TO
COORDINATE ONLINE CALENDAR OF EVENTS AND ROOM USAGE

ENGLISH TEACHER, MONTA VISTA HIGH SCHOOL, FUHSD--2001-02
COLLABORATED WITH SOCIAL STUDIES TEACHERS TO PROVIDE
INTERDISCIPLINARY CURRICULUM

SUBSTITUTE TEACHER
FREMONT UNION HIGH SCHOOL DISTRICT
MOUNTAIN VIEW LOS ALTOS DISTRICT

JEWELRY AND FIMO INSTRUCTOR, THE BEAD SHOP, PALO ALTO (FORMERLY IN
SJ, MT VIEW)
DEVELOPED AND INSTRUCTED CLASSES OF CREATIVE ARTS TO YOUTH (10 AND
UP) AND ADULTS

ENGLISH TEACHER, WOODSIDE HIGH (SEQUOIA UNION HIGH SCHOOL
DISTRICT)
CO-DEVELOPED AND IMPLEMENTED INNOVATIVE FRESHMAN HOUSE PROGRAM
THAT UTILIZED AN
INTEGRATED, INTERDISCIPLINARY MODEL WITH A WORLD LITERATURE
CURRICULUM; COLLABORATED WITH STUDENTS TO CREATE THE SENIOR GOOD
NEWS LETTER AND SENIOR SERVICE LEARNING PROJECT. CO-DIRECTED FIVE
INTERNATIONAL NIGHT PRESENTATIONS. LED A TOUR OF THREE MAJOR
EUROPEAN CITIES WITH AT-RISK YOUTH. SUPERVISED TWO STUDENT TEACHERS.

TEACHING INTERN, BURLINGAME HIGH SCHOOL (SAN MATEO HIGH SCHOOL
DISTRICT)
TEACHING INTERN, UPWARD BOUND SUMMER PROGRAM, STANFORD
UNIVERSITY
WRITING TUTOR AT SJSJ: EOP, ENGLISH SKILLS WRITING LAB, ASPIRE AND
UPWARD BOUND
STUDENT ASST COORDINATOR, EDUCATION ENHANCEMENT TASK FORCE, SJSU

TECHNOLOGY

CREATED AND MAINTAIN WEB PAGE FOR MENTORING BUSINESS
MICROSOFT WORD, EXCEL, POWER POINT, OTHER ACADEMIC SUPPORT TOOLS
BEGINNING SKILLS I-MOVIE (MAC) TO CREATE LEGO ANIMATION SHORTS, MAC
AND PC END USER

RECENT PROFESSIONAL TRAINING

BARTON READING AND SPELLING PROGRAM
WRITING AND EDUCATIONAL THERAPIST COURSES, UC EXTENSION SANTA CRUZ
UC COLLEGE PREP ADVANCED PLACEMENT SUMMER INSTITUTE FOR HIGH
SCHOOL TEACHERS
LEADERSHIP EDUCATION MENTORING INSTITUTE: THOMAS JEFFERSON YOUTH
CERTIFICATION
CASAS (COMPREHENSIVE ADULT STUDENT ASSESSMENT SYSTEMS) EL CIVICS

TRAINING

COMMUNITY REINVESTMENT

VOLUNTEER BARTON READING TUTOR FOR ESL STUDENTS AT NIMITZ
ELEMENTARY, CURRENT
PARENTS HELPING PARENTS MEMBER AND ADVOCATE
GIRL SCOUTS LEADER AND SERVICE UNIT BOARD MEMBER
SITE COUNCIL MEMBER, BOOK FAIR ORGANIZER CLASSROOM VOLUNTEER, SAN
MIGUEL ELEMENTARY
PTA VICE PRESIDENT, PTA COUNCIL LIAISON, CLASSROOM VOLUNTEER,
CASTRO ELEMENTARY

HONORS RECEIVED

GIRL SCOUT GREEN ANGEL FOR EXEMPLARY CONTRIBUTION TO GIRL SCOUTS,
2002
DELEGATE OF SCCGS, LATINA GIRL SCOUTS CONFERENCE, SAN ANTONIO,
2002
TRI-DISTRICT CONSORTIUM GRANT FOR HOUSE TEAM PORTFOLIO PROJECT,
1994-5
SERVICE LEARNING GRANT, HANCOCK FOUNDATION 1993-4
IRVINE FOUNDATION FELLOWSHIP FOR S.T.E.P AT STANFORD UNIVERSITY,
1988
CONTRIBUTION TO MINORITY STUDENTS, SJSU 1988
PHELAN LITERARY AWARD, POETRY, SJSU 1988
FUNDED ENTIRE SJSU EDUCATION THROUGH GRANTS AND SCHOLARSHIPS
CALIFORNIA RETIRED TEACHERS SCHOLARSHIP RECIPIENT

PROFESSIONAL DEVELOPMENT

BARTON READING TRAINING, SUNNYVALE, 2010
CASAS CITIZENSHIP NATURALIZATION INTERVIEW TRAINING AND
RECERTIFICATION, S'VALE 2008, 9, 10
LEADERSHIP EDUCATION MENTORING INSTITUTE, SACRAMENTO, 2008
WORLD VIEWS AND THE EMERGING STATE, GWC SEMINAR, SJ 2005
NORTHERN CALIFORNIA REGIONAL CATESOL, 2002, 2003, 2004, 2005
GIRL SCOUT EXPLOREE: EMPOWERING TEENAGE GIRLS 2004
TAPESTRY OF TEACHING AND LEARNING CATESOL STATE CONFERENCE, SANTA
CLARA 2004
CALIFORNIA HOMESCHOOL EDUCATION CONFERENCE, SACRAMENTO 2003,
2004
MODELS OF STATESMANSHIP, GWC SEMINAR, SAN JOSE 2004
THE POWER OF MENTORING THE CLASSICS, SEMINAR, SJ 2004
EL CIVICS TRAINING/A.C.E. COMMITTEE ON TEST CREATION, SUNNYVALE 2003-
4
HEINLE STANDOUT WORKSHOP, MOUNTAIN VIEW, 2003
BUILD A CLASS WEB PAGE, RAFT, (WEB PAGE LAB 2004) SAN JOSE 2003
PARENTS HELPING PARENTS LECTURE SERIES, SANTA CLARA 2002-3
DR. MEL LEVINE: INGREDIENTS OF LEARNING AND ACADEMIC OUTPUT, SAN
JOSE 2003

PARENTS HELPING PARENTS: IEP TRAINING, UNDERSTANDING STANDARDIZED TESTING 2003
MEMOIR WRITING WITH ADAIR LARA, BOOK PASSAGE CORTE MADERA 2002
ART OF THE INTERVIEW (WRITING) UC SANTA CRUZ EXTENSION, 2002
WRITING AND THE SPIRITUAL LIFE, UC SANTA CRUZ 2001
WRITING SUCCESSFUL GRANTS, COMPASS POINT, SJ 2001
RICHARD LAVOIE: MOTIVATING THE RELUCTANT LEARNER, SAN FRANCISCO 2001
DR. R. JAPOLSKY: STRESS MEMORY AND LEARNING, STANFORD UNIVERSITY 2001
SERVICE LEARNING CENTER COACHES PROGRAM, STANFORD UNIVERSITY 2000
LINDAMOOD BELL: SEEING STARS SYMBOL IMAGERY FOR READING AND SPELLING, SJ 2000
REFRESHER SPANISH COURSE, MISSION COLLEGE, SANTA CLARA 2000
SPANISH CONVERSATION, DE ANZA COLLEGE 1996

OTHER

TRAVELLED TO THE ART MUSEUMS OF MEXICO, ENGLAND, ITALY, FRANCE, AND SPAIN
AVID READER AND WRITER
ENJOYS YOGA AND MEDITATION

Lisa Renee (Pirie)Mingus

987 Ponderosa Ave #A
Sunnyvale, CA 94086
(510) 541-9463- cell; (408) 962-0177 -home
E-mail: fun4lrp@sbcglobal.net

Objectives

I am currently seeking a challenging position that will make use of my skills as well as assist me in building new ones. As a highly organized individual who works well in a group setting or on individual tasks I feel I would be an asset to any busy productive office environment.

Software Experience

I have advanced to competitive skills using ISS ShopKeeper, QuickBooks Pro & Contactor, Microsoft Office, Word, Excel, Outlook, Access, Publisher, Timeslips, ADP Payroll, Intuit Payroll, Wells Fargo Payroll and Banking Software.

Work Experience

I have 20 years of Office and Management Experience, combined in Manufacturing, Legal, Corporate, Mental Health and Construction environments. I have held Management positions in Manufacturing, Legal, Corporate and Mental Health environments. I have advanced experience in Office and Personnel Management, Bookkeeping, General Accounting, Accounts Payable and Receivable, Payroll, Payroll Taxes, Billing, and Client Relationships. I have competitive skills in Implementing and Maintaining Databases (Manufacturing, Legal, Corporate & Mental Health), Purchasing (Hardware, Electronics, Raw Materials), Inventory Control, Marketing, Training, Private Library Management, Event Planning, and Records Management.

Employment

2009-2010 **Office Manager** - Production Robotics, Inc.

2008-2009 **Production Coordinator** - Production Robotics, Inc.

2005-2008 **Office Manager** - Community Psychotherapy Institute; San Jose

2004 - 2005 **Scheduler/Office Assistant** - CTI Builders, Inc.; Campbell

1997-2006 **Fashion Coordinator/Team Leader** - Weekenders USA

1996–2002 Taylor & Associates, Library Management and Personnel Services; Albany & San Francisco
1999–2002 – **Office Manager /Payroll/Billing** head office
1996–1999 – **Library Technician** on-site – Rogers, Joseph, O’Donnell & Phillips
1997–1998 – **Library Technician** on-site – Charles Schwab Information Center.
1998–2000 **Assistant Librarian**, Greene, Radovsky, Maloney & Share; San Francisco
1993–1996 **Library Services Coordinator**, Litton Industries, Inc., Corporate Library; Woodland Hills
1988–1993 **Law Librarian, Client Services/Staff Manager**, Valerie Baadh & Associates Library Management Services; San Francisco

Education

Merritt Community College
Los Angeles Mission Community College
Laney Community College

References Available Upon Request

AMY M. MOHSIN

311 Briggs Ct San Jose, CA 95139 ~ mohsinamy@yahoo.com

Home: (408) 912-5026 ~ Cell: (408) 394-2509

SPECIAL EDUCATION TEACHER

~SUPPORTIVE ~ CREATIVE ~ COMPASSIONATE ~ ACCOMMODATING ~

Versatile and dedicated child advocate with a solid focus on the individual needs of Special Education students. Kindhearted and empathic professional who is flexible and accommodating in the design and implementation of inspiring hands-on lessons, employing wide-ranging manipulatives and IEPs to enhance student achievement. Skilled in addressing student needs, ensuring children will thrive and develop in an adaptable educational atmosphere. Firm yet flexible behavioral management techniques, possessing excellent interpersonal and communication skills to develop an excellent rapport with all members of the school community.

AREAS OF PROFICIENCY INCLUDE:

- Student-centered Learning Environment -Individualized Education Plans -Curriculum Development -Parent-Teacher Conferences
 - Student Motivation -Team Teaching Approach -Thematic Units -Behavior Management
-

EDUCATION AND CREDENTIALS BACHELOR OF ARTS (1993) Major: Special Education

Southern Illinois University at Carbondale, Carbondale, IL

ILLINOIS TEACHING CERTIFICATE-SPECIAL TEACHING

Learning Disabilities; Social/Emotional Disorders

CALIFORNIA TEACHING CREDENTIAL-Preliminary Credential

LEARNING DEVELOPMENT SPECIAL CERTIFICATE

TEACHING EXPERIENCE

PRIVATE SPECIAL EDUCATION TEACHER August 2007-November 2009

Developed and implemented an individualized education program for child with Attachment Disorder. Identified and implemented goals for the child's individual needs and abilities. Herman Intermediate School 8/99-11/99

Sakamoto and Taylor Elementary Schools 8/93-6/99

SPECIAL EDUCATION TEACHER-SEVERELY EMOTIONALLY DISTURBED

Develop and implement individualized education program for each special education student. Identify and implement goals tailored to the student's individual needs and abilities. Coordinate with parents,

teachers, teacher assistants, and various service providers that include speech, occupational, and physical therapists for students identified as severely emotionally disturbed.

~ Modeled, trained, and consulted teachers on modifications and accommodations to instruction and materials ensuring the diverse needs of every student are successfully realized.

~ Actively supported teaching professionals on effective work strategies with special Needs students. Facilitated presentations and recommended readings while providing interventions and methods on successful behavior management.

~ Employed diverse techniques to promote active learning including individualized instruction, problem-solving assignments, and small-group work. Exercised flexibility within the classroom addressing students needs through special accommodations.

~ Actively involved in students' behavioral, social, and academic development, aiding students in developing emotionally, feeling comfortable in social situations, and awareness of socially acceptable behavior.

ADDITIONAL EXPERIENCE

Founder, Communitas Charter High School	2010 - Present
PTA President, Parent Leader, Indigo Program	2008 - 2010
Co-founder of Indigo Program in Oak Grove School District.	2004 - Present

Attended many meetings and contributed countless volunteer hours to ensure the creation and success of a Parent Participation, Constructivist Learning and Positive Discipline Program in the Oak Grove School District. Member of three hiring committees to secure teachers for the Indigo Program. Had the unique perspective of being both a parent and an educator while problem-solving classroom issues with other teachers, parents and administrators. Currently serving as an advisor for the Indigo Program.

DANIEL PALEY
519 Grand Street, Redwood City, California
94062
650-868-9014
Daniel@DanielPaley.com

SUMMARY

Systems Engineer with more than 20 years in hardware/ASIC/IP design, hands on, architecture and verification experience. Expertise in Verilog design. International project and team management. Proven ability to perform and excel in diverse cultural environments as a participant and leader. Subject Matter Expertise in RFID.

PROFESSIONAL EXPERIENCE

**DIRECTOR OF SYSTEM ENGINEERING, TAGENT CORPORATION MOUNTAIN VIEW, CA
2006 – PRESENT**

- Developed all System Hardware and Software for Tagent's RFID solution. This included an UWB Reader, a 5.8GHz transmitter, and DSP firmware. This included Hardware and Software development.
- Lead the creation and development of system Software (architecture to implementation).
- Technical contact and management of partner programs.
- Primary contact to industry standards organizations (such as EPC Global, ANSI, ISO, etc) for both hardware and software standards.
- Managed Systems Group, providing reader expertise for both hardware and software solutions.

VICE PRESIDENT, CITIZENS TO PROTECT REDWOOD CITY, CA 2008 – PRESENT

Citizens to Protect Redwood City (CPRC) is a grass roots, non-partisan Political Action Committee whose mission is to develop and distribute in-depth information and details about issues that will have an impact on the citizens of Redwood City.

**DIRECTOR OF SOFTWARE ENGINEERING, APPLIED WIRELESS ID GROUP (AWID),
MORGAN HILL, CA 2005 – 2006**

- Developed and architected company's first product line of Software defined RFID Readers. Responsible for all aspects of the Tahoe program. Hands on development of reader system.
- Instrumental in the process of reaching consensus in setting the C1G2 specification. Worked with fellow members of the standards committee and staff of EPC Global.
- Worked with EPC Global (standards organization) to develop software standards. Co-Chair Application Level Events Working Group; Lead the CTE sub-committee of the Reader Operations Working group. Presented and lead technical discussions at both the general SAG meetings and Reader Operations meetings

**DIRECTOR OF SYSTEMS AND PROTOCOLS, INTELLEFLEX CORPORATION, SANTA
CLARA, CA 2004 – 2005**

- Developed and architected company's first product line of Class-3 RFID tags and systems. Authored several architecture specifications for the product line.

- Worked with EPC Global to develop the Class-1 Generation-2 UHF RFID standard. Co-chair of Hardware Action Group Technical sub-committee. Presented at general HAG meeting the findings of the sub-committee.
- Instrumental in the process of reaching consensus in setting the C1G2 specification. Worked with fellow members of the standards committee and staff of EPC Global.
- Developed and maintained working relationship with partners and suppliers to keep development on schedule. Resolved problems with a positive outcome for all parties.

CONTRACTOR, VIRTUAL-SILICON, SUNNYVALE, CA. 2003

- Developed, architected, and verified three technology important test chips, completing the contract requirements on time.

SR. ASIC DESIGNER, XEROX CORPORATION, IMPACT GROUP, PALO ALTO, CA. 1999 – 2002

- Design and Implementation of multiple chip designs.
- Initiated and lead the evaluation, research, and development of methodology tools responsible for improved internal and external communications. Devised a set of methodologies and tools, which allowed for creation and maintenance of products.
- Created a web and email based Bug/Issue tracking software package to follow onsite and offsite issues associated with all architecture, design and implementation.
- Developed standardized directory structure incorporating design repositories, testing, and code development for both hardware and software, which facilitated design reuse.

PRINCIPAL ENGINEER, MANAGER, PROJECT LEAD., PHOENIX TECHNOLOGIES LTD., VIRTUAL CHIPS DIVISION, SAN JOSE, CA. 1998 –1999

- Managed, led, architected, and designed the Multimedia Link core for 1394a (with MPEG and 61883 enhancements) project resulting in customer on time shipment of their product.
- Managed international engineering team. Provided leadership and training for all aspects of Test Environment product.

PROJECT LEADER, DESIGN AND VERIFICATION VADEM. SAN JOSE, CA. 1995 – 1996.

- Managed the successful completion of the VG330, an SOC microcontroller. Significantly improved existing verification for design and test for manufacturing
- Designed and Developed GPIO, Memory, subsections of SOC design. Developed DFM and constructed chip test vectors for production.

MEMBER OF TECHNICAL STAFF, RAMBUS INC., MOUNTAIN VIEW, CA. 1991 – 1995.

- Initiated and led design verification of first-generation RDRAM product resulting in successful product launches and continued company success.

- Verified and debugged RAC and RDRAM second-generation products for LSI and Nintendo projects in a condensed schedule time frame.

DESIGN ENGINEER, OLIVETTI NETWORKS AND SYSTEMS, STANDARD PLATFORM DIVISION, MENLO PARK, CA. 1989 – 1991.

- Developed EISA design for I860 workstation in partnership with Microsoft. Implemented protocol design in a non-x86 architecture system.
- Implemented PLL Clock Chip for minicomputer system, which required less than 2ns of clock skew between all chips in the system. Completed this development from debug through tape out, and test vector generation.

DESIGN ENGINEER, CAE LINK FLIGHT SIMULATOR CORPORATION. (FORMERLY SINGER LINK FLIGHT), ADVANCED PRODUCTS OPERATIONS, SUNNYVALE, CA. 1986 – 1989.

- Designed LANTIRN simulator project board one, which simulated different graphic views with symbology and text overlays.
- Completed Priority Sectoring Processor of the Digital Image Generator. Implemented bug fixes in documentation and hardware both at onsite and offsite locations, which was critical in customer acceptance tests.

EDUCATION

Bachelor of Science, Computer Engineering. University of the Pacific, Stockton, CA. May, 1986.

PATENTS

7,818,572 Security system and Method. Granted Oct. 2010

7,646,300, Master Tag. Granted Jan. 12, 2010

7,612,652, Battery Activation Circuit. Granted Nov. 3, 2009

6,457,152, Device and Method for testing a device through resolution of data into atomic operations. Granted Sept 24, 2002.

7 additional patents filed in the area of RFID.

T. Scott Pyne

Mountain View, CA scott@padgett-pyne.org

SUMMARY OF QUALIFICATIONS

- Over 25 years professional and executive experience in systems engineering & architecture, software engineering & management, customer insight development & related product marketing, and enterprise sales & customer support
- Accomplished entrepreneur and leader of projects and business units exceeding \$100M annual revenue, \$10M annual P&L, and 150 professional staff
- Skilled developer/deployer of large-scale worldwide IT solutions for Fortune 500 organizations, with particular emphasis on dependability and security
- Experienced customer relationship manager and advocate with extensive cross-cultural skills and experience
- Expert consultant, teacher, and speaker on system reliability and customer satisfaction

PROFESSIONAL EXPERIENCE

CLEARSTREET, INC., MENLO PARK, CA

HEAD, IT INFRASTRUCTURE AND OPERATIONS, 2010-PRESENT

Designing and implementing large-scale, secure delivery platform for an innovative consumer financial service, including IT architecture, business processes, security model, and operations plan.

PENINSULA SCHOOL, LTD., MENLO PARK, CA

PRESIDENT/BOARD CHAIR, 2009-2010

President and Chair of the Board of Directors of this independent school, a 501(c)(3) nonprofit corporation.

TREASURER/BOARD MEMBER, 2005-2009

Treasurer and CFO of the school; legal responsibility for financial performance and compliance.

TECHNOLOGY DIRECTOR, 2005-2008

Designed and implemented the school's IT infrastructure and applications. Successfully transitioned the school to a network-centric infrastructure. Addressed a wide range of cultural, social, and political issues relating to technology adoption.

SUN MICROSYSTEMS, INC., MENLO PARK, CA

SENIOR DIRECTOR, CUSTOMER ADVOCACY 2001-2005

Founding member of Sun's first-ever Customer Advocacy group in 2001. Led development and implementation of a comprehensive, company-wide program in systems dependability, which fundamentally changed corporate culture and product designs. Educated engineering, marketing, and IT organizations on customer-centric dependability measurement. Aligned product planning and corporate resources to focus on customers' priorities. Engaged directly with multiple key customers where quality/dependability issues placed relationship at risk, with successful turn-around in every case. Personal contributions included redesigning systems and networks, addressing software issues, implementing measurement and monitoring systems, and particularly improving process and policy issues that affected reliability.

Also led multi-year development of the Availability Scorecard for direct monitoring of customers' own results using Sun products & services as well as the CCA (Chief Customer Advocate) account review process, delivered to CEO & executive management team.

SENIOR DIRECTOR, SUNUP PROGRAM 1998-2001; DIRECTOR, ENTERPRISE IT ARCHITECTURE 1995-1998

Directed the SunUP™ program, the first comprehensive, company-wide, solution-focused engagement on system dependability. Built key performance measures; identified and implemented initiatives to address specific issues. Prior, initiated the program in Enterprise IT Architecture, using CIO-level consultants worldwide to reposition Sun from supplier to strategic partner in large accounts by architecting total solutions to customer needs and building better long-term relationships with customer executives. Instituted Sun's first formal Voice of the Customer (VOC) process. Developed and deployed a Continuous Customer Contact program to provide a channel for "real-world" information flow from key customers back into engineering and product management teams, harvesting insights based on actual product behavior in customers' solutions.

SUN MICROSYSTEMS FEDERAL, INC., MCLEAN, VA

DIRECTOR, SYSTEMS ENGINEERING, & CHIEF SCIENTIST 1991-1995

Directed pre-sales engineering and post-sales product escalation support in a then-\$800M/year worldwide business. Led engineering teams to win over \$2 billion in new business, including several integration projects where Sun assumed the prime-contractor role. Transformed systems engineering organization from a product-focused engineering unit to a solution- and customer-focused team aligned with business needs and priorities.

REFEREED PUBLICATIONS

Pyne, T. Scott, and J. S. D. Yao. 1984. MPS, A Unix-based Microcomputer Message Switching System. Proceedings of the annual meeting of the Usenix Association, San Diego CA.

Pyne, T. Scott. 1982. IAFORM, An On-screen Definition Package for Data Retrieval Forms. Proceedings of the annual meeting of the Usenix Association, Boston MA.

Pyne, T. Scott (editor/contributor). 1979. JHU/UNIX 6.45 Programmers' Manual, The Johns Hopkins University Computer Society, Baltimore MD.

Denise Stuart

PERSONAL STATEMENT:

"A true sense of community takes more than just the staff to be in sync with each other. It takes the parents working with the staff, administration, and the community at large to create that special "village" where kids feel safe and thrive. It takes consistency and continuity over years to build the community where people can feel at ease and trust in the process we call school. This is an exciting evolution to observe and play a role in!"

8TH GRADE MATH/SCIENCE/SOCIAL STUDIES, DISCOVERY CHARTER SCHOOL

8TH GRADE MATH/SCIENCE AND RSP INSTRUCTOR AT ROGERS MIDDLE SCHOOL

7TH GRADE MATH INSTRUCTOR AT HARKER SCHOOL

COMPUTER SCIENCE TEACHER AT WINDHAM HIGH SCHOOL

DESTINATION IMAGINATION MANAGER FOR A TEAM OF MIDDLE/HIGH SCHOOL STUDENTS

MENTOR FOR AT-RISK GIRLS AT ROGERS MIDDLE SCHOOL.

Having volunteered in her own children's classes at Moreland Discovery and Christa McAuliffe, Denise brings over 15 years experience in a parent participation program.

Denise earned her Bachelor's Degree in Mechanical Engineering from the University of Hartford, CT

Single Subject math credential from the University of So. Maine

Multi Subject credential from National University.

THEODORE A. TIMPSON

240 Monroe Drive, Apt. 109, Mountain View, CA 94040

650.284.8979 - theodore@youngspirit.org

◆ **EDUCATION** ◆

Bank Street College, New York: M.S. in Education, 2005.

Harvard University: B.A. Magna cum Laude in English and American Literature and Language, 1991.

Oxford University: tutorial studies in literature, 1989-90.

St. Paul's School, Concord, New Hampshire: diploma Summa cum Laude, 1987.

◆ **CAREER** ◆

Jan 2008 - present. Founder and President, Young Spirit Foundation, Palo Alto, CA. Envisioned and organized this public charity to advocate a nonsectarian, wisdom-centered approach to education. Produced events for teachers, parents, young people, and faith leaders. Laid plans for a model high school based on core educational principles.

Sep 2006 - Jun 2009. Teacher, grades 4-5, Living Wisdom School, Palo Alto, CA. Served as elementary math coordinator. Developed inquiry-based social studies curriculum.

Jun 2005 - present. Self-employed tutor, Oakland, CA. Provided reading, math, and test prep instruction to individuals and classes, early childhood through high school.

Aug 2003 - Jun 2005. Teacher grades 1-2, The Mead School, Stamford, CT, with special focus in mathematics and social studies. Developed exploratory hands-on math curriculum for elementary students.

Jun - Aug 2003. Consultant, World Bank, Washington, DC: Wrote a series of web site profiles for projects in East Asia Social and Rural Development. Planned, researched, and wrote **WHAT ARE YOUTH DEVELOPING TOWARD?**, a handbook for World Bank funded projects.

Aug 2002 - Jun 2003. Teacher, grades 2-4, Connecticut Friends School, Wilton, CT.

Feb 2000 - Oct 2001. Brand strategist and marketing coordinator, Tristream, Grass Valley, CA: designed marketing materials; conducted strategic workshops for corporate clients.

Jan 1996 - Oct 2001. Teacher in three private California schools, grades K-5 and high school: taught classrooms of grades K-5 in all subjects and high school French and drama; designed curriculum in math, science, and performing arts; edited newsletter, wrote and directed full-length school-wide theater productions.

◆ EXPERIENCE ◆

Serving 3-year term as Board Treasurer for the Assembly of Expanded Perspectives on Learning, a division of the National Council of Teachers of English.

Self-employed indexer and proofreader, fulfillment manager at a publishing firm, assistant in a farm bakery, chef for a yoga retreat, secretary for a Boston executive search firm, and director and performer in summer youth theater and numerous amateur plays.

Study abroad in England, France and Italy; travel in Europe, India, Japan, Korea, and the United States. Accomplished student of piano, choral voice, and music composition.

Julie Walukiewicz

17903 Skyline Blvd, Los Gatos, CA 95033

juliewaluki@gmail.com

(408) 655-2181

Career Goal To infuse a love of science and learning into students' every day lives by mentoring students' curiosity, passions, and abilities.

Summary A very creative and detail-oriented individual dedicated to helping students reach their full potential through student-directed learning environments that are interdisciplinary or integrated in nature. Extremely organized team player adept at working in a dynamic and diverse environment. Capabilities include:

- Unique ability to translate complex ideas into simpler language
- Training and coaching methods – track and field
- General teaching methods – backward design, lesson and unit scheduling & design, scaffolding and mentoring skills, curriculum design, integration, & mapping, incorporating habits of mind
- Science teaching methods – unit design based on inquiry, lesson design for real-world application, guided inquiry & cooperative learning lesson design
- Lab research skills: general, organic, analytical, biochemical lab skills (Chemistry & Radiation Safety Certified)
- Digital literacy, grant writing & research skills
- Budget and operations management experience
- Group management skills and cross-cultural awareness

Education

Current Candidate, Master's in Natural Science (Science Education)
June 2007 Single Subject Teaching Credential (Chemistry, Biology)
2000 – 2004 San Jose State University, Post-baccalaureate, Chemistry
Post-bacc research project: "Flexibility Enhanced BIV TAR-Tat Binding"
(PI's: Dr Elaine Collins & Dr Brooke Lustig, Chemistry Dept, SJSU)
1994 BA Anthropology (Psych minor), University of California, Santa Cruz
Phi Beta Kappa, Thesis Honors, Honors in the major, General Honors

Affiliations

NSTA – National Science Teachers Association
CSTA – California Science Teachers Association
POGIL project – Process-oriented Guided Inquiry Learning
SCCBEP – Santa Clara County Biotech Education Program
ACS – American Chemical Society
Las Madres Neighborhood Playgroups
Los Gatos Saratoga Observation Nursery School

Accomplishments - Education

- Founder, Communitas Charter High School, 2010
- Developed integrated curriculum, Communitas Charter High School, 2010
- Completed credential for California (CLAD) June 2007
- Completed Phase I Student Teaching, Independence High School May 2005.

Accomplishments – Science

- Presented undergraduate poster: CSU Biotech Conference Jan 2002 - Pomona, CA and ACS Northern California Undergraduate Research Symposium May 2002 – San Jose, CA
- SAACS Scholarship 2002 & 2003. Student Affiliation of the American Chemical Society, SJSU.
- SAACS President, 2002-2003. Student Affiliation of the American Chemical Society, SJSU.
- Neptune Award, 2003. Chemistry Department, San Jose State University.
- Physics Club Scholarship – Achievement award 2003. San Jose State University.

Accomplishments – City of Campbell, CA

- Formed Steering Committee - Downtown Campbell Neighborhood Association, March 2007
- Worked with city staff, representatives, and residents to preserve the location of the Campbell History Museum and the small town feel along the East Campbell Ave redevelopment corridor, May 2007
- Organized Summer BBQ series for neighborhood association, May-Aug 2007
- Established neighborhood association board and bylaws, Fall 2007 / Spring 2008

Accomplishments – Santa Clara County Library

- Expanded interlibrary loan service to materials of different centuries, continents, & formats.
- Streamlined & updated procedures for interlibrary loan resulting in reduced processing time and improved library user experience while absorbing a 30% per year increase in transactions.
- Developed and executed a department-wide, multi-level training in serials acquisitions, cataloguing, and management, emphasizing the use of more efficient online resources.
- Reorganized and redistributed the circulation workload for the Los Altos Library, resulting in greater efficiency and improved staff knowledge, flexibility, and morale.
- Identified a community need and designed and successfully promoted a new category of library cards serving a previously neglected population.
- Coordinated publication of annual serials directory 6 mos. ahead of timeline for previous edition.

Personal

Married with two children, ages 4 and 1
 Interests include gardening and reading popular science
 Has been skydiving and would like to go bungee jumping
 Started competing in track and field at age 8
 Loves to travel and would like to visit the rest of the continents
 Loves old movies including slapstick, French new wave, and indie films
 After another career, absolutely fell in love with teaching
 Interested in the natural play movement
 Loves playing with language and loves a good pun

VOLUNTEER WORK

Las Madres Los Gatos Saratoga Playgroup Playdate Coordinator, 2008-2010
 Las Madres Speaker Nights Committee, 2009
 Los Gatos – Saratoga Observation Nursery School Auction Committee, 2008-2010

Work History

- 8/05 – 6/07 **FREMONT UNION HIGH SCHOOL DISTRICT** *SCIENCE TEACHER*
Taught grades 9-12 (mainly 9/10) freshman biology and general chemistry classes focusing on guided inquiry learning and habits of mind.
- 06/05 – 07/05 **FREMONT UNION HIGH SCHOOL DISTRICT** *BIOLOGY TEACHER*
Taught summer school biology for repeating and advanced students.
- 08/04 – 05/05 **SAN JOSE STATE UNIVERSITY** *TEACHING ASSOCIATE*
Taught laboratory sections for Introductory and General Chemistry series. Responsible for laboratory lectures, safety, and grading (exams, reports, quizzes).
- 01/04 – 06/04 **CAMPBELL UNION HIGH SCHOOL DISTRICT** *TRACK COACH*
Head track coach - coached sprints, mid-distance, field events and hurdles for Leigh High School. Helped students develop good general health habits, specific athletic skills, competitive spirit, and good sportsmanship.
- 05/01 – 05/04 **SAN JOSE STATE UNIVERSITY** *RESEARCH ASSISTANT*
Worked on identifying a peptide mutant, which will enhance an RNA protein interaction involved in the viral replication cycle of BIV. Techniques: manual sequencing, PCR, agarose and acrylamide gel electrophoresis, transformation, autoradiography, chemiluminescence.
- 08/01 – 12/02 **San Jose State University** *Workshop facilitator*
Created worksheets for and facilitated problem solving workshops for introductory level chemistry classes. Explained materials and helped students understand and develop problem solving skills.
- 09/97 – 05/02 **SANTA CLARA COUNTY LIBRARY** *LIBRARY ASSISTANT-II*
Serials Management and Interlibrary Loans (for 11 locations). Cultivated relationships with serials vendors, publishers, and resources for materials exchange (including international contacts). Coordinated joint publication of regional annual serials directory. Managed serials acquisition and processing - evaluated materials, conducted training and set cataloging standards.
- 3/96 - 8/97 **SANTA CLARA COUNTY LIBRARY** *CIRCULATION SUPERVISOR*
Directed the operations of the circulation departments for the Los Altos and Woodland libraries, including subordinate supervisors and a diverse staff of 50 employees. Evaluated and addressed staff and equipment needs for the Los Altos Library. Improved workflow and promoted new features and enhancements to the library system focusing on the library user experience. Oversaw the circulation, staff room, and packing segments of the Woodland Library remodel.

Attachment 2: Long-term Facilities Plans

Communitas Charter High School intends to serve students in Santa Clara County and thus expects by Year 2, at a minimum, to meet the 100 student threshold of students who would otherwise attend other schools located in the county. It is the school's expectation to be located at facilities arranged by Communitas and meeting all SCCOE and state requirements.

In Year 6, a second high school is planned for the Milpitas area. The potential for positive impact decides future locations. Communitas Charter High School will target areas in which a significant number of students are:

- Not achieving in traditional high school
- Not prepared for four year college success
- Requesting an alternative interdisciplinary educational program
- Experiencing significant gaps in performance between student subgroups

In keeping with the goal of true diversity – ethnic, socioeconomic, home language, and cultural, additional schools are planned for the south county, Morgan Hill/Gilroy area, Alum Rock, and Alviso areas. Communitas would look at a variety of physical plants based on accessibility (CalTrans, light rail), population need as detailed above, and community invitation.

Future Communitas Charter High School locations are intended to complement, not compete, with existing public school programs. Communitas would consider facilities provided by the district upon an annual written request if such facilities were made available by SCCOE or school districts located in Santa Clara County.

Facilities

As an independent charter high school not affiliated with West Valley College, it is the intent of Communitas Charter High School and West Valley College to enter into a long-term facilities use agreement to house Communitas High School, with the understanding that college facilities is provided and used in accordance with the college's facilities use policy and the Education Code.

Any agreement between Communitas and West Valley College will be memorialized in an annual rental contract, which will set forth the details of Communitas Charter's occupancy of the facilities, including such items as routine maintenance of the facilities, including janitorial, grounds keeping, minor maintenance and utility costs.

Civil Liability

Communitas Charter High School will be organized as a non-profit public benefit corporation. Communitas intends to purchase liability, property, and errors and omissions insurance as outlined above to protect the school's assets, staff, governing board members, and, where appropriate, the county from unforeseen liability.

Attachment 3: Interactive Mathematics Program

(replaces Algebra I, Geometry, Algebra II/Trigonometry, pre-Calculus)

Expected School-wide Learning Results

Students will be...

Ready for mathematics used in life and careers

By learning statistics, probability, curve fitting and matrix algebra, students will implement an integrative approach to mathematics problem-solving.

Effective Communicators

Able to comprehend and explain a variety of problems; convey information and ideas in written, visual, verbal and/or nonverbal forms; and actively implement problem-solving solutions.

Critical Thinkers

Able to use creative and critical thinking skills; solve problems; and apply problem-solving and decision making skills to real life. Able to demonstrate an understanding of the ore issue that needs to be solved.

Self-Directed Learners

Able to set priorities, plan and take action to accomplish goals; manage time and resources efficiently and independently; and apply knowledge and skills in multiple settings.

Contributing Citizens

As students enter the professions and trades, demands will be placed on them that focus on their problem-solving and communication skills. Preparing students for the challenges of business and industry requires a shift in instruction away from routine manipulation of symbols and procedures towards an in-depth, conceptual understanding of mathematics.

Department Philosophy:

By learning and implementing the Interactive Mathematics Program (IMP), students learn to confidently approach multidisciplinary problems. Unlike the carpenter who uses a hammer first, CCHS students will have the skills to approach situations with a variety of tools which will help them to succeed in life.

The IMP curriculum challenges students to actively explore open-ended situations, in a way that closely resembles the inquiry method used by mathematicians and scientists in their work. While the traditional curriculum emphasizes rote learning of isolated mathematical skills, IMP calls on students to experiment with examples, look for and articulate patterns, and make, test, and prove conjectures.

The "interactive" aspect of IMP refers, in part, to the program's emphasis on students working with each other in collaborative groups. Students discuss problems, use writing to clarify, and express complex mathematical ideas and present findings to the rest of the class. Students share many different and valid approaches, expanding everyone's thinking. Together, they tackle problems that are usually too complex to be solved by any one individual.

Curricular Philosophy

The curriculum design offers complex problems that can be explored at many levels of sophistication. A typical first year IMP class includes accelerated students who have taken algebra in the 8th grade, those who would begin a college preparatory sequence in the 9th grade, and students who might have otherwise been excluded from challenging mathematics classes. A varied collection of supplemental problems gives teachers the flexibility to meet individual student needs. Special features include extensions (for students who want to pursue a specific topic in greater depth) and reinforcement experiences (for student who need to reflect on and synthesize what they have already learned).

Homework

Students complete daily homework assignments that focus on challenging their ability to think mathematically rather than drilling them on the computation skills. They also work on "Problems of the Week," open-ended investigations in which they must write and illustrate their strategies and solutions to complex problems, and deliver oral presentations to the class.

Assessment

IMP Students are evaluated according to a variety of criteria. Student grades are based on class participation, daily homework assignments, Problems of the Week, portfolios, and unit assessments, including a two-hour semester exam rather than on weekly quizzes and chapter tests.

Curriculum Map

The IMP curriculum is problem-based, consisting of five- to eight-week units bound into a single techbook. The units are each organized around a central problem or theme. Motivated by this central focus, students solve a variety of smaller problems, both routine and non-routine, that develop the underlying skills and concepts needed to solve the central problem in that unit

Curriculum Content: A Summary

Year 1

The first-year curriculum contains an introduction to problem-solving strategies, the use of variables, and the meaning and use of functions and graphs, as well as concepts from statistics, geometry, and trigonometry. These mathematics ideas are set in varied contexts, such as the settlement of the American West, games of chance, Edgar Allan Poe's *The Pit and the Pendulum*, and measurement of shadows.

Year 2

Students work with powerful mathematical ideas, including the chi-square statistic, the Pythagorean theorem, and linear programming, and learn a variety of approaches to solving equations. Problem contexts include statistical comparison of populations, the geometry of the honeycomb, and maximization of profits from a cookie store.

Year 3

Students extend their understanding of material studied in preceding years of the curriculum, while learning about and applying new topics such as combinatorics, derivatives, and algebra of matrices. A baseball pennant race, population growth, and decision-making on land use provide some of the contexts for the mathematical concepts.

Year 4

Fourth-year IMP has a more varied subject matter than a calculus-focused course, and includes topics

such as circular functions, computer graphics, and statistical sampling. Units build on the strong knowledge base of students who have completed three years in the program. Problem settings include a Ferris-wheel circus act and election

Course Goals

Upon completion of IMP CCHS students will

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
 - *Apply the method of mathematical induction to prove general statements about the positive integers. (CA Standard Algebra 2 – 21.0)*
 - *Write geometric proofs, including proofs by contradiction. (CA Standard Geometry – 2.0)*
 - *Give proofs of various formulas by using the technique of mathematical induction. (CA Standard Math Analysis - 3.0)*
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.

Research and Background for Interactive Mathematics Program

The Interactive Mathematics Program (IMP) is the collaborative effort of mathematicians, teacher-educators, and teachers working together since 1989. Developed with support from the National Science Foundation (NSF) and other funding agencies, the IMP first edition was published after more than 10 years of research, pilot testing, evaluating, field testing, revising, and detailed reviewing. IMP materials development was sponsored by the National Science Foundation under award number EIS-9255262.

IMP is a comprehensive program of problem-based mathematics that integrates traditional material, such as algebra, geometry, and trigonometry, with coverage of important topics such as statistics and probability, which have been under emphasized in many traditional programs. The IMP four-year core curriculum meets college entrance requirements and prepares students to use problem-solving skills in higher education and on the job.

http://www.ucop.edu/a-gGuide/ag/a-g/math_reqs.html from note 6:

Although not listed in the California Standards, each course in a rigorous integrated sequence (such as IMP I, II, III, IV) receives one unit.

Research on Program Effectiveness

Several long-term studies of student performance and participation show that the IMP curriculum improves students' learning and increases their study of advanced mathematics. Studies conducted during the pilot testing, a comprehensive NSF-funded evaluation during field testing, and further studies of the published curriculum yield several important conclusions.

- On standardized tests, IMP students consistently perform as well as, and often better than, their peers enrolled in traditional high school mathematics course sequences.

- On tests focusing on quantitative reasoning, general problem solving, and statistics, IMP students significantly outperform their peers in traditional programs.
- IMP students demonstrate more positive attitudes about mathematics and take more mathematics courses, including advanced courses, compared to their peers in traditional programs.

Closing the achievement gap

Data gathered from student subgroups show that IMP has a positive effect on student achievement among diverse student populations. In a transcript study of three high schools, IMP students were compared with their peers who took the traditional high-school mathematics course sequence. A statistically significant, higher percentage of IMP students completed at least three years of college-preparatory mathematics, and a statistically significant, higher percentage continued their studies in advanced courses in mathematics.

This finding was true for all ethnic groups of significant size at each of the three schools in the study. The finding was also true for both female and male students. Advanced courses undertaken by the IMP students included mathematical analysis, trigonometry and analytic geometry, precalculus, and calculus.

Additional Information can be found at <http://www.mathimp.org/downloads/IMPWhitePaper.pdf>.

Further Notes

A list of materials required for the IMP program can be found at <http://www.keypress.com/x5436.xml>.

Field trips may be taken to various sites in the Bay area to experience some of the demonstrated and studied elements of the Interactive Mathematics Program first hand.

All students interested in taking the Advanced Placement Calculus AB or BC test, will be supported in this pursuit, either through supplementary work or as a substitution for the fourth year of IMP.

IMP meets the UC requirement c of the a-g admissions.

Course Title: IMP 1

Course Description:

IMP 1 is the first year in a four year sequence of the CCHS math program. These units outline the syllabus for the year.

Patterns

The primary purpose of this unit is to introduce students to ways of working on and thinking about mathematics that may be new to them. In a sense, the unit is an overall introduction to the Interactive Mathematics Program, which for many students involves changes in how they learn mathematics and what they think of as mathematics. In this unit, major emphasis is placed on developing the ability to think about and explore mathematical problems.

Some important mathematical ideas and concepts are introduced and worked with in this unit, especially function tables, the use of variables, positive and negative numbers, and some basic geometrical concepts.

Another major theme is the idea of proof. This is not developed as a formal process but rather as part of the larger theme of reasoning and explaining. Students' ability to create and understand proofs will develop over the course of the four-year IMP curriculum, and their work in this unit is just a beginning.

The Game of Pig

A probability game called Pig forms the core of this unit. Playing and analyzing Pig involves students in a wide variety of mathematical activities. The basic problem for students is to find an optimal strategy for playing the game. In order to find a good strategy and prove that it is optimal, students work with the concept of expected value and develop a mathematical analysis of the game based on an area model for probability. They can also use a computer to simulate both Pig and a simpler version of the game so that they can compare strategies and check the theoretical probabilities experimentally. Probabilistic thinking frequently runs counter to our intuitions. For this reason, the activities in this unit are based in concrete experiences. Students' belief in luck is terribly persistent; it takes a great deal of experience before they become willing to base their predictions on probabilistic notions. The gambler's fallacy—that the next roll of the dice depends on previous rolls—is held with conviction even by well-informed adults. One goal of this unit is for students to recognize this fallacy, both in dice games and in real-life situations. More broadly, they will come to understand theoretical probability, and see how and when it can be used to model and give insight into situations that occur every day.

The Overland Trail

This unit looks at the mid-nineteenth century western migration across the United States in terms of the many linear relationships involved. These relationships grow out of the study of planning what to take on the 2,400-mile trek, estimating the cost of the move, and studying rates of consumption and of travel.

Students construct mathematical models and draw graphs by hand and with a graphing calculator. They interpret graphs in terms of the "stories" the graphs tell, and create graphs from "stories." They write algebraic expressions that represent situations, use manipulatives to represent variables, and solve systems of equations using graphs made by hand and by a function-graphing facility on a calculator. In the process of graphing equations, they see the need to solve equations for one variable in terms of another, and learn techniques for doing so.

NOTE: For a Web site with information about women and the California Gold Rush, see www.goldrush.com/~joann/.

The Pit and the Pendulum

This unit opens with an excerpt from *The Pit and the Pendulum*, by Edgar Allan Poe. In the story, a prisoner is tied down while a pendulum with a sharp blade slowly descends. If the prisoner does not act, he will be killed by the pendulum. When the pendulum has about 12 swings left, the prisoner creates a plan for escape and executes it. Students are presented with the problem of whether the prisoner would have enough time to escape. To resolve this question, students construct pendulums and conduct experiments to find out what variables determine the length of the period of a pendulum and what the relationship is between the period and these variables.

In the process, students are introduced to the normal distribution and the standard deviation as tools for determining whether a change in one variable really does affect another. They make and refine conjectures, analyze data collected from experiments, and use graphing calculators to learn about quadratic equations and to explore curve fitting. Finally, after deriving a theoretical answer to the problem, students actually build a 30-foot pendulum to test their theory.

Shadows

This unit opens with the question "How can you predict the length of a shadow?" Students experiment with flashlights to isolate the important variables and try to predict the length of the shadow in terms of one of those variables. In order to understand shadows and the data they have found, students need to learn some geometry.

Students work with a variety of concrete objects to come to an understanding of similar polygons, especially similar triangles. They then return to the problem of the shadow, applying their knowledge of similar triangles and using informal methods for solving proportions to develop a general formula.

In the last part of the unit, students learn about the three primary trigonometric functions—sine, cosine, and tangent—as they are defined for acute angles, and apply these functions to problems of finding heights and distances.

Course Title: IMP 2

Course Description:

IMP 2 is the second year in a four year sequence of the CCHS math program. These units outline the syllabus for the year.

Solve It!

This unit focuses on using equations to represent real-life situations and on developing the skills to solve these equations. Students begin with situations used in the first year of the curriculum and develop algebraic representations of problems. To find solutions to the equations that arise, students explore the concepts of equivalent expressions and equivalent equations.

Using these concepts, they learn principles such as the distributive property for working with algebraic expressions and equations, and acquire methods that they can use to solve any linear equation. They also explore the relationships among an algebraic expression, a function, an equation, and a graph, and examine ways to use graphs to solve nonlinear equations.

Is There Really a Difference?

In this unit, students collect data and compare different population groups to one another. In particular, they concentrate on the following question: If a sample from one population differs in some respect from a sample from a different population, how reliably can you infer that the overall populations differ in that respect?

They begin by making double bar graphs of some classroom data, and explore the process of making and testing hypotheses. Students realize that there is variation even among different samples from the same population, and see the usefulness of the concept of a null hypothesis as they examine this variation. They build on their understanding of the standard deviation from the Year 1 unit *The Pit and the Pendulum* and learn that the chi-square (χ^2) statistic can give them the probability of seeing differences of a certain size between samples when the populations are really the same. Their work in this unit culminates in a two-week project, in which they propose a hypothesis about two populations that they think really differ in some respect. They then collect sample data about the two populations and analyze their data using bar graphs, tables, and the χ^2 statistic.

Do Bees Build It Best?

In this unit, students work on the following problem:

Bees store their honey in honeycombs that consist of cells they make out of wax. What is the

best design for a honeycomb?

To analyze this problem, students begin by learning about area and the Pythagorean theorem. Then, using the Pythagorean theorem and trigonometry, they find a formula for the area of a regular polygon with fixed perimeter, and find that the larger the number of sides, the larger the area of the polygon.

Students then turn their attention to volume and surface area, focusing on prisms whose bases are regular polygons. They find that for such prisms, if they also want the honeycomb cells to fit together, the mathematical winner, in terms of maximizing volume for a given surface area, is a regular hexagonal prism, which is essentially the choice of the bees.

Cookies

This unit focuses on graphing systems of linear inequalities and solving systems of linear equations. Although the central problem is in the field of linear programming, the major goal of the unit is for students to learn how to manipulate equations and how to reason using graphs.

Students begin by considering a classic type of linear programming problem, in which they are asked to maximize the profits of a cookie store that makes plain and iced cookies. They are constrained by the amounts of ingredients they have on hand and the amounts of oven time and labor time available.

First, students work toward a graphical solution of the problem. They see how the linear function can be maximized or minimized by studying the graph. Since the maximum or minimum point that they are looking for is often at the intersection of two lines, they are motivated to investigate a method for solving two equations in two unknowns. They then return to work in groups on the cookie problem; each group presents both a solution and a proof that its solution does maximize profits. Finally, each group invents its own linear programming problem and makes a presentation of the problem and its solution to the class.

All About Alice

This unit starts with a model based on Lewis Carroll's *Alice's Adventures in Wonderland*, in which Alice's height is doubled or halved by her eating or drinking certain magical items. Out of the discussion of this situation come the basic principles for working with exponents positive, negative, zero, and even fractional, and an introduction to logarithms.

Building on the work with exponents, the unit covers scientific notation and the manipulation of numbers written in scientific notation.

Course Title: IMP3

Course Description:

IMP 3 is the third year in a four year sequence of the CCHS math program. These units outline the syllabus.

Fireworks

The central problem of this unit involves sending up rockets to create a fireworks display. The trajectory of the rocket is a parabola; this unit continues the algebraic investigations of *Solve It!* with a special focus on quadratic expressions, equations, and functions. Students see that they can use algebra to find the vertex of the graph of a quadratic function by writing the quadratic expression in a particular form.

Orchard Hideout

The central problem of this unit concerns two people who have planted an orchard on a circular lot. They want to know how long it will take before the trees grow so large that someone outside the orchard cannot see into the center of the orchard. Answering this question requires students to study circles and coordinate geometry. They develop the formulas for the circumference and the area of a circle, as well as the distance and midpoint formulas, and learn to find the distance from a point to a line. Another theme of the unit is geometric proof.

Throughout this unit, students are applying knowledge they acquired in earlier units about similar triangles, trigonometry, and the Pythagorean theorem.

Meadows or Malls?

The title problem of this unit concerns a decision that must be made about land use. This problem can be expressed using a system of linear inequalities, which lends itself to a solution by means of linear programming, a topic introduced in the Year 2 unit *Cookies*. Building on their work in that unit, students see that a key step in solving the system of linear inequalities is to find various points of intersection of the graphs of the corresponding equations. This, in turn, leads to the need to solve systems of linear equations. Along the way, students learn about graphing equations in three variables, see that the graph of a linear equation in three variables is a plane, and study the possible intersections of planes in space.

Because graphing calculators allow students to find inverses of square matrices (when the inverses exist), matrices are a good tool for solving systems of linear equations with several variables. So, in addition to strengthening their skills with traditional methods, students learn to express linear systems in terms of matrices and develop the matrix operations required to understand the role of matrices in the solution process.

Small World, Isn't It?

This unit opens with a table of world-population data over the last thousand years; it asks the following rather facetious question: If population growth continues to follow this pattern, how long will it be until people are squashed up against each other?

In order to attack this problem, students study a variety of situations involving rates of growth. Based on these examples, they develop the concept of slope, and then generalize this to the idea of the derivative, the instantaneous rate of growth. In studying derivatives numerically, they discover that an exponential function has the special property that its derivative is proportional to the value of the function, and see that, intuitively, population growth functions ought to have a similar property. This, together with simplified growth models, suggests that an exponential function is a reasonable choice to use to approximate their population data. They also learn that every exponential function can be expressed in terms of any positive base (except 1) and that scientists use as a standard basis the number for which the derivative of the exponential function equals the value of the function. They find this base, e , experimentally. Along the route of their study of exponential functions, they review logarithms, are introduced to the natural log function, and see that logarithms are a useful tool for answering questions raised by exponential functions.

NOTE: A report published by the United Nations, Population Division, entitled "THE WORLD AT 6 BILLION" can be found at www.popin.org/6billion/.

Pennant Fever

One team has a three-game lead over its closest rival for the baseball pennant. Each team has seven games to go in the season (none of which are between these two teams). The central problem of the unit

is to find the probability that the team that is leading will win the pennant.

Students use the teams' current records to set up a probability model for the problem. Their analysis of that model requires an understanding of combinatorial coefficients and uses the tool of probability tree diagrams. In the course of their analysis, students work through the general topic of permutations and combinations, and develop the binomial theorem and properties of Pascal's triangle. Their general understanding of the binomial distribution is also applied to several decision problems involving statistical reasoning.

Course Title: IMP 4

Course Description:

IMP 4 is the third year in a four year sequence of the CCHS math program. These units outline the syllabus.

High Dive

The central problem of this unit involves a circus act in which a diver will fall from a turning Ferris wheel into a tub of water that is on a moving cart. The students' task is to determine when the diver should be released from the Ferris wheel in order to land in the moving tub of water.

The geometry of the Ferris wheel generates the need to express the diver's position in terms of the angle through which the Ferris wheel has turned. Students are led to extend right-triangle trigonometric functions to the circular functions. They learn about the graphs of the sine and cosine functions and apply them both to geometric situations and to other contexts. In particular, they see how the graph of a sine-like function changes as various parameters such as period and amplitude are changed.

Students then study the physics of falling objects and develop an algebraic expression for the time of the diver's fall in terms of his position. They also have to take into account the diver's initial velocity, which is imparted by the movement of the Ferris wheel itself. Therefore, they must learn how to analyze the diver's motion in terms of its vertical and horizontal components.

Along the way, students are introduced to several additional trigonometric concepts, such as polar coordinates, inverse trigonometric functions, and the Pythagorean identity.

As the Cube Turns

This unit opens with an overhead display, generated by a program on a graphing calculator. The two-dimensional display depicts the rotation of a cube in three-dimensional space. The students' central task in the unit is to learn how to write such a program.

Though the task is defined in terms of writing a program, the real focus of the unit is the mathematics behind the program. The unit takes students into several areas of mathematics. They study the fundamental geometric transformations—translations, rotations, and reflections—in both two and three dimensions, and express them in terms of coordinates. The analysis of rotations builds on the experience they have just had in *High Dive* with trigonometric functions and polar coordinates, and leads them to see the need for and to develop formulas for the sine and cosine of the sum of two angles. Working with these transformations also provides a new setting in which students can work with matrices, which they previously studied in connection with systems of linear equations.

Another complex component of their work is analyzing the way to represent a three-dimensional object on a two-dimensional screen. They have an opportunity to see how projection onto a plane is affected by both the choice of the plane and the choice of a viewpoint or center of projection.

The unit closes with two major projects, which students work on in pairs: They write a program to make the cube turn, and they program an animated graphic display of their own design.

Know How

This unit is designed to prepare students to find out independently about mathematical content that they either have not learned or have forgotten. Most will need this skill in later education as well as in their adult work lives. Students who come through a nontraditional curriculum, such as IMP, may need to fill in some knowledge to meet the established expectations of traditional programs.

Students are given experiences of learning through traditional textbooks and through interviewing others. The content explored this way includes radian measure, ellipses, the quadratic formula, the laws of sines and cosines, and complex numbers.

The World of Functions

This unit builds on students' extensive previous work with functions. They explore some basic families of functions (linear, quadratic, polynomials in general, exponential, sine-like, logarithmic, reciprocal, rational functions in general, and power functions) in terms of various representations their tables, their graphs, their algebraic representation, and various situations they can be used to model.

Students use functions to understand a variety of problem situations. They see that finding an appropriate function to model a situation sometimes involves recognizing a pattern in the data and at other times requires insight into the situation itself. Then students explore ways of combining functions, in various representations, using arithmetic operations and composition. They conclude the unit by returning to the central problem in the Year 3 unit *Small World, Isn't It?* Then they use their new knowledge to find a function that fits the data better than the simple exponential ones they used in the third year.

The Pollster's Dilemma

The central limit theorem is the cornerstone of this unit on sampling. Through a variety of situations, students look at the process of sampling, with a special focus on how the size of the sample affects the variation in sample results. The opening problem concerns an election poll that shows 53% of the voters favoring a certain candidate. This question is posed: How confident should the candidate be about her lead, based on this poll?

Students conduct sampling experiments and are led to conclude that there is a theoretical probability distribution for the results from a sample of a given size. They review ideas from the Year 3 unit *Pennant Fever* to see how to find the theoretical probabilities.

By experimentation, they see that the results from a set of polls of a given size are approximately normally distributed. They are given the statement of the central limit theorem, which confirms the experimental observation. Building on work in the Year 1 unit *The Pit and the Pendulum*, students learn how to use normal distributions and standard deviations to find confidence intervals. They also see how concepts such as margin of error are used in reporting polling results.

In addition to putting the new concepts to work on the unit problem, students work in pairs on a sampling project for a question of their own. They write reports and make presentations showing how they chose their sample size and what their results are.

Attachment 4: World Languages

- 1) Mandarin 1, 2, 3
- 2) Spanish 1, 2, 3

Communitas Charter High School Expected School-wide Learning Results

Students will be

- Effective Communicators: Able to read and comprehend a variety of materials; convey information and ideas in written, visual, verbal and/or nonverbal forms; and actively listen to enhance understanding.
- Critical Thinkers: Able to use creative and critical thinking skills; solve problems; and apply problem-solving and decision making skills to real life. Able to demonstrate an understanding of the rules and grammar, written and spoken, of specified world languages.
- Self-Directed Learners: Able to set priorities, plan and take action to accomplish goals; manage time and resources efficiently and independently; and apply knowledge and skills in multiple settings.
- Contributing Citizens: By learning new languages and cultures, students learn to accept diversity and the value of others. This strengthens our community and society.

Department Philosophy

To succeed in the twenty-first century, today's students need to develop academic knowledge, proficiency in English, and linguistic and cultural literacy in several of the world's languages and cultures. The ability to communicate, in culturally appropriate ways in a variety of settings, will ensure success in a technologically driven global economy and increase intercultural understanding and the benefits derived from collaborative international efforts. Success in an interconnected world depends on students' effective use of language and cross-cultural communication skills.

As a result of culturally appropriate language use, students will enhance their ability to effectively carry out a wide range of tasks with a high level of control of the linguistic system. We can no longer afford to simply learn about languages and cultures; but rather, we must provide students with opportunities to learn languages and cultures by participating in communicative interactions that prepare for real-world language use and global citizenship. Language learning needs to be a lifelong endeavor.

The *Foreign Language Framework for California Public Schools, Kindergarten Through Grade Twelve*, a framework developed by the College Board, is used to indicate growth in linguistic and cultural proficiency. It provides benchmarks for progress at different stages of performance:

Stage I (Formulaic): Learners understand and produce signs, words, and phrases.

Stage II (Created): Learners understand and produce sentences and strings of sentences.

Stage III (Planned): Learners understand and produce paragraphs and strings of paragraphs.

Stage IV (Extended): Learners understand and produce cohesive texts composed of multiple paragraphs.

Secondary language learners may require more than one year to progress from one stage to the next and may spend a significant amount of time in two adjacent stages. Programs may focus on specific communicative modes. For example, a Mandarin program may emphasize different communicative modes in order to attain Stage III proficiency in listening and speaking, Stage II proficiency in reading,

and Stage I proficiency in writing. Further, it will be common for learners who do not have a heritage language background to remain in Stage I for an extended period of time.

Programs for heritage and native speakers may include immersion, specialized courses designed to meet learner needs, and accommodations for these learners in the world-language classroom. The standards provide an organizing principle to ensure the continuous development of student proficiency, irrespective of the multiple points of entry and exit from California's language programs.

Curricular Philosophy

The study of foreign languages at Communitas Charter High School (CCHS) offers students exposure to cultures other than their own that facilitates the development of a global perspective, providing a direct pathway into other modes of thought and experience and introducing students to new vocabularies, different forms of expression, and different cultural perspectives on the world in which we live. At a more fundamental level, study of a second and third language provides students the tools to help them understand how languages work, and this knowledge will have an impact both on their understanding of English and other foreign languages they may choose to study. As the language courses are sequentially based upon skill level, students may begin a study of a foreign language at different levels depending on their skills.

All of the foreign language classes at CCHS share a common goal: the achievement of linguistic proficiency after three years, accompanied by the acquisition of tools for the further exploration of a culture—history, texts, visual arts, and cultural practices. In keeping with the state performance standards, the goals for foreign language learning are aligned with the key terms: communication, culture, connections, comparisons and communities. When applied to the study of world languages (Mandarin and Spanish), the goal of linguistic proficiency encompasses oral and written proficiency, and the students acquire the tools to help them communicate and “live in” a language and more fully experience another living culture.

For ease of presentation, the CA standards are separated into five categories: Content, Communication, Cultures, Structures, and Settings. The categories should be taught together and, in practice, merge into seamless instruction within the various stages of the Language Learning Continuum.

Content

Language users address a wide variety of topics that are appropriate to their age and stage. As students develop their ability to communicate in the target language and culture, they are able to more fully address topics that increase in complexity along the Language Learning Continuum.

Communication

Real-world communication takes place in a variety of ways. It may be interpersonal: culturally appropriate listening, reading, viewing, speaking, signing, and writing take place as a shared activity among language users. It may be interpretive: language users listen, view, and read by using knowledge of cultural products, practices, and perspectives. It may be presentational: speaking, signing, and writing take place in culturally appropriate ways.

Cultures

Culturally appropriate language use requires an understanding of the relationship between the products and practices of the culture and its underlying perspectives. Students must acquire the ability to interact appropriately with target culture bearers in order to communicate successfully. This category allows students to make connections and comparisons between languages and cultures.

Structures

The content standards use the term *structures* to capture the multiple components of grammar that learners must control in order to successfully communicate in linguistically and culturally appropriate ways. Students need to acquire orthography, the writing systems of languages that have them; phonology, the sound systems of languages or parameters in ASL; morphology, the rules for word formation; syntax, the principles of sentence structure; semantics, language-based meaning systems; and pragmatics, meaning systems connected to language use.

Settings

Language users need to carry out tasks in a variety of situations representative of those they will experience in the target culture. The success of learner communication will depend on the situation in which the language is used. Understanding social linguistic norms will assist learners in communicating effectively in real-world encounters.

Course Title: Spanish 1, 2, 3

Course Description:

Spanish 1, 2, 3 is a three year course that is designed to develop and expand the language skills of the student. Coursework based on Content, Communication, Cultures, Structures, and Settings will be utilized. Class will be organized around

- comprehending spoken language through listening to the target language,
- communicating by speaking in the target language,
- comprehending written language through reading in the target language,
- communicating by writing in the target language,
- developing an acceptance of diversity by exploring cultures.

Course Goals

Upon successful completion of each level of Spanish 1, 2, 3 Communitas students will

- comprehend language spoken at a level of increased complexity, speed, and accuracy,
- speak in the target language on a given topic using greater fluency, complexity, and accuracy,
- read and show knowledge of main idea, facts, new vocabulary in context, and sequence of events,
- write on a wide variety of topics using two verb tenses, more descriptive sentences, expanded vocabulary, and more advanced grammar structures,
- demonstrate knowledge of the specific elements of target cultures. .

State of California World Language Standards

Analyzing: Communications in a variety of formats. Grammar and written language.

Creative Expression: Creating, performing and participating in the interpretation of the Spanish language and culture.

Historical & Cultural Context: Understanding historical contributions and cultural dimensions of the different groups that comprise the population of Spanish speaking communities and countries.

Aesthetic Valuing: Responding to, analyzing, and making informed judgments about the culture of Spanish speaking communities and countries.

Connections, Relations and Applications: Exploring world cultures by connecting and applying what is learned from Spanish 1, 2, 3. This knowledge applies to other subject areas, travel/social/cultural experiences, and careers. Speaking a foreign language opens up endless possibilities and opportunities as future scholars and leaders in this world. Knowledge and proficiency in a foreign language will pave the road for future scholars and leaders in our community, society, and world. A strong foundation in Spanish will prepare you for life – exposing you to foreign countries, cultures and empower you to participate as an active member of our diverse and global community.

Course Title: Mandarin 1, 2, 3

Course Description:

Mandarin 1, 2, 3 is a three year course that is designed to develop and expand the language skills of the student. Coursework based on Content, Communication, Cultures, Structures, and Settings will be utilized. Class will be organized around

- comprehending spoken language through listening to the target language,
- communicating by speaking in the target language,
- comprehending basic written language through selected reading in the target language,
- communicating by writing basic instructions in the target language,
- developing an acceptance of diversity by exploring cultures.

Course Goals:

Upon successful completion of each level of Mandarin 1, 2, 3 Communitas students will

- comprehend language spoken at a level of increased complexity, speed, and accuracy,
- speak in the target language on a given topic using greater fluency, complexity, and accuracy,
- read and show knowledge of main idea, facts, new vocabulary in context, and sequence of events,
- speak on a wide variety of topics using two verb tenses, more descriptive sentences, expanded vocabulary, and more advanced grammar structures,
- demonstrate knowledge of the specific elements of target cultures.

State of California World Language Standards

Analyzing: Communications in a variety of formats. Grammar and written language.

Creative Expression: Creating, performing and participating in the interpretation of the Mandarin language and culture.

Historical & Cultural Context: Understanding historical contributions and cultural dimensions of the different groups that comprise the population of Mandarin speaking communities and countries.

Aesthetic Valuing: Responding to, analyzing, and making informed judgments about the culture of Spanish speaking communities and countries.

Connections, Relations and Applications: Exploring world cultures by connecting and applying what is learned from Mandarin 1, 2, 3. This knowledge applies to other subject areas, travel/social/cultural experiences, and careers. Speaking a foreign language opens up endless possibilities and opportunities as future scholars and leaders in this world. Knowledge and proficiency in a foreign language will pave the road for future scholars and leaders in our community, society, and world. A strong foundation in Mandarin will prepare you for life – exposing you to foreign countries, cultures and empower you to participate as an active member of our diverse and global community. Mandarin is spoken in the country with fast growing economies. Learning Mandarin is a 21st century skill.

Attachment 5: The Integrative Studies Curriculum

This sampling of integrated curriculum is conceived as an overview how this unusual approach to content will provide Communitas students with a standards-based, in-depth experience of academic study. It begins at the beginning – with the origin of the universe and the human explanations for these origins. It then proceeds through the many issues faced by humanity in the areas of health, culture, government, work, and self-expression.

This is a theme-based exploration of some of the most basic questions people (especially teenagers) have about the world around us. Starting with questions and ideas about who we are and where we come from, students and staff explore the functions of the cosmos, the society, and the individual from both scientific perspectives and humanistic ones. In the process of answering questions, students are introduced to the Wisdom Curriculum, the World Languages and Culture Curriculum, the study of epistemology, and the practice of group decision-making by consensus.

Creative process and staff collaboration

Carefully chosen staff who are dedicated to students and their learning, have a passion for their own area of expertise and learning in general, and collaborate freely with other teachers will be able to create a very unique, challenging, and transformative experience for themselves and for their students. As a foray into the creative process for integrated curriculum and an experiment in this kind of collaboration, several founders came together to create this overview. A working relationship developed that is characterized by a free exchange of ideas and the enjoyment of creative energy.

Meeting Diverse Student Needs:

Student populations are diverse and require a variety of general strategies for instruction and assessment. In order to meet the needs of all students, a variety of strategies are implemented at the school. Classroom experiences are multisensory as often as possible – incorporating tactile, visual, and auditory experiences and allowing students to display their understanding in the mode most suited to their style whenever possible. The classroom at Communitas is student-centered, providing a learning environment in which students communicate with and learn from each other in addition to interacting with the instructor.

Students have multiple opportunities to self-assess and receive peer reviews before any kind of summative assessment happens. This gives students the opportunity to receive important feedback on their performance from a variety of sources before a summative assessment happens. Students are allowed choice in what they study. While the overall content is guided by the instructors, students will often have the ability to choose how they will learn this content and what they will study. Instructional strategies and assessments will be adapted and/or modified for any student with a learning disability or other need for such an adaptation.

Year One, Unit One: Origins of the Universe

Essential Questions and Sources	Topic Studies	Assessment (Formative & Summative)	Instructional Components
What are the essential questions to be addressed?	What subtopics, ideas, people, processes, etc will students study in order to answer the essential questions?	Assessments are well-designed valid measurements of student achievement that provide flexibility for a diverse student population and motivation for lifelong learning. Examples:	Instructional components include a variety of strategies which strive to engage a diverse population of students, include student choice and responsibility, provide multiple opportunities for learning & revision, and connect students with family and community. Some representative examples:
<p>1. When, where, how, and why did the universe begin?</p> <p>2. Are we alone in the universe?</p> <p>3. Where did the materials for life come from?</p> <p>4. How has the scientific view of the universe changed over time?</p> <p>5. How have people explained the origin of the universe and people through origin myths?</p> <p>6. What have been the interrelationships of science and religion on the origin of the universe?</p> <p>7. Why do people in general appear to need creation myths?</p> <p>8. What technologies and discoveries contributed to our evolving understanding of the universe?</p>	<p>1. Scientific study of the origin of the universe:</p> <p>a. Evidence for the Big Bang b. Exponential scales for time and size c. The very early universe d. Matter and energy e. Expansion of the universe f. Origin of the solar system</p> <p>2. Are we alone in the universe?</p> <p>a. Drake’s equation – calculating the probability of other life b. How the possibility of other life may change our view of ourselves</p> <p>3. Materials for life on Earth:</p> <p>a. Star life cycles & supernovae b. Types of planets c. Requirements for life</p> <p>4. Scientific view of the universe has changed over time</p> <p>a. Empiricism and scientific method b. Ancient classical element systems c. Scientific revolution</p> <p>5. Human explanations of the history of the universe – origin myths / cosmologies:</p> <p>a. Cosmology is a lens through which</p>	<p>Diagnostic assessment of prior knowledge of atomic structure and light</p> <p>White board practice and other games for topics needing memorization</p> <p>Quickwrite/pair share to stimulate thinking on a topic (diagnostic of prior knowledge)</p> <p>Brainstorm examples of light and color in everyday life</p> <p>Peer reviews of drafts of student work – such as lab report, lab notebook, creative writing, research papers, etc.</p> <p>Formal lab reports, position papers, personal reflections</p> <p>Mini-exams on various topics where appropriate</p> <p>Write a well-supported comparison/contrast essay demonstrating proper language conventions, structure, awareness of audience and purpose.</p> <p>Quizzes on facts or skills such as grammar, element symbols, major dates in the history of science</p>	<p>Diagnostic assessments of student prior knowledge including K-W-L exercises</p> <p>Quickwrites designed to elicit students knowledge and questions about a topic and get the thinking</p> <p>Brainstorming on various topics such as the elements of stories or forms of energy</p> <p>Jigsaw cooperative learning activity to introduce new material (such as the stages of the very early universe)</p> <p>Students create graphic organizers to organize information – such as the patterns in origin myths across cultures or star formation and types</p> <p>Question family/community members regarding a topic related to class and report back</p> <p>Visualization exercise to aid in understanding atomic sizes and structure</p> <p>Cooperative groupwork on guided inquiry worksheet set (such as those from the POGIL project)</p> <p>Jigsaw activities with topics such as the Big Bang, technology & discoveries, or story building</p> <p>White board practice on basic atomic structure and other topics</p> <p>Post-activity discussion of guided inquiry worksheet set – evaluation of cooperative process</p> <p>Mini-lab activities, demonstrations, or re-enactment of</p>

	<p>different cultures see the universe b. Archetypal patterns</p> <p>6. Interrelationships between science and religion</p> <p>a. Greeks – from mythology to the philosopher king b. Judeo-christian tradition c. Scientific findings challenge mythical/religious explanations of our world d. Each attempts to be the overarching view encompassing the other</p> <p>7. What cosmologies / origin myths do a. Defines relationships b. Making comprehensible those things that might otherwise not be (birth, death) c. Connect people through storytelling d. Tap into our imagination e. Express human pattern making (archetypes) f. Act as a lens through which different cultures see the universe</p> <p>8. Discoveries and technologies that aided our evolving understanding of the universe: a. Extending our senses b. Better testing capabilities c. Enhanced communication d. Changes in the way people think about the world around them</p>	<p>Demonstrate in writing groups a basic understanding of the writing process, especially constructive feedback</p> <p>Demonstrate organizational and recordkeeping skills through a laboratory notebook (peer review, periodic instructor checks, and final review)</p>	<p>famous experiments in science</p> <p>Interactive multisensory lectures / discussions on small topics such as narrative structure or history of atomic theory</p> <p>Assigned readings and questions in subject text or other relevant text</p> <p>Use of supporting audio/video content connecting topics to students real lives and interests</p> <p>Science Lab experiences and the keeping of a laboratory notebook</p> <p>Extensive writing practice – such as that for formal lab reports, position papers, creative writing, personal reflection, original poetry, or letters</p> <p>Practice mini-exam done in groups</p> <p>Group consensus activities – such as creative processes or taking a position on an issue</p> <p>Students practice oral storytelling & public speaking by telling a funny story in front of the class</p> <p>Literature circles – students group together to study different origin myths of their choosing</p> <p>Peer review of work using a rubric – such as a technical report or creative writing</p> <p>Reading journal to answer questions as they read</p>
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Origins I: the first two weeks

The full description of a four-year high school curriculum is far too vast to present here. This two-week outline is offered as an indicator of how Integrative Studies might look on a day-to-day basis.

Key to education in all disciplines are the art of rhetoric, research and critical analysis of information, and collaborative knowledge building and decision-making. At the start of Origins, students are gently introduced to these important skills, then begin to practice and apply them as the class moves through content from various disciplines in the search for answers to questions they have about themselves and the world around them.

Introduced in these first few days of class are the very basics of epistemology (focusing mainly on sensory knowledge), storytelling, and some of the essential features of the school – consensus and collaboration, self- and peer-evaluation by rubric, and the longer class session of Integrative Studies. Students examine and get to know these ideas and have opportunities to practice the related skills over the first 6 weeks as the unit moves into more formal content study. One formative assessment at around 6 weeks into the session is a reflective paper applying a comparative epistemological analysis to the Big Bang and origin myths – the period of initial darkness that is strikingly similar in both.

The main themes of these first two weeks of the Origins unit:

1. *Collaboration and Consensus* are good classroom practice and introduce students to a new decision making process that is key to school governance.
2. *Oral storytelling* is not only relevant to origin myths and epistemology, but the beginning practice of this skill by students is a fun way to initiate the practice of public speaking.
3. *Epistemology* is rarely covered at the high school level but is an important part of the critical analysis of information of every kind.
4. *Classical languages study* (in this case, Greek), while not extensive, definitely gives a better understanding of word meanings and helps build vocabulary.
5. *Rubrics* make the evaluation of work more useful and start students down the path of peer- and self-assessment.
6. *Classification exercises and graphic organizers* help students structure their knowledge and begin to see that knowledge can have difference structure for different people.
7. *Narrative* creation and practice helps students put story elements together into one flowing sequence and introduces students to one of the rhetorical modes of discourse.
8. *Sensory awareness* is practiced through mindfulness and other exercises, is an essential part of the study of epistemology in this unit, and leads into the later study of the technological advances that are extensions of our senses.

Origins Daily Sketch: Days 1 - 3

Monday	Tuesday	Wednesday
<p>Students respond in writing to quote from Aristotle in science journals “On these subjects as with others, he would study things best who observed them growing from the beginning.”</p> <p>Visualization exercise and production of storyboard on how things grow. (students listen to Pachelbel’s Canon during exercise with musical notes projected on wall)</p> <p>**Stretch break**</p> <p>Mini-lecture/review: Consensus & Collaboration Group Activity: Create an object from clay through consensus, take notes on process</p> <p>Reflection & Share out: collaboration, consensus, creative process</p> <p>Begin draft of narrative on process from clay to artifact, especially consensus process</p> <p>Intro to week-long brainstorming and research project: How do we know what we know? Create short interview sheet and interview two classmates.</p>	<p>Turn in science journals for reading notes check.</p> <p>In reading groups, students discuss & outline “The Unbroken Thread” on the history of science.</p> <p>Writing Journal: quote response (Storytelling)</p> <p>Class brainstorm: what makes a good story, begin creation of a rubric, constructive feedback</p> <p>**Stretch break**</p> <p>Mini-lecture(s): strong verbs, sensory details</p> <p>Sensory priming exercise: mindfulness & opening up the senses (5 min)</p> <p>Activity groups: classify everything in the classroom by the method of their choosing using their senses. Present your classification to the class.</p> <p>Meet in original groups to share Consensus & Clay narratives and receive feedback</p> <p>Reflection: What makes a good story? Task: narrative rubric creation Mini-lecture/demo: lab safety (Cornell notes)</p>	<p>Intro to Greek word roots. Hand out lists. Students practice writing. White board practice.</p> <p>Practice Quiz: lab safety</p> <p>In groups, put original classroom classification into a graphic organizer.</p> <p>Guest lecture on oral storytelling – elements and skills of oral storytelling and a story!</p> <p>**Stretch break**</p> <p>Writing Journal: quote response (the universe)</p> <p>Students meet in jigsaw groups to discuss elements of rubric, share narratives and select one narrative from each group that meets criteria for a good story. Share out one story chosen</p> <p>Reflection: Elements of telling a story and what has this process taught us about origin stories.</p>
AT HOME:	AT HOME:	AT HOME:
Begin to interview relatives and community members: What do we know and how do we know these things?	Continue epistemology interviews	Continue epistemology interviews
Work on draft of narrative on Consensus & Clay	Research and find 5 different examples of graphic organizers online.	Find an oral story topic
Science reading: The Unbroken Thread (first section of introduction to Philosophy of Science), notes in science journal; finish storyboard	Study for lab safety quiz; write a summary of “The Unbroken Thread” in science journal	Finish narrative draft
STANDARDS:	STANDARDS:	STANDARDS:
ELA Gr 9/10 (Reading 1.3; Writing 1.2; Written and Oral Language 1.3, 1.4) Investigation & Experimentation (1g, 1k, 1l)	ELA Gr 9/10 (Reading 1.3; Writing 1.2, 1.9; Written and Oral Language 1.3, 1.4) Investigation & Experimentation (1g, 1k, 1l)	ELA Gr 9/10 (Reading 1.3; Writing 1.2, 1.9; Listening & Speaking 1.11) Investigation & Experimentation (1d)

Origins Daily Sketch: Days 4 and 5

Thursday	Friday
<p>White board practice on lab safety and Greek word roots</p> <p>Group talk: mid-project brainstorm on epistemology interviews, begin to organize the information collected</p> <p>Work Product discussion: graphic organizer of interview answers from all group members, a short paper giving their own answer and reflecting on the interview process</p> <p>**Stretch break**</p> <p>Brainstorm: Myth Use K-W-L strategy to assess prior knowledge and interests</p> <p>Reading packet: Reading opening paragraphs of Theogony by Hesiod Read-write-pair-share focus on muses</p> <p>60 second brainstorm list on words with Muse as root word</p> <p>Reflection: Why study myths</p> <p>Review lab safety/quiz</p> <p>Class brainstorming: previous experience with science classes in middle and elementary schools. Create a list of “recommendations for science teachers”</p>	<p>Lab safety Quiz, Science Journal check</p> <p>Art: Kiss the Muse by Cezanne</p> <p>Journal: what is the purpose of the muse in modern life?</p> <p>Creative project: Students choose a muse or create one to inspire them</p> <p>**Stretch break**</p> <p>Mini-lecture: Intro to Epistemology Discussion: comparison of lecture to interview answers Reflection/Writing: students begin reflective papers, time for questions</p> <p>Guest lecture/demo: Ancient classical element systems (a one-hour extravaganza)</p>
AT HOME:	AT HOME:
Create graphic organizer of epistemology information	Study for quiz on Greek word roots on Monday
Continue reading Theogony	Reading on comparative classical element systems
Science journal: deep reflection on previous science class experience that affected them	Reading packet: annotate Myths of origin/light based Myths based on constellations
STANDARDS:	STANDARDS:
ELA <i>Gr 9/10 (Reading 1.3; Writing 1.2, 1.9)</i> Investigation & Experimentation (<i>1d</i>)	ELA <i>Gr 9/10 (Reading 1.3, Written and Oral Language 1.3, 1.4)</i> Vis Arts: <i>Role & Development of Vis Arts (3.1)</i> Investigation & Experimentation (<i>1d</i>)

Origins Daily Sketch: Days 6 and 7

Monday	Tuesday
<p>Turn in Epistemology graphic organizers and papers</p> <p>Turn in Muse projects, presentation in groups</p> <p>Return Narrative drafts for revising</p> <p>**Stretch break**</p> <p>Quiz: Greek word roots</p> <p>Mini-lecture: Plato's cosmology - the four elements and the view of the world</p> <p>Science Lab: Classical Elements & Observation – using your senses (45-60 min)</p> <p>Learn rubric for laboratory reports; begin lab report draft for Classical Elements & Observation</p> <p>Sci Jnl quote response: “it follows by unquestionable necessity that this world is an image of something.” (Plato, PhilSci 27)</p>	<p>Group discussions on myths of origin and myths of constellations</p> <p>Quiz on myths</p> <p>**Stretch break**</p> <p>Peer review of Lab Report drafts: students use rubrics to give positive feedback on another student's work, exchange papers back for revision</p> <p>Video: Powers of Ten</p> <p>Group Activity: Exponential scales for time and size Students explore lab stations addressing various aspects of scale</p> <p>Students write quiz questions on classical element systems and practice quizzing each other in groups.</p>
<p>AT HOME:</p>	<p>AT HOME:</p>
<p>Science Journal: how did ancient philosophers “know” about the world</p>	<p>Reading: Circle as Archetype</p>
<p>Lab Report Draft</p> <p>Revise narrative drafts</p>	<p>Find a great online resource for explaining exponential scales of time or size or both</p> <p>Revise Lab Reports</p>
<p>STANDARDS:</p>	<p>STANDARDS:</p>
<p>Soc Sci: <i>Analysis Skills Historical Interp (3)</i> ELA Gr 9/10 (<i>Reading 1.3; Written and Oral Language 1.3, 1.4; Writing App 2.3;</i> Investigation & Experimentation (<i>1d</i>)</p>	<p>ELA Gr 9/10 (<i>Reading 1.3; Written and Oral Language 1.3, 1.4; Writing App 2.3</i>) Earth Sciences (<i>2 a-d, g</i>); Algebra I (<i>2.0</i>) Investigation & Experimentation (<i>1d</i>)</p>

Origins Daily Sketch: Days 8 - 10

Wednesday	Thursday	Friday
<p>Turn in Lab Reports Big Quiz: Ancient Classical Element Systems</p> <p>GroupTalk – tell the story of the origin of the universe (students create a group narrative telling the story of the universe from a scientific perspective)</p> <p>Mini-lecture/discussion on Big Bang (follow-up to Jigsaw)</p> <p>**Stretch break**</p> <p>Calculations shakedown: exponents, time, size, distances</p> <p>Writing journal: (symbols/dreams)</p> <p>Archetypes simulation/group activity: Ad agency team needs to update logo</p> <p>Reflection: symbols and communication</p>	<p>Powerpoint on archetypes</p> <p>Discussion of archetypes based on powerpoint and readings</p> <p>Free drawing: mad scientist!! What is the archetypal scientist? What do they look like? What do they do?</p> <p>Share out on community ideas about origins of universe. Is there a difference for different age groups in the answer?</p> <p>**Stretch break**</p> <p>Jigsaw on Big Bang – part I: assign topics and begin research</p> <p>Science Journal short response: compare the initial state of the universe according to scientific cosmology and Theogony</p> <p>Return lab reports, give feedback & guidelines for revisions</p>	<p>Questions about Big Bang research</p> <p>Mini-lecture: lenses, telescopes, distances, resolution</p> <p>GroupWork: calculation worksheet or interactive online game on lenses</p> <p>**Stretch break**</p> <p>Socratic circle: essential questions about Prometheus</p> <p>Review Comparison/contrast tools Venn diagram Chart/Form</p> <p>Create a live Venn diagram of the students in the classroom</p>
AT HOME:	AT HOME:	AT HOME:
Research Big Bang cosmology online (bring citations), ask 3 community members to recite as much detail as they can about the Big Bang	Science Journal: personal response to our size and place in the universe Big Bang research for jigsaw	Drawing worksheet: lenses & telescopes Continue Big Bang Research Lab Report Revisions if necessary
Reading: Prometheus		
STANDARDS:	STANDARDS:	STANDARDS:
Earth Sciences (2 a-d, g) Investigation & Experimentation (1d, 1g, 1k) ELA Gr 9/10 (Reading 1.3; Written and Oral Language 1.3, 1.4; Writing App 2.3;) Algebra I (2.0)	Earth Sciences (2 a-d, g) Investigation & Experimentation (1d, 1g, 1k) ELA Gr 9/10 (Reading 1.3; Written and Oral Language 1.3, 1.4; Writing App 2.3; Lit Response & Analysis 3.5)	ELA Gr 9/10 (Reading 1.3) Algebra I (2.0) Earth Sciences (2 a-d, g) Investigation & Experimentation (1d, 1g, 1k)

Year 1, Unit 2 Unit topic: Origins of Life

Essential Questions and Sources	Topic Studies	Assessment (Formative & Summative)	Instructional Components
<p>In what ways do we recognize, value, and explain life?</p> <p>How did life begin on Earth?</p> <p>What are the conditions for life?</p> <p>How does life reproduce itself?</p> <p>What is the relationship between life and intelligence?</p> <p>What do love and friendship mean?</p> <p>How have ideas about life changed across time and culture?</p> <p>How do people respond to death?</p> <p><i>Prentice Hall Biology</i> Miller & Levine</p> <p><i>The Sea Around Us</i> Rachel Carson</p> <p><i>Tuesdays With Morrie</i> Mitch Alborn</p> <p><i>1984</i> George Orwell</p> <p>Short stories</p>	<p>Irony, satire, and comedy</p> <p>Origins of life on Earth</p> <ol style="list-style-type: none"> 1. Conditions for life to exist 2. How life began 3. Famous experiments 4. Compartmentalization (cells) 5. Diversity & Classification <p>Reproduction of Life</p> <ol style="list-style-type: none"> 1. Mendelian genetics 2. DNA replication <p>Invention of lenses and the sharing of technology</p> <p>17th century Enlightenment thought</p> <ol style="list-style-type: none"> a. freedom b. democracy c. reason <p>Rise of scientific societies</p> <p>Social and historical perspectives on the value of life:</p> <ul style="list-style-type: none"> - slavery and the 3/5 rule - Huxley's debate on human origins - war and self-sacrifice - civil rights of women, children, and ethnic groups - immigration - effects of population demographics <p>Photography and Renaissance art as depictions of the human form</p>	<p>Analysis of Satirical Targets and Writer's Purpose</p> <p>Research Paragraph with summarized, paraphrased, and cited information</p> <p>Comedy Multiple-Choice Test</p> <p>White board practice: carbon compounds</p> <p>Quiz: conditions for life & characteristics of living things</p> <p>Descriptive lab notebook</p> <p>Short descriptive paper on a famous experiment</p> <p>Quickie Quiz: cell cycle</p> <p>Mini-exam: mendelian genetics</p> <p>Literary analysis of poetry</p> <p>Quiz on parts of speech</p> <p>Short answer quiz on definitions of Irony, satire and comedy</p> <p>Quickwrite/pair share to stimulate thinking on a topic</p> <p>Brainstorm traits of a good friend</p> <p>Determine the theme of a play or other piece of literature</p>	<p>Diagnostic assessments of student prior knowledge including K-W-L exercises</p> <p>Writing rubric</p> <p>Interactive lab demo on characteristics of life</p> <p>Student lab – Characteristics of life</p> <p>Movie: Microcosmos (scavenger hunt in movie scenes) Short reflective writing: beauty of life</p> <p>PH Biology, Ch. 1 & 2, readings</p> <p>Lab Activity - Properties of water</p> <p>Interactive mini-lecture: carbon compounds</p> <p>Lab Activity: Bromo Blue cubes (cell membranes)</p> <p>Cell Membrane online scavenger hunt</p> <p>Mini-lecture: cell membranes</p> <p>Dichotomous Key Activity (with shoes)</p> <p>Interactive Powerpoint: Classification of Life on Earth</p> <p>PH Biology, Ch. 18 readings Selected readings from Microbe Hunters, The Sea Around Us</p> <p>Quickwrite: historical significance of Miller-Urey experiment</p> <p>Science Lab: extraction of strawberry DNA</p> <p>PH Biology, Ch. 10-12 selected readings</p> <p>Cell Cycle Game in computer lab with worksheet</p> <p>Lecture: Mendel & the origin of genetics</p>

<p><i>A Midsummer Night's Dream</i>, Shakespeare</p> <p><i>The Canterbury Tales</i>, Chaucer</p> <p><i>Microbe Hunters</i> Paul de Kruif</p> <p><i>The Origin of Species</i> Charles Darwin</p> <p><i>Animal, Vegetable, Mineral</i> Barbara Kingsolver</p> <p><i>The Andromeda Strain</i> Michael Crichton</p> <p><i>Night</i>, Elie Wiesel</p> <p><i>To Kill a Mockingbird</i> Harper Lee</p>		<p>Compare and contrast different literary texts from a specific literary period</p>	<p>Formal lecture notes –Cornell notes</p> <p>Writing about a person- Pet Perspective, bio poem assignments</p> <p>Review of the writing process</p> <p>Paragraph shift</p> <p>Stanza type; Rhyme scheme; Sound & rhythm</p> <p>Memorization of a major poem- 25-50 lines</p> <p>CD Lyrics project</p> <p>Make an outline</p> <p>Parts of speech</p> <p>Personal photography exhibition detailing different aspects of life</p> <p>Research how a particular culture views death and the ceremonies surrounding the end of a life</p> <p>Reading from <i>Animal, Vegetable, Miracle</i> on harvesting animals for food</p> <p>Shakespeare’s enduring appeal</p> <p>Brief life of the bard; Shakespeare conventions</p> <p>Tableaux vivants</p> <p>Dialect renditions</p> <p>Blank verse</p> <p>Field trip to a live production of Shakespeare</p>
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Year 1, Unit 3 Unit topic: Origins of Cultures

Essential Questions and Sources	Topic Studies	Assessment (Formative & Summative)	Instructional Components
<p>What is culture?</p> <p>How do different physical species interact in different environments?</p> <p>What physical characteristics do resultant chemical compounds have when individual species bond?</p> <p>What does literature teach us about the history and culture of its time?</p> <p>How are stories from different times or places about me?</p> <p>“The Odyssey” – selected readings (text)</p> <p><i>Beowulf</i></p> <p><i>House on Mango Street</i> Sandra Cisneros</p> <p><i>Voices of a People’s History of the United States</i>, Howard Zinn and Anthony Arnove</p> <p><i>Shakespeare in the Bush</i></p> <p><i>Chemistry: A Guided Inquiry</i> Moog & Farrell (POGIL)</p> <p><i>PH Chemistry</i>, Wilbraham, et al</p> <p><i>Molecules at an Exhibition</i> John Emsley</p>	<p>Archetypal Poetry Ancient Epic Greek Tragedy Oral History</p> <p>Aspects of culture: assumptions, procedures, relationships, perceptions</p> <p>Aspects of physical relationships in chemical species: chemical bonding</p> <p>Research of a culture</p> <ul style="list-style-type: none"> - Cultural origins and expressions - Arts - Inventions - History - Literature <p>Study of a modern cultural container (e.g. social media)</p>	<p>Archetypal Imagery Analysis (Cyclical and Dialectical Images in Poetry)</p> <p>Character Analysis of Beowulf</p> <p>Multiple-Choice Test on the Epic Hero</p> <p>Multiple-Choice test on the Tragic Hero</p> <p>Research paper assignment</p> <p>White board practice: elements Quiz: elements</p> <p>Lab Report: molecular geometry and polarity</p> <p>Mini-exam molecular geometry & polarity</p> <p>Short Descriptive paper: chemical properties, history, and importance of one chemical compound</p> <p>Oral history project</p> <p>Epic recitation</p> <p>Brainstorm various research topics</p>	<p>Diagnostic assessments of student prior knowledge including K-W-L exercises</p> <p>Formulating a research question; Evaluating the reliability of a research source; Using the library- research materials and sources; Using and annotating note cards; Making an outline; Incorporating research into writing; Write a research paper</p> <p>Acknowledging sources; MLA style parenthetical references; Making a “Works Cited” page</p> <p>Quickwrite: what physical properties do things in the world around us have? Personal brainstorm to collective brainstorm</p> <p>Readings in chemistry from: PH Chemistry, Ch. 7 & 8 Molecules at an Exhibition</p> <p>In-class groupwork on bonding triangle (based on work by George Bodner, Purdue Univ)</p> <p>Group Work: ChemActivity 13 in POGIL Workbook (An inquiry-style or PBL group activity on Lewis Dot Structures)</p> <p>Mini-lab: Molecular Geometry & Polarity (visualization & practice with model kits)</p> <p>Molecular Geometry & Polarity; Interactive mini-lecture, in-class group work with model kits and online molecular animations</p> <p>Storytelling</p> <p>Perform dance from own culture or another culture</p> <p>Discuss purposes of art in selected culture/society</p>

Year 1, Unit 4 Unit topic: Origins and Expression

Essential Questions and Sources	Topic Studies	Assessment (Formative & Summative)	Instructional Components
<p>What are the origins of language and other expressive forms?</p> <p>How do people value or devalue various expressive forms?</p> <p>How does the human body receive and interpret sound waves as music?</p> <p>What makes a story great?</p> <p>What does literary analysis reveal about an author's purpose?</p> <p>Must heroes be flawless?</p> <p><i>Fahrenheit 451</i> Ray Bradbury</p> <p><i>Piano Concerto 24</i> Mozart</p> <p><i>Piano Concerto 4</i> Rachmaninoff</p> <p><i>Conceptual Physics</i>, Hewitt</p> <p><i>PH Biology</i>, Miller & Levine</p> <p><i>This is Your Brain on Music</i> Daniel Levitin</p> <p>Beat poetry</p> <p><i>The Strawberry Statement</i></p>	<p>Medieval Romance</p> <p>History of language and the English language</p> <p>Atypical and endangered languages</p> <p>Development of music and art forms</p> <p>Comparison of classical music with rock music in their social contexts</p> <p>Influence of Enlightenment and 1960x counterculture on attitudes toward authority and self-expression</p> <p>Developmental differences of expression between the young and old</p> <p>Study of an Asian music form</p> <p>Physics of waves</p> <ol style="list-style-type: none"> 1. basic components of waves 2. sound waves & audition 3. neurology of sound & music <p>Dyes and chromatography</p> <ol style="list-style-type: none"> 1. how do we perceive color? 2. how are dyes chemically different? 3. separation techniques 	<p>Performance / presentation of an art form</p> <p>Reflection on the role of art</p> <p>Oral history of the counterculture movement</p> <p>Quiz on elements of Personal Narrative</p> <p>Mini-exam: properties of mechanical waves</p> <p>Descriptive lab notebook pages</p> <p>Select 3 works of art from personal art portfolio and discuss intent of work</p> <p>Peer review of media presentations</p> <p>Lab Notebook pages: separation of dyes by chromatography</p> <p>Design & Build product & paper</p> <p>Peer evaluations of personal narratives</p> <p>Exam on history of English</p> <p>Oral presentation of an Asian music form, including samples of music</p>	<p>Writing a book review or literary analysis- assignment TBA</p> <p>Writing about a short story or poem</p> <p>Biography of a musician</p> <p>Language map; Tracing the similarities of words; Word origins essay</p> <p>Conceptual Physics, Ch. 25 & 26 readings</p> <p>Lecture/Demo: Mechanical waves</p> <p>Online research & short descriptive paper: sound waves – mechanical, longitudinal</p> <p>Lab Activity: Mechanical Waves</p> <p>PH Biology, Ch. 35 readings</p> <p>Descriptive Lab Notebook: structure and function of human ear, components of waves</p> <p>Online research question: why does Helium change the pitch of your voice</p> <p>Design & Build: students build one small noisemaker of their choice & write a short descriptive paper on their product</p> <p>Interactive mini-lecture: music and the brain</p> <p>Class debate: the Mozart Effect</p> <p>Researching an endangered language, proposing a strategy to save it</p> <p>Reflections on learning a different language</p> <p>Personal Narrative</p> <p>Profile of an Asian music form</p>

			<p>Media presentation: history of Levi-Strauss and blue jeans</p> <p>Interactive mini-lecture: Color perception & clothing dyes</p> <p>Lab Activity: Separation of Dyes by Chromatography</p> <p>Online assignment: virtual separations – changing variables to change separation results</p> <p>Descriptive lab notebook: how to build a chromatography column, parts & variables</p>
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Year 1, Unit 5 Unit topic: Origins and Organizations

Essential Questions and Sources	Topic Studies	Assessment (Formative & Summative)	Instructional Components
<p>How have people evolved ways to organize and govern themselves?</p> <p>When did people first begin to form governments?</p> <p>Why do societies/communities need organization or structure?</p> <p>How is life on Earth organized?</p> <p>How does cellular structure help life function in different environments?</p> <p>How does an organism's instructions help it function in a predictable way?</p> <p>What is the media's effect on a society's ability to maintain an effective structure or government?</p> <p>Which styles of government or organizations have remained effective or stable over time?</p> <p><i>Animal Farm</i></p>	<p>Protocols of scientific research</p> <p>Organ systems</p> <p>Ecology – intro to basic concepts</p> <ol style="list-style-type: none"> 1. Review of classification 2. Levels of organization in biology <p>Cell Structure and Function</p> <ol style="list-style-type: none"> 1. review of cell membrane 2. organelle structure/function 3. different cell types have different specialized organelles <p>Periodic table of elements</p> <ol style="list-style-type: none"> 1. Pattern recognition 2. identification of element types <p>Central Dogma of Biology</p> <ol style="list-style-type: none"> 1. DNA – RNA – Protein 2. Errors in instructions (mutation) 3. Differential expression results in specialization <p>Kinship structures</p> <p>The rule of law: Greco-Roman and Judeo-Christian thought</p> <p>Origins of democracy (<i>Magna Carta</i>, English Parliament)</p> <p>The three branches of US government and the US Constitution</p> <p>European monarchy and feudal structures; European guild system</p>	<p>Persuasive Essay on a local government issue</p> <p>Literary Analysis of Poetry</p> <p>Peer Review of Personal Essays</p> <p>Opening and Closing Statements</p> <p>Descriptive lab notebook: cell structure and function pages</p> <p>Lab Report: Cells of the Different Kingdoms</p> <p>Codon Quiz</p> <p>Short descriptive paper on a protein</p> <p>Oral debate on various topics</p> <p>Quiz on the history of unions</p> <p>Brainstorm different topics for the subjects of haikus</p> <p>Vocabulary quiz</p> <p>Compare and contrast the ways in which the different types of media genres (documentaries, newspapers, televised news, on-line news reports, magazines, textbooks, etc) cover the same event or topic</p>	<p>What is an essay? Parts of an essay</p> <p>Four modes of discourse- description, narration, exposition, and persuasion</p> <p>Writing an effective thesis</p> <p>Essay opening options</p> <p>Personal essay assignment- topics and modes vary</p> <p>PH Biology, Ch. 7, readings</p> <p>Quickwrite: what is a cell membrane made of? (review)</p> <p>Interactive mini-lecture: cell structure and function – how the parts relate to the whole (with special animated movie: Inner Life of a Cell)</p> <p>Descriptive lab notebook: cellular structure, organelles, different cell types and special organelles</p> <p>Class Activity: Cell function act-out (Class members participate as parts of the cell to see how energy is transferred, waste is disposed of,</p> <p>Observation lab: Cells of the Different Kingdoms</p> <p>Interactive mini-lecture with animations: Protein Synthesis</p> <p>Exploratory descriptive paper: choose a protein (human or other), describe its 3D structure, its function in the body, and its importance to life. Option to do a media presentation instead.</p> <p>Peer Review of descriptive papers or presentations and revision</p> <p>Group Lab Activity: Protein Synthesis with manipulatives</p>

<p>George Orwell</p> <p><i>Romeo and Juliet</i> Shakespeare</p> <p><i>The Crucible</i> Arthur Miller</p> <p>"The Lottery" Shirley Jackson</p> <p><i>The Jungle</i> Upton Sinclair</p> <p><i>The Scarlet Letter</i> Nathaniel Hawthorne</p> <p><i>The Wealth of Nations</i> Adam Smith (excerpts)</p>	<p>Feudal systems in Asia</p> <p>Modern tribal societies</p> <p>Unions and the labor movement</p> <p>Relationships between forms of government and types of economies</p> <p>Suppression of art under totalitarian regimes</p> <p>Islamic art</p> <p>Uniforms/costumes/fashions under social structures</p> <p>Forms of poetry structure, including Haiku</p> <p>Local government and city lawmaking</p> <p>Influences (positive and negative) of government on individuals' lives</p> <p>Consensus process; Student government</p>		<p>Movie: Cracking the Code with worksheet and reflection questions</p> <p>Short reflective paper: why instructions are important for life.</p> <p>Interview a community member or family member (60+ yrs) about DNA. What do they know? What do they think about it?</p> <p>Wear a different fashion and reflect on the social implications of it</p> <p>Attend a city council meeting</p> <p>Interview a government official about a local ordinance</p> <p>Contrast the US 3-branch system with the current student government; propose changes</p> <p>Analyze labor in your own family and in a different family</p> <p>Write haikus</p> <p>Hold mock elections</p> <p>Analyze type of argument used by a speaker</p>
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Year 1, Unit 6 Unit Topic: Origins of Wealth

Essential Questions and Sources	Topic Studies	Assessment (Formative & Summative)	Instructional Components
<p>How did people come to measure, transfer, and accumulate wealth?</p> <p>How does the physical world provide resources for wealth?</p> <p>How have our attitudes about the poor or disadvantaged changed or not changed over time?</p> <p>How do different societies define and view wealth?</p> <p>How do different societies view the accumulation of material possessions?</p> <p><i>Great Expectations</i> Charles Dickens</p> <p><i>Of Mice and Men</i> John Steinbeck</p> <p><i>Out of the Dust</i> Karen Hesse</p> <p><i>Chemistry (Prentice Hall)</i> Wilbraham, et al</p> <p><i>Guns, Germs, and Steel</i> Jared Diamond</p> <p><i>Field Guide to Geology</i> Lambert, et al</p> <p><i>Africa: Biography of the Continent</i></p>	<p>Manifestations of poverty and wealth in diverse cultures</p> <p>Basic principles of various economic systems: feudalism, capitalism, democracy, industrialism, Marxism, totalitarianism, including efficiency, equity, resource allocation, adaptation and innovation, resilience</p> <p>Relationships between politics and economics; concept of “political economy”</p> <p>Flow and concentration of wealth in the various economic systems enumerated above</p> <p>International trade, foreign exchange, and connection to wealth flows and concentration</p> <p>Resource availability/scarcity and impacts on wealth flow</p> <p>Properties of matter</p> <ol style="list-style-type: none"> 1. Properties, states, types of matter 2. Physical & chemical changes <p>Conservation of matter</p> <ol style="list-style-type: none"> 1. Stoichiometry - counting atoms 2. SI units, conversion 3. Accuracy, precision, uncertainty <p>US historical distribution of wealth and income</p> <p>Landmark financial laws and court decisions</p>	<p>Test on laws and court decisions</p> <p>Personal financial management plan</p> <p>Rubric evaluation of strategy for economic spending</p> <p>Brainstorm examples of different socio-economic levels in their community</p> <p>Data Presentation</p> <p>Vocabulary lists and quizzes</p> <p>Cornell notes on properties of matter</p> <p>Quiz: Dimensional Analysis procedure & problems</p> <p>Exam: Properties and Conservation of Matter</p> <p>Lab Reports on Density and Stoichiometry (Burning Man)</p> <p>Role play rubric and peer evaluations</p> <p>Quiz on currencies</p> <p>Oral presentation of opening and closing statements</p> <p>Debate on Social Security and Medicare</p> <p>Culminating reflective paper on</p>	<p>Three appeals of the persuasive mode</p> <p>Mock trial project based on a literary work</p> <p>Developing a thesis</p> <p>Using textual support through characterization</p> <p>Opening and closing statements</p> <p>Writing using three kinds of detail (imagery)</p> <p>PH Chemistry, Ch. 2, 3, 12 Selected Readings</p> <p>Mini-lecture: SI Units, Conversion, & Dimensional Analysis</p> <p>Lab Activity: Burning Man (Students create aluminum sculptures and burn them, measuring before and after)</p> <p>Practice Problem sets on Dimensional Analysis done in groups</p> <p>Quick class debate: how should calculations problems be graded – partial credit or not?</p> <p>Calculations shakedown – problem solving session to work out any areas causing students difficulty</p> <p>Lab Activity: Materials Density (inquiry based with challenge levels, practice geometry, area and volume calculations)</p> <p>Online scavenger hunt: metals and gems, abundance & distribution</p> <p>Class discussion of Ch. 45 (selections) from Africa: Biography of the Continent (“Diamonds and Gold”)</p> <p>Field Guide to Geology, Ch. 12 readings</p>

<p>John Reader</p> <p><i>Untouchable: an Indian Life History</i> James Freeman</p> <p><i>Banker to the Poor</i> Muhammad Yunus</p> <p><i>Freakonomics</i> Levitt & Dubner</p>	<p>Social security, Medicare, and Microcredit</p> <p>Caste systems – organizational and cultural elements</p> <p>Personal finance, credit, property, and investment</p> <p>Different currencies/financial structures</p> <p>Differences between monetary and fiscal policy in various economic systems</p> <p>Globalization (introduction to) and effects on individuals, countries, country groups</p>	<p>wealth & poverty with discussion of the connection to their Personal Creed</p>	<p>Short descriptive paper: physical and economic description of one naturally found precious metal or stone</p> <p>Students research and contribute to a microcredit agency after class debate and consensus process on choice</p> <p>Formulate a research question at the intersection of capitalism and democracy (example: on health care or education)</p> <p>Small groups respond to predesigned economic issues from different countries with spending priorities</p> <p>Create ideal financial system</p> <p>Group consensus activities such as creative processes or taking a position on an issue such as: Should societies attempt to redistribute wealth?</p> <p>Keep journal/record of personal earning and spending habits</p> <p>Write short play involving characters living in poverty and enact one scene from play</p> <p>Readings & Reflection on <i>Untouchable: an Indian Life History</i></p> <p>Guest Speaker: James Freeman on caste and poverty</p>
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Year 2, Unit 1 Unit topic: Change in the Individual

Essential Questions and Sources	Topic Studies	Assessment (Formative & Summative)	Instructional Components
<p>How do our bodies and expressions change over the course of a life?</p> <p>How do our bodies change in response to the environment?</p> <p>How do our ideas and responsibilities change over the course of our lives?</p> <p>How did the US mature as a nation?</p> <p><i>Democracy in America</i> Alexis de Tocqueville</p> <p><i>Biology</i> Prentiss-Hall</p> <p><i>Rhinoceros</i> Eugene Ionesco</p> <p><i>The Rapture of Canaan</i> Sheri Reynolds</p> <p><i>A Yellow Raft in Blue Water</i> - Michael Dorris</p> <p><i>Romeo and Juliet</i> William Shakespeare</p> <p><i>The Alchemist</i> Paulo Coelho</p>	<p>A. Physical stages of human development</p> <ol style="list-style-type: none"> 1. neonatal/embryology 2. growth & development <ol style="list-style-type: none"> i. muscular-skeletal 3. hormones <ol style="list-style-type: none"> i. endocrine system ii. life phases iii. reproduction <p>B. Physical response to our environment</p> <ol style="list-style-type: none"> 1. homeostasis 2. immune system <p>Cognitive stage theory</p> <p>Cultural and social expectations of the individual</p> <p>Sketching and drawing the human figure</p> <p>US foreign policy and emergence on the world stage: Spanish-American war, the Philippines, involvement in European wars</p> <p>Self, image, and struggle in literature</p> <p>Personal Creed Project writings</p>	<p>Quickie Quiz: skeletal system</p> <p>Quiz: short answer descriptions of the endocrine glands, the nature of diabetes, and the importance of the thyroid gland</p> <p>Interview and narrative description of an older person. Describe the physical appearance, voice, interests, and capabilities of a person over 65.</p> <p>Short descriptive paper of diabetes mellitus, including type I and type II.</p> <p>Immune system game on nobelprize.org with worksheet</p> <p>Descriptive lab journal pages</p> <p>White board practice on different organ systems</p> <p>Literature analysis rubric</p> <p>Culminating assessment: A Life Describe the different physical and cognitive stages a typical human would experience over the course of a normal life time. Include interviews with and descriptions of people at ages 3-5, 14-17, 30-50, and over 65.</p>	<p>Quickwrite: what does it mean to be adolescent?</p> <p>Mini-lectures: organ systems, newton’s laws, embryology, Skeletal, muscular, & integumentary systems PH biology, Ch. 36 readings Physics lab: levers & pulleys</p> <p>Endocrine System: PH Biology, Ch. 39 readings Graphic Organizer of hormones & their control system Biology coloring book sheets</p> <p>Community connection: interview a person over age 65 and draw her or his facial structure</p> <p>Reflection paper: Changes in myself Create a personal voki</p> <p>Short descriptive paper of diabetes mellitus, including type I and type II and all procedures that have to be followed by people having these conditions.</p> <p>Reproduction: PH Biology, Ch. 39 readings Biology coloring book sheets</p> <p>Jigsaw on adolescence: hormone changes, skeletal changes, cognitive changes, personality changes. Literature analysis: Adolescence in <i>Romeo and Juliet</i></p> <p>Immune System: PH Biology, Ch. 40 readings</p> <p>Discussion: Imperialist and democratic currents in US policy Map of US international ties, 1980 - 1945 Debate: Is the U.S. an adult nation?</p> <p>Entries into descriptive lab journal – drawings and labels for all anatomical features and organ systems studied in the unit. Emphasis on the connection between structure and function.</p>

Year 2, Unit 2 Unit topic: Change in Human Populations

Essential Questions and Sources	Topic Studies	Assessment (Formative & Summative)	Instructional Components
<p>How have human populations changed over time?</p> <p>How has the human form developed over time?</p> <p>How do human populations change their surroundings?</p> <p>Prentice Hall Biology</p> <p><i>Your Inner Fish</i> Neil Shubin</p> <p><i>Human Evolution Coloring Book</i> Adrienne Zihlman</p> <p><i>The Beak of the Finch</i> Jonathon Weiner</p> <p>Video: The Ultimate Survivor (Nat Geo)</p> <p><i>Darwin</i> Norton Critical Edition</p> <p><i>The Human Evolution Sourcebook</i> Ciochon & Fleagle</p> <p><i>Missing Links</i> John Reader</p> <p><i>The Jungle</i> Upton Sinclair</p> <p><i>The City</i></p>	<p>Genetics & Population Studies</p> <p>Evolution - General</p> <ol style="list-style-type: none"> 1. Lines of evidence 2. Scientific process, evaluating evidence, scientific biography 3. Diversity & Patterns 4. Connections to geology 5. real-time evolutionary processes 6. Taxonomy without representation (disputes in classification and why) <p>Evolution – Human</p> <ol style="list-style-type: none"> 1. skeletal form 2. bipedalism 3. dentition <p>Rural - urban migration during the Industrial Revolution</p> <p>Urban conditions and challenges</p> <p>Immigration and tension</p> <p>a. Mexican Immigration in California</p> <p>Changes in education system, birth of public schools</p>	<p>Quickwrites on various topics</p> <p>Position paper on resources and priorities of human societies</p> <p>Descriptive lab journal pages</p> <p>Quiz: human taxonomy</p> <p>Lab Report: Footprints</p> <p>Mini-exam: general concepts in evolution</p> <p>Short Descriptive Paper: trace one line of anatomical evidence in human evolution</p> <p>Brainstorm: How to solve the issue of immigration</p> <p>Exam-Industrial Revolution</p> <p>Personal reflections on immigration</p> <p>Visual arts rubric</p> <p>Debate peer evaluations and rubric</p> <p>Personal reflection on interacting with others in your community – how anonymous are we?</p>	<p>Quickwrite: where did I come from?</p> <p>Genetics & Population Studies PH Biology, Ch. 5 & 6 readings Jigsaw: Population growth, age structures, resources & priorities</p> <p>Evolution – General PH Biology, Ch. 15-18 readings Reading questions from Beak of the Finch, Ch. 9 Selections from Darwin (Norton Critical Ed.) Interactive mini-lecture: lines of evidence for evolution Research and write short bio of Thomas Huxley</p> <p>Evolution – Human PH Biology, Ch. 15-18 readings Readings from Your Inner Fish Jigsaw on skeletal/dentition comparisons of humans with other related simians</p> <p>Readings from Missing Links Fishbowl discussion of the nature of scientific evidence and readings from Missing Links</p> <p>Pages from the Human Evolution Coloring Book Footprints activity: measuring, collecting evidence, making conclusions</p> <p>Graphic organizer – what are you (human taxonomy) Jigsaw activity: human ancestors and branches Video worksheet: Human evolution: Ultimate Survivor</p> <p>In-class sequence alignment of selected proteins including human and Neanderthal samples, analysis of results</p> <p>Interview an immigrant to the United States. Why did they come? Where do they work?</p> <p>Biography of family member who was an immigrant to</p>

<p>Max Weber</p> <p><i>Mexican Workers and the American Dream: Immigration, Repatriation, and California Farm Labor, 1900-1939</i> Camille Guerin-Gonzales</p> <p><i>The Industrial Revolution, 1760-1830</i> T.S. Ashton</p> <p><i>Voices from the Fields</i> S. Beth Atkin</p> <p><i>Twenty Years at Hull-House</i>, Jane Addams</p>			<p>United States</p> <p>Research Topic: The rise of cities during the Industrial Revolution. How human populations shifted</p> <p>Selected readings, The City (Weber) preparatory remarks on social psychology of cities</p> <p>Group discussions on readings</p> <p>Create artwork conveying the experience of Mexican-American immigrant</p> <p>Debate: Was the Industrial Revolution a positive period in history?</p>
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Year 2, Unit 3 Unit topic: Cultural Change

Essential Questions and Sources	Topic Studies	Assessment (Formative & Summative)	Instructional Components
<p>How do societies change over time?</p> <p>How do war and conflict happen? What causes revolutions?</p> <p>How do societies change over time?</p> <p>How are we affected by economic changes?</p> <p>How do physical systems respond to change?</p> <p><i>Black Rain</i> Masuji Ibuse</p> <p><i>Incident at Badamya</i> Dorothy Gilman</p> <p><i>What Have You Lost?</i> Naomi Shihab Nye</p> <p><i>The Sun Also Rises</i> Ernest Hemingway</p> <p><i>Prentice Hall Chemistry</i> Wilbraham, et al</p>	<p>Technology and prime movers</p> <p>Population growth as a source of conflict</p> <p>Hegel and dialectics of change</p> <p>Enlightenment philosophy as a precursor to change</p> <p>Cultural shifts in the Glorious Revolution and the American Revolution</p> <p>Cultural impacts of 20th century world wars</p> <p>Gertrude Stein, Picasso, and Hemingway as the "lost generation"</p> <p>Cultural change in the Middle East</p> <p>Economic effects of cultural changes; cultural effects of economic change;</p> <p>Globalization, communication, information flow and their impacts on various cultures</p> <p>Ideal Gas Law</p> <ol style="list-style-type: none"> 1. relationship between variables 2. measurement of production of gas 3. ideal gases as a physical system responding to change 4. exceptions to ideal gas law 	<p>Observation and writing prompts</p> <p>Paragraph response to film</p> <p>Parliament rubric, with peer and self evaluations</p> <p>Mind map</p> <p>Analysis rubric</p> <p>Whiteboard practice: gas law variables and theorists</p> <p>Descriptive Lab Notebook entry on ideal gas laws, qualitative observations, sketches of each apparatus with explanation of relationships between variables</p> <p>Lab Notebook: Mg and Hydrogen gas collection</p> <p>Short descriptive paper: exceptions to ideal gas laws (what and why)</p> <p>Formal Lab Report: Mg and Hydrogen Gas Collection</p> <p>Reflective paper on change in systems, both physical and cultural</p>	<p>Small groups: examination of Lost Generation art and literature</p> <p>Watch and discuss <i>Secret Ballot</i>, film about Iranian voter registration</p> <p>Hold an Enlightenment Parliament, in which students role play different thinkers during the period</p> <p>Create a mind map linking events and ideas in the Enlightenment, Glorious Revolution, and American Revolution</p> <p>Write a Hegelian analysis of something in your own life</p> <p>Narrative of a technological change that produced cultural shift</p> <p>PH Chemistry, Ch. 14 readings</p> <p>Chem Lab: Observations of gas law phenomena, some measurements</p> <p>Chem Lab: Mg & Hydrogen Gas Collection</p> <p>Interactive mini-lecture: gas laws as a physical system responding to outside changes, relationship between variables in response to change</p>

Year 2, Unit 4 Unit Topic: Change Organizations

<p>What has caused social and political upheaval?</p> <p>How do systems become unstable?</p> <p>What are the effects of social and political reorganization?</p> <p>What policies and safeguards can make a system more responsive to changing conditions?</p> <p><i>Prentice Hall Chemistry</i> Wilbraham, et al</p> <p><i>Three-Penny Opera</i> Bertolt Brecht</p> <p><i>Catch-22</i> Joseph Heller</p> <p><i>A Tale of Two Cities</i> Charles Dickens</p> <p><i>Wild Swans</i> Jung Chang</p> <p><i>Poems by Wilfred Owen</i> Wilfred Owen</p> <p><i>Mein Kampf</i> Adolf Hitler</p>	<p>The Weimar Republic</p> <p>Causes and course of World War 1 and World War 2</p> <p>Study of a revolution: French, Russian, Spanish, Chinese, or other</p> <p>End of the Soviet Union and Eastern European dictatorships</p> <p>Critical analysis of texts to reveal assumptions and partial information</p> <p>Upheaval and disorientation as literary themes</p> <p>Psychological responses to sudden change</p> <p>Earthquake studies - Analysis - Prediction - Geological reading</p> <p>Water rights and control - Environmental pressures - Social/economic pressures</p> <p>Ecological tipping points; irreversible reactions</p> <p>Pressure physics</p>	<p>Position paper rubric</p> <p>Peer evaluations of photo display</p> <p>Research presentation rubric</p> <p>Theater reflections</p> <p><i>Joyeux Noel</i> writing prompts</p> <p>Seminar reflections and evaluations</p> <p>Earthquake report</p> <p>Presentation on water issues</p> <p>Lab Report: Electrolytes</p> <p>Lab Report: Air and Water pressure</p> <p>Reflection on collaborative lab experience</p>	<p>Position paper on why the Weimar Republic collapsed and what choices might have saved it</p> <p>Photographic display of the end of the Communist bloc, with commentary</p> <p>Research presentation on the conditions, course, and consequences of a national revolution</p> <p>Dramatic theater response to the events of the world wars Viewing and discussion of the film <i>Joyeux Noel</i> Study of war propaganda; analysis of propaganda technique</p> <p>Socratic Seminar: What are the conditions that produce war?</p> <p>Report on personal and collective approaches to earthquake readiness; studying geological surveys, building codes, and municipal programs</p> <p>Pre-quiz: review of properties of water</p> <p>Collaborative Lab Activity: make the doorbell ring (inquiry into electrolytes and water)</p> <p>PH Chemistry, Ch. 15 & 16 readings</p> <p>Readings of water disputes and controversies in California</p> <p>Class research study of a local waterway: measurement of ions or dissolved gases</p> <p>Class brainstorm of water policy questions Visit to a water facility – interview staff on policy</p> <p>Experiments and calculation of water and air pressure</p>
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Year 2, Unit 5 Unit topic: Change of Technology

“Most high schools and even colleges and universities do not offer courses on technology in America, which is extraordinary because technology plays such a dominant role in our life.” – Maury Klein, Prof. Emeritus, University of Rhode Island, July 2008

Essential Questions and Sources	Topic Studies	Assessment (Formative & Summative)	Instructional Components
<p>How has technology effected change? Has this process itself changed over time?</p> <p>What was the effect of the internal combustion engine on the world?</p> <p>What are the relationships among culture, expression, technology, health, wealth, social structures, sustainability, and diversity? Do technological changes lead or lag changes in these other areas?</p> <p>Does technology have a moral dimension?</p> <p>How do new technologies and tools arise, and why?</p> <p><i>The Genesis of Industrial America, 1870-1920</i> <i>Where Wizards Stay Up Late: The Origins Of The Internet</i> <i>Science and Technology in World History: An Introduction</i></p> <p><i>A Social History of American Technology</i></p> <p><i>Conceptual Physics</i> Hewitt, Prentice Hall</p> <p><i>Brave New World</i>, Aldous Huxley</p>	<p>Definition of ‘technology’ and comparison to ‘science’</p> <ol style="list-style-type: none"> 1. light bulbs & circuitry 2. television <p>Agricultural and industrial revolutions as examples of technological change; causes and effects</p> <p>Development and spread of combustion engines, first external and then internal, as key enabler of industrial revolution; chemistry and physics of both engine types</p> <p>Impact of technological change on health</p> <p>“Revolutions” in communications and computing, and their effects; similarities to industrial and other “revolutions”</p> <ol style="list-style-type: none"> 1. satellites, fiber optics 2. chemical properties of semiconductors and optical fibers <p>Integration of nations into the world economy; the “digital divide”</p> <p>Impact of government on technology, including dissemination or restriction</p> <p>Impact of technology on government, particularly differential impacts on different forms of government</p> <p>The “information revolution” and its impact around the world</p>	<p>Quality of research and writing on the research papers</p> <p>Breadth and depth of critical analysis of other students’ papers</p> <p>Strength, clarity, and coherence of oral presentation</p> <p>Collaboration and facilitation skills in class discussions</p> <p>Presence and poise during interview, presentation, class leadership</p> <p>Design & Build reflective paper: group design process and collaboration</p> <p>Short descriptive paper: how a television works</p> <p>Reflection on Semiconductor oral history interview</p>	<p>Group interview of a technology pioneer from Silicon Valley and/or a related industry followed by web publication</p> <p>Research paper on a technological revolution of the student’s choosing, tracing its origins & causes, effects over time, and higher-order impacts on the world</p> <p>Research paper on the basic scientific principles underlying a chosen technology</p> <p>Read and critique other students’ papers with emphasis on craft, structure, and integration</p> <p>Oral presentation to the student body on the chosen revolution, using visual media</p> <p>Lead a class discussion of the impact of technology on a nation (or integrated group of nations) of the student’s choosing</p> <p>Conceptual Physics, Ch. 34 & 35 readings</p> <p>Interactive Mini-lecture & demo: electric current</p> <p>Lab Activity: electrostatics & current</p> <p>Guest lecture: circuitry</p> <p>Design and Build: lab groups decide on a project and build a circuit</p> <p>Review a video recording of the student’s own oral presentation, discussing presentation and speaking skills</p>

<p><i>Foundation</i>, Isaac Asimov</p> <p><i>Stuck in Neutral</i>, Terry Trueman</p> <p><i>Longitude</i>, Dava Sobel</p>	<p>Impact of technology on language, and languages</p> <p>The role and influence of technology on works of art in various time periods</p> <p>History and effects of the Internet</p> <p>Technology of war; war as technology accelerator</p>		<p>Lab Activity: what's wrong with the light bulb? Student lab groups solve question of why their light bulb won't work</p> <p>Online research question: how does a television work?</p> <p>Mini-lecture: review bonding triangle, properties of metals, intro to semi-conductors</p> <p>Field trip to Computer History Museum</p> <p>Summary and Reflection on an oral history of an industry leader in semiconductors (source: http://www.semi.org/en/P036897)</p>
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Year 2, Unit 6 Unit topic: Change and Expression

Essential Questions and Sources	Topic Studies	Assessment (Formative & Summative)	Instructional Components
<p>How has the representation of ourselves changed over time?</p> <p>How has the media influenced social changes and individual lives?</p> <p>How does media influence behavior? How has the media representation of science changed?</p> <p>How have women's roles changed over time?</p> <p>How do we understand personal expressions?</p> <p><i>Art Attack: A Short Cultural History of the Avant-Garde</i> Marc Aronson</p> <p><i>Freedom's Daughters: The Unsung Heroines of the Civil Rights Movement from 1830 to 1970</i> Lynne Olson</p> <p><i>The Cask of Amontillado</i> Edgar Allan Poe</p> <p><i>Fifth Symphony</i> Beethoven</p> <p><i>Girl with a Pearl Earring</i> Tracy Chevalier</p>	<p>Rise of Romanticism over Classicism in Europe</p> <p>Ideals of classical and romantic art</p> <p>Romanticism: literature, art, and music</p> <p>Media</p> <ul style="list-style-type: none"> a. Open Access and "free" press b. broadcast c. print d. internet <p>Media Awareness</p> <ul style="list-style-type: none"> a. advertising b. commercialism c. the video generation. <p>Women's Roles</p> <ul style="list-style-type: none"> a. Voting rights b. WW II roles c. Family structure changes <p>Facial and body expressions in the communication of emotion</p> <p>Neurology of emotion and expression</p> <p>Science of photography, film, and recorded music</p> <p>Acoustics and light</p> <p>Physiology of the voice</p>	<p>Observation, discussion, and writing prompts</p> <p>Compare/Contrast Romanticism and Classicism</p> <p>Debate: Has family structure suffered from women working outside the home?</p> <p>Debate rubric/peer evaluation</p> <p>Quiz: Women's rights timeline</p> <p>Test on vocabulary: media</p> <p>Interview report</p> <p>Concert reflection paper</p> <p>Theater improv performances</p>	<p>Research Paper: Evolution of Women's Rights/Roles</p> <p>Art study: Romanticism vs Classicism</p> <p>Quickwrite: life without free press</p> <p>Journal writing: personal use of internet</p> <p>Partner reader-response journal book report</p> <p>Study on Media Awareness: does the media affect my behavior/choices</p> <p>Research paper on open access publishing and its potential effect on the perception of scientific research: focus on the PLoS</p> <p>Biography on a woman who was influential in the advance of women's rights</p> <p>Interview a media professional ie: news anchor, newspaper editor/writer, etc</p> <p>Personal experiment: Live media-free for one week and report on experience</p> <p>Profile: writings of Edgar Allan Poe</p> <p>Fieldtrip: Concert, 5th Symphony</p> <p>Debate: Would a return to classical ideals benefit society?</p> <p>Cross-cultural studies on emotional expression; Theater exercises on emotion</p> <p>Video analysis: facial expressions</p>

Year 3, Unit 1 Unit topic: Sustainability of Human Populations

“Implicit in...sustainability is the moral conviction that the current generation should pass on its inheritance of natural wealth, not unchanged, but undiminished in potential to support future generations.” — Daily, Gretchen C. (University of California at Berkeley), and Paul R. Ehrlich (Stanford University), “Population, Sustainability, and Earth's Carrying Capacity” in *BioScience*, November 1992

Essential Questions and Sources	Topic Studies	Assessment (Formative & Summative)	Instructional Components
<p>How can we best meet the problems created by human impact?</p> <p>Can “growth” be “sustainable”? What does “sustainable growth” mean? More generally, what does “sustainable” mean?</p> <p>What are the ethical implications of population growth?</p> <p>(By analogy to Sustainability of Individuals) What can be done to help the human species <i>as a whole</i> live a long and healthy life?</p> <p>How can we use quantitative tools and techniques to predict future large-scale events?</p> <p><u>Readings:</u></p> <p><i>Prentice Hall Biology</i> Miller & Levine</p> <p><i>Terracide</i>, Ron Linton</p> <p><i>The Population Bomb</i> Paul Ehrlich</p>	<p>(Note: intended to form a dual unit with Sustainability 3 – Food & Energy)</p> <p>Definition of “sustainability” as applied in this context</p> <p>Ecosystems and the concepts of limiting resources/binding constraints; Commoner’s Four Laws of Ecology</p> <p>Concepts of “carrying capacity” and “ecological footprint”</p> <p>Mathematical tools required for studying the topic: mathematical programming, problem decomposition, limitations of sequential algorithms, multiobjective programming, nonlinear functions and models, feedback loops, discontinuous functions</p> <p>Statistical tools required: multivariate analysis, N-way correlation with variance/covariance matrices; present value concept</p> <p>Statistics of population growth: units, distributions, geographic variation</p> <p>History of population growth and responses—</p> <p>Stimuli of growth, including:</p> <ul style="list-style-type: none"> • Industrial revolution • Agricultural advances • Scientific discoveries • Medical advances 	<p>Quality of research and writing on the research papers</p> <p>Breadth and depth of critical analysis of other students’ papers</p> <p>Strength, clarity, and coherence of oral presentations</p> <p>Whiteboard practice on biogeochemicals</p> <p>Quiz: Biogeochemicals</p> <p>Collaboration and facilitation skills in class discussions</p> <p>Formal lab report on terrarium system.</p> <p>Pages in descriptive lab notebook</p>	<p>Population Growth: PH Biology, Ch. 5 & 6 readings Short film: population growth through history (10 min) Descriptive lab notebook: population graphs</p> <p>Practice module for computer modeling using inquiry methods to teach basic concepts and offering multiple levels with increasing number of variables and complexity</p> <p>Descriptive lab notebook entry: day in the life of a biogeochemical. Students track one atom in a complete cycle between abiotic and biotic locations.</p> <p>Class observation of a Winogradsky column. Notes in descriptive lab notebook.</p> <p>Research paper on an era of rapid population change, including causes, mathematical model of events, immediate effects, and longer-term aftereffects</p> <p>Brainstorm on ways to reduce class ecological footprint on field trips</p> <p>Fishbowl discussion on question, “how does the size of your back yard effect populations of wildlife?”</p> <p>Class debate on Commoner’s Law #3: technology is detrimental to nature</p> <p>Research paper on possible future implications of current growth in an area (climate, food, energy, etc.) of the student’s choosing.</p> <p>Group design and build: a terrarium-size ecosystem and collect data for 4 weeks. All designs, notes, and data entered in student experimental lab notebook.</p>

<p><i>The Deep Ecology Movement: An Introductory Anthology</i>, Drengson and Inoue</p> <p><i>Desert Solitaire</i> Edward Abbey</p> <p><i>Literature and the Environment: A Reader on Nature and Culture</i> Anderson, Slovic, and Grady</p>	<ul style="list-style-type: none"> • Technological advances • Religious directions <p>and direct responses to growth:</p> <ul style="list-style-type: none"> • Political • Economic • Public health • War • Natural Disaster <p>Psychology of future value</p> <p>Growth imperatives and the “tragedy of the commons”; ethical implications</p> <p>Biodiversity as a measure of ecosystem health and, indirectly, sustainability</p> <p>Economic impacts of, and on, population growth; “free markets” and “public goods”</p> <p>Approaches to minimizing effect of future growth</p>		<p>Build a computer model of the ecosystem. Compare the model predictions to the collected data and write a lab report discussing the strengths and weaknesses of the model.</p> <p>Read and critique other students’ papers with emphasis on craft, structure, and integration</p> <p>Oral presentation to the full student body on the chosen future implications, using visual media</p> <p>Lead a class discussion of the impact of a specific growth stimulus (of the student’s choosing) on world population and distribution</p> <p>Review a video recording of the student’s own oral presentation, discussing presentation and speaking skills</p>
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Year 3, Unit 2 Unit topic: Sustainability and Individuals

Essential Questions and Sources	Topic Studies	Assessment (Formative & Summative)	Instructional Components
<p>How do we live a healthy life?</p> <p>What are the different options to heal our bodies?</p> <p>Do our genetics primarily determine our health?</p> <p>How do different cultures/societies view health and medical intervention?</p> <p><i>Prentice Hall Chemistry</i> Wilbraham, et al</p> <p><i>Prentice Hall Biology</i> Miller & Levine</p> <p><i>Conceptual Physics</i>, Hewitt</p> <p><i>Spirit Catches You and You Fall Down</i>, Anne Fadiman</p> <p><i>The Good Earth</i>, Pearl Buck</p> <p><i>The Pact</i>, Sampson Davis, George Jenkins, and Rameck Hunt with Lisa Frazier Page</p> <p><i>In These Girls Hope is a Muscle</i>, Madeleine Blais</p> <p><i>It's Not About The Bike: My Journey Back To Life</i> Lance Armstrong</p> <p><i>A Story Like the Wind</i> Laurence Van der Post</p>	<p>Diet and exercise a. Major diet components b. Effects on behavior of food additives (dyes & preservatives)</p> <p>Chemistry of household chemicals a. Aqueous solutions b. pH measurement and meaning c. Buffering systems</p> <p>Mental health</p> <p>Car crash curriculum a. Classical mechanics b. Effect of impact on different objects (elastic and inelastic collisions)</p> <p>Regions of North America, their economies and social structures, and how they influence individuals</p> <p>Effects of technological developments since 1945 on personal habits and health</p> <p>Government regulation of medicines and medical products – organizational structure and legal issues</p> <p>Health and opportunity as a function of immigration, US domestic policy, women's issues</p> <p>Different Fields of Medicine a. Allopathic Medicine b. Holistic Medicine</p>	<p>Mini-exam on different fields of medicine</p> <p>Debate on alternative medical intervention</p> <p>Fitness plan rubric</p> <p>Personal reflection on care of the self – mental health</p> <p>Quiz: vitamins & minerals</p> <p>White board practice: acids, bases, pH, and logs</p> <p>Quiz: acids & bases, pH, and calculations</p> <p>Descriptive Lab Notebook pages</p> <p>Team build – cars! Prizes for: 1. the fastest car 2. the furthest traveled</p> <p>Research paper rubric</p> <p>Quiz: health legislation</p> <p>Narrative self-evaluation</p> <p>Position paper on a field of alternative medicine examining the practice, research, funding sources, and regulation</p>	<p>Quickwrite: How do I personally lead a healthy life?</p> <p>Create a diagram cycle of influences showing relationships among income, ethnicity, region, education, diet, healthcare, longevity</p> <p>Direct instruction: major legislation affecting individual health</p> <p>Class Inquiry Game: why is one solution darker? Inquiry notes: brainstorm of reasons, how to test, results of tests</p> <p>Mini-lecture and calculation shakedown: pH, logarithms, and measuring acidity</p> <p>Lab Activity: measuring the pH of household items brought from home, notes in Descriptive Lab Notebook</p> <p>Class brainstorm: mixing household chemicals. Research at home: find the answer to at least one combination. Class collective data in Descriptive Lab Notebook.</p> <p>Conceptual Physics, selected readings in classical mechanics</p> <p>Lab Activity: classical mechanics</p> <p>Study of the physiological effects of computers and other modern devices</p> <p>Interactive mini-lecture: Biomacromolecules, energy, vitamins & minerals, balanced diet</p> <p>PH Biology, Ch. 38 readings</p> <p>Food diary: write down everything you eat for one week. Analyze two meals (one morning and one evening) for nutritional content, preservatives, and dyes.</p> <p>Personal Health/Fitness plan</p>

	c. Integrated Medicine		<p>Guest lecture: what it takes to get a new drug through the FDA</p> <p>Class debate: adding fluoride to the water supply</p> <p>Research Topic: Alternative Approach to Traditional Medicine</p> <p>Interview an alternative medicine practitioner</p> <p>Narrative: Personal or close family member health issue-how was it solved-or was it?</p> <p>Media collage and commentary: enticing images of health and lifestyle</p>
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Year 3, Unit 3 Unit topic: Food & energy

Essential Questions and Sources	Topic Studies	Assessment (Formative & Summative)	Instructional Components
<p>How can we produce enough food for the human species in a sustainable way?</p> <p>What kinds of energy are most sustainable? How can we produce enough energy to accommodate population and other growth in a sustainable way?</p> <p>What are the effects of non-sustainable agriculture and energy production on the human species and the planet?</p> <p>How can we effectively change our buying and eating habits? Our energy use habits?</p> <p>What are the ethical implications of the current food and energy distributions?</p> <p><u>Readings:</u> <i>Prentice Hall Chemistry</i> Wilbraham, et al</p> <p>Chemistry 3/e (POGIL) Moog & Farrell</p> <p><i>Prentice Hall Biology</i> Miller & Levine</p> <p><i>What to Eat</i> Marion Nestle</p>	<p>(Builds on Sustainability 1, Human Populations)</p> <p>Ecosystems and the concepts of limiting resources/binding constraints; Commoner’s Four Laws of Ecology (review)</p> <p>Relationship(s) between growth and ecosystem stress</p> <p>Alternative energy solutions for cars a. electric cars & chemistry of batteries</p> <p>Indirect (long term) responses to growth: • Climate change (incl. global warming) • Energy scarcity • Food scarcity • Transportation challenges</p> <p>Interactions among these elements, such as agriculture and transportation impacting climate change; energy scarcity affecting food supply, and climate change subsequently affecting agricultural productivity</p> <p>Malthus and the concept of Malthusian catastrophes; alternative interpretations</p> <p>Relationships between food and energy (more generally: food and natural resources); impact of agriculture on climate</p> <p>Food and energy as examples of limiting resources/binding constraints</p> <p>Production and consumption of energy worldwide; distribution among continents and countries; changes over time.</p> <p>Food consumption and production worldwide by continent and country; changes over time.</p>	<p>Position Paper on one of the following topics: 1. pesticide use in agriculture 2. farm workers health & rights 3. what is a good diet 4. feeding the planet 5. ethics of genetic engineering 6. food supply as a national security asset</p> <p>In-class presentation and defense of position</p> <p>Cabinet Report: Students pick several examples of food from home (or a store) and describe their state of nutrition – processed or not, nutritional value(s)</p> <p>Reflective journal from Farm Stay: “Life on a farm”</p> <p>Team research report on Heat & Thermo project: team multimedia presentation and individual papers</p> <p>Quality of research and writing on the position papers</p> <p>Breadth and depth of critical analysis of other students’ papers</p> <p>Strength, clarity, and coherence of oral</p>	<p>Brainstorm: renewable vs nonrenewable resources</p> <p>PH Chemistry, Ch. 20 readings Interactive mini-lecture: redox reactions & the chemistry of batteries, demo and mnemonics</p> <p>Lab Activity: Redox reactions POGIL: ChemActivity 48 (Redox Reactions)</p> <p>One-day field trip: Tesla Motors plant, Fremont or Palo Alto</p> <p>Documentary: Oil on Ice Fishbowl discussion: ANWAR</p> <p>Interactive mini-lecture: Heat & Thermodynamic (review) Calculations practice sheet – heat & thermo</p> <p>Lab Activity: Calorimetry</p> <p>Group research project (pick a topic): 1. glacial reflection of heat and light 2. energy differences between Tesla & GM cars 3. LEED projects & green roofs 4. digestion, calories, and heat</p> <p>PH Biology, Ch. 38 readings In Defense of Food (Sect 2, pt 3 and Sect. 3) What to Eat (Nestle), Intro & Ch.1, sections of Ch. 26-32 Food, Inc (Weber), Ch. 4 & 7 Animal, Vegetable, Miracle (selected snapshots of different points during the year) Cultivating the Web (www.eatwellguide.org) – reference</p> <p>Class trip – farm stay 3-5 days. Students work on a farm for several days and reflect on experience</p> <p>Instructional Activities: Digestive Enzyme lab Digestion exercise with movie (“track your cracker”) Students examine their food cabinet at home</p>

<p><i>Food, Inc</i> Weber</p> <p><i>Animal, Vegetable, Miracle</i> Barbara Kingsolver</p> <p><i>Cultivating the Web</i> Slow Food Nation '08</p> <p><i>In Defense of Food</i> Michael Pollan</p>	<p>Transportation's role in economic growth, energy use, standards of living; variations in transportation strategies around the world.</p> <p>The causes and effects of the "Green Revolution"</p> <p>Political and national security implications of food and energy production/usage</p> <p>Resource depletion and/or contamination (pollution) as a result of food and/or energy production/consumption; economic concepts of externalities and public goods and monetary/non-monetary incentives</p> <p>Human costs of food and energy production, including effects of pesticides and models of farm labor</p> <p>Genetic engineering, pollution, and erosion; short- and long-term effects on food security; political and economic implications</p> <p>Laws of thermodynamics as applied at the planetary scale; renewable energy sources as a way of expanding the ecosystem</p> <p>Multiple symbiotic approaches to food security: sustainable agriculture, dietary modification, others</p>	<p>presentations</p> <p>Collaboration and facilitation skills in class discussions</p>	<p>Descriptive lab notebook: digestive system – parts and enzymes</p> <p>Interview someone working in the valley on alternative energy – their job, their reasons for their work, their academic background</p> <p>Build mathematical model of food and energy production, resource consumption, and population growth, predicting conditions in 2100 CE. Describe model and defend conclusions in presentation to class.</p> <p>Group project: create a 5- to 10-minute video related to either food or energy sustainability, present to the student body (video night) and lead discussion.</p>
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Year 3, Unit 4 Unit topic: Sustainability and Inequity

Essential Questions and Sources	Topic Studies	Assessment (Formative & Summative)	Instructional Components
<p>Why do people live in such wealth and poverty?</p> <p>What are the individual and social effects of inequity?</p> <p>What are the environmental effects of inequity?</p> <p>Is there an optimal balance of wealth distribution? How would we define it?</p> <p><i>The Wealth of Nations</i> Adam Smith</p> <p><i>An American Tragedy</i> Theodore Dreiser</p> <p><i>The Tortilla Curtain</i> T. Coraghessan Boyle</p> <p><i>Stones from the River</i> Ursula Hegi</p> <p><i>The Prince and the Pauper</i>, Mark Twain</p> <p><i>Islam: A Short History</i> Karen Armstrong</p>	<p>Systems of wealth: capitalism, communism, and economic hegemony</p> <p>Rise of totalitarian regimes in 20th century</p> <p>Stalinism in the Soviet Union</p> <p>Roosevelt's New Deal</p> <p>Wealth in Islamic societies and traditions</p> <p>Poverty, natural resources, and biodiversity</p> <p>National and tribal cultures that preserve equity</p> <p>Globalization, cultural homogenization, effects on equity</p> <p>Wage differences among occupations, differences among countries and economic systems</p> <p>Wealth transfer in Africa</p> <p>UN Human Development Report 2010</p> <p>Biological responses to environment</p>	<p>Debate (formative)</p> <p>Discussion reflections</p> <p>Response rubrics</p> <p>Public map display and evaluations</p> <p>Forum rubric and peer evaluations</p> <p>Research paper rubric</p> <p>Essay rubric</p> <p>Cell membrane model rubric</p> <p>Autobiographical essay on child development and access to wealth</p>	<p>Debate: Is generosity a social or an individual practice?</p> <p>Pair activity & reflection: prisoner's dilemma</p> <p>Multiple class discussions of 20th century history and issues</p> <p>Written, visual, and performance responses to totalitarianism</p> <p>Using visual arts and theater as social commentary</p> <p>Geographic study of money, population, and environmental measures: global and local</p> <p>Economic forum: Policies that governments can adopt to prevent extremism</p> <p>Research paper: A culture where no one is poor; philosophical, social, and economic attributes</p> <p>New measures in economic health and policies recommended</p> <p>Advocacy essay: How the US should respond to disparities in access to wealth?</p> <p>Literature discussions: How is inequity represented through this work?</p> <p>Modeling cell membranes and their interaction with surrounding material</p> <p>Influences in child development that perpetuate inequity</p>

Year 3, Unit 5 Unit topic: Sustainability and Civic Action

Essential Questions and Sources	Topic Studies	Assessment (Formative & Summative)	Instructional Components
<p>How do individuals and groups reform and sustain their society?</p> <p>How have reform and freedom movements succeeded against powerful interests?</p> <p>How is equilibrium disturbed in chemical systems?</p> <p><i>“The Censor”</i> and other selections from <i>Citizens of the World</i> Luisa Valenzuela</p> <p><i>Silent Spring</i> Rachel Carson</p> <p><i>Balkan Ghosts</i> Robert Kaplan</p> <p><i>Prentice Hall Chemistry</i> Wilbraham, et al</p> <p><i>Prentice Hall Biology</i> Miller & Levine</p> <p><i>Power of One</i>, Judith Bloom Fradin</p> <p><i>Warriors Don’t Cry</i>, Melba P. Beals</p> <p><i>Cry, the Beloved Country</i>, Alan Paton</p> <p><i>V for Vendetta</i>, Moore & Lloyd</p> <p>Spain Rodriguez Che: A Graphic Biography <i>BioGraphic Novel (Series 1): The 14th Dalai Lama</i>, Tetsu Saiwai</p> <p><i>Mountains Beyond Mountains</i> Traci Kidder</p>	<p>Independence struggles in colonized regions</p> <p>Uprisings in Eastern Europe against totalitarian regimes</p> <p>Philosophy, history, and practice of nonviolence</p> <p>Change in chemical systems a. reaction rates & equilibrium b. collision theory c. activation energy & catalysts d. reversible and irreversible change e. entropy & free energy f. reaction rates & mechanisms g. enzymes as biological catalysts</p> <p>Nation building in the nonindustrial world</p> <p>Role of collectivization (unions, trade associations, guilds, political parties, etc.) on sustainability; conflicts among established and nascent institutions/organizations</p>	<p>Research essay comparing/contrasting reform movements of two countries or two time periods</p> <p>Biographical graphic novel on a social reformer</p> <p>Maintain a reading journal of all readings that demonstrate analysis of the theme, complexity of characters throughout the text</p> <p>Think pair share on allusions in <i>Cry the Beloved Country</i></p> <p>Quiz: chemical reaction types, balancing equations</p> <p>Mini-exam: chemical reactions, reaction rates & mechanisms, entropy</p> <p>Short reflective paper on change in chemical systems and how it compares to change in human organizational systems</p> <p>Analyze the relationship between visual images and written text</p> <p>Quiz on rhetoric, tone, voice, and diction</p> <p>Vocabulary quiz on texts</p> <p>Analysis of the validity of assumptions, claims and warrants, using the specific details that support the contention.</p> <p>Annotated bibliography</p>	<p>Quite Write: response to photograph of man with groceries blocking tanks during Tiananmen uprising</p> <p>Debate on a controversial reform platform</p> <p>Rhetoric product created by students—must “sell or market” product</p> <ul style="list-style-type: none"> • PowerPoint presentation using rhetoric • TV commercial or radio commercial using rhetoric • Billboard (11 x 14) or magazine ad (8 x 10) using rhetoric <p>Review parallel structure</p> <p>PH Chemistry, Ch. 18 readings PH Biology, Ch. 2 (section 2-4) reading</p> <p>Practice worksheets (adapted from Mr. Guch) on reaction types, balancing equations, & mechanisms</p> <p>Lab Activities: Temperature & Reaction Rates Lab Activity: enzyme specificity</p> <p>Class Act-out: Collision Theory and reactant/product concentrations (students act out a chemical reaction)</p> <p>Lecture/demo: entropy as energy dispersal (following George Bodner’s work)</p> <p>Reading & response: <i>Silent Spring</i> (Ch. 2)</p> <p>Collaborative discussions</p> <p><i>Balkan Ghosts</i>: selected readings, class discussion of war in Yugoslavia</p> <p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence</p> <p>Graphic Novel as agent of change</p> <p>Biographical sketch and position paper on an activist or group in environmentalism - activist, whistle blower, company research</p>

<p><i>Everyday Use: Rhetoric at Work in Reading and Writing</i>, Hephzibah Roskelly and David Jolliffe</p> <p><i>Urban Empathy</i>, Dian Killian</p> <p><i>William Kamkwamba & The Boy Who Harnessed the Wind</i> by Mealer Bryan</p>			<p>scientist, marketer. Examples include Rachel Carson, Paul Watson, Earth First, or a local community-based group.</p> <p>Case studies of individuals or groups working from the outside of a government or organization compared and contrasted with those working from the inside.</p> <p>Personal reflection: to what length would the student be willing to go to defend something they cared about deeply</p>
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Year 3, Unit 6 Unit topic: Sustainability and Biocultural Diversity

Essential Questions and Sources	Topic Studies	Assessment (Formative & Summative)	Instructional Components
<p>What is the importance of diversity in life, language, and culture?</p> <p>How did European institutions establish a worldwide presence?</p> <p>What are the threats to diversity?</p> <p>What action can we take locally, nationally, and globally to value diversity?</p> <p><i>The Wayfinders</i>, Wade Davis</p> <p><i>The American Dream and The Zoo Story</i>, Edward Albee</p> <p><i>Silent Spring</i>, Rachel Carson</p> <p><i>Shaking the Pumpkin</i> Jerome Rothberg</p> <p><i>The Whale Rider</i> Witi Ihimaera</p> <p><i>When Heaven and Earth Changed Places</i> Le Ly Hayslip</p> <p><i>Growing Up Ethnic in America</i>, Maria Gillan</p>	<p>Spread of western democracy</p> <p>Colonialism and its effect on local cultures; attitudes toward the West</p> <p>Geographic spread of World War II and its human costs</p> <p>Knowledge in a nonliterate culture</p> <p>Diversity in America; diversity in California; influences for and against diversity</p> <p>Environmental effects of monoculture</p> <p>Language as a repository of world view, geography, and medicine</p> <p>Pacific Island traditions and heritage</p> <p>Ecology: solar energy storage and release; food webs; nitrogen cycle; invasive plants; known species of high value; unknown species and rapid extinction</p>	<p>Journal reflections (formative)</p> <p>Short response tests</p> <p>Seminar rubric and peer evaluations</p> <p>Journal reflections on new skill</p> <p>Research presentation rubric and student panel evaluation</p> <p>Film analysis rubric</p> <p>Writing rubric</p> <p>Compare/contrast biocultural diversity and biodiversity</p> <p>Public evaluations of action research</p>	<p>Lectures and Socratic Seminar: the relationships between a technologically dominant culture and the rest of the world</p> <p>Reading discussions; small group responses</p> <p>Practice learning something without the use of written sources</p> <p>Research presentation: Preservation of an endangered ecocultural system and learning words in an endangered language</p> <p>Analysis of the feature film <i>Whale Rider</i></p> <p>Reflection paper: What is a personal approach to biocultural diversity?</p> <p>Study of native plant restoration project</p> <p>Analysis of biodiversity as a function of human population in different cultural areas</p> <p>Report on the human practices which suppress and enhance biodiversity</p> <p>Action research project: implementing a cultural shift in favor of greater sustainability</p>

Year 4, Unit 1 Unit topic: Purpose and Morality

Essential Questions and Sources	Topic Studies	Assessment (Formative & Summative)	Instructional Components
<p>How do people make moral and ethical decisions?</p> <p>How do groups behave differently from individuals?</p> <p>What conditions are necessary to support ethical choices?</p> <p>What is the relationship between personal choice and public rewards or punishments?</p> <p><i>A Prayer for Owen Meany</i> John Irving</p> <p>“A Modest Proposal” Jonathan Swift</p> <p><i>Their Eyes Were Watching God</i>, Zora Neale Hurston</p> <p><i>In a Different Voice</i>, Carol Gilligan</p> <p><i>The World's Religions</i>, Huston Smith</p> <p><i>Maus: A Survivor's Tale</i> Art Spiegelman</p> <p><i>Citizen 13660</i>, Mine Okubo</p> <p><i>Fences</i>, August Wilson</p> <p><i>Hatred, Bigotry, and Prejudice</i> Stuart Rosenbaum</p>	<p>Kohlberg and Gilligan, stages of moral development</p> <p>Multifaith perspectives on morality</p> <p>Development of human rights and international perspectives on morality</p> <p>Cultural differences in moral reasoning</p> <p>Operations of economic markets</p> <p>Changing and enduring values in US history - the decision to use the atomic bomb - the advent of Social Security - racism and the other - views of child development - market regulation - religious influences</p> <p>Review of nuclear fission, atomic physics, and properties/effects of radiation</p> <p>Genetic features of race, gene splicing, stem cell research</p> <p>Ethical decisions in science</p>	<p>Observation, discussion, and writing prompts</p> <p>Rubric dance performance</p> <p>Rubric writing evaluations</p> <p>Test on vocabulary and concepts in multifaith perspectives</p> <p>Analytical writing rubric</p> <p>Debate peer evaluations</p> <p>Oral assessment of nuclear bomb effects</p> <p>Partner reviews of experimental genetics</p>	<p>Peer revision/self-analysis of writing</p> <p>Discussion of imagery: <i>Their Eyes Were Watching God</i></p> <p>Write an essay employing imagery of one type</p> <p>Partner reader-response journal book report</p> <p>Perform an original group dance work demonstrating a moral struggle with historical significance</p> <p>Choose and analyze two works of art from two different periods that provide views of a similar moral theme</p> <p>Debate: do faith traditions share a common morality?</p> <p>Paper: Modest Proposal connections to US history</p> <p>Analysis of choices in response to economic pressures</p> <p>Review studies of nuclear radiation and its effects in Japan</p> <p>Direct instruction: the possibilities, limitations, and controversies of genetic manipulation</p>

Year 4, Unit 2 Unit topic: Purpose and Wisdom

Essential Questions and Sources	Topic Studies	Assessment (Formative & Summative)	Instructional Components
<p>How have ancient traditions described the purpose of life?</p> <p>What characterizes purposeful behavior? Is there behavior without purpose?</p> <p>How have discoveries in science and events in history challenged people's traditional sense of purpose?</p> <p><i>The World's Religions</i> Huston Smith</p> <p><i>Passion for Wisdom</i> Robert C. Solomon</p> <p><i>Black Elk Speaks</i>, John Neihardt</p> <p><i>The Chosen</i>, Chaim Potok</p> <p><i>The Play of God</i>, Vanamali</p> <p><i>Old Path, White Clouds</i> Thich Nhat Hanh</p> <p><i>The Song Lines</i>, Bruce Chatwin</p> <p><i>No god but God</i>, Reza Aslan</p>	<p>World views of</p> <ul style="list-style-type: none"> - Indigenous peoples - Hinduism - Judaism - Buddhism - Christianity - Islam - Humanism - other movements <p>Studies of the science of intention (neurological, physical, social)</p> <p>Relativity, quantum mechanics, and the uncertainty principle</p> <p>European contact with indigenous peoples</p> <p>Effects of World War 1 and the Vietnam War on social attitudes in the US</p> <p>Heart and brain research on empathy and intelligence</p>	<p>Reflection paper (formative)</p> <p>Role play rubric and peer evaluation</p> <p>Experimentation reports and conclusions</p> <p>Philosophical essay rubric</p> <p>Debate rubric and peer/self evaluation</p> <p>Research writing rubric</p> <p>Creative writing self-evaluation</p> <p>Physics world view chart</p> <p>Response evaluation from public agency</p>	<p>Reflection paper: my experience with wisdom traditions</p> <p>Role play enactment and discussion: Europeans and Native Americans</p> <p>Personal and social experiments with intention</p> <p>Philosophical essay: Unity and fragmentation in world traditions</p> <p>Debate: Can traditional views and scientific views merge?</p> <p>Research paper: oral histories of WWI and Vietnam</p> <p>Creative writing: Dialogue among figures of two or more works in different traditions</p> <p>Contrast Newtonian, Einsteinian, and quantum views of the universe</p> <p>Science forum: review of neurological research on learning and relationships; present recommendations on education and social policy to a public body</p>

Year 4, Unit 3 Unit topic: Purpose and Career

Essential Questions and Sources	Topic Studies	Assessment (Formative & Summative)	Instructional Components
<p>How do people express purpose through their professional work?</p> <p>What will be my career?</p> <p>What are the constraints on people's career choices?</p> <p>How have career opportunities changed from the past?</p> <p>Why do people work?</p> <p><i>Annie John</i> Jamaica Kincaid</p> <p><i>Letters of a Nation</i> Andrew Carroll, ed.</p> <p><i>Six Characters in Search of an Author</i> Luigi Pirandello</p> <p><i>A Tree Grows in Brooklyn</i> Betty Smith</p> <p><i>Hunger for Memory</i> Richard Rodriguez</p>	<p>Modern careers and their origins</p> <ul style="list-style-type: none"> - Business - Technology - Law - Healthcare - Finance - Education - Science <p>Effects of industrialization, globalization, and information technology on professional life</p> <p>Changes in family life in response to work demands</p> <p>Economics of income, education, family size, cost of living</p> <p>Demographics and trends of different professions</p> <p>Motivation and compensation studies</p> <p>Cross-cultural attitudes toward work</p> <p>Growing roles of science and math in many industries</p> <p>Promising research opportunities in science</p>	<p>Rubric-based career presentation</p> <p>Writing prompts after discussion</p> <p>Writing rubric</p> <p>Interview report</p> <p>Data presentation</p> <p>Peer evaluations of drama and discussion</p> <p>Career reflection paper and presentation</p>	<p>Choose a career focus and investigate its history, education path, theory, and technical components</p> <p>Small group discussions: implications of career choices</p> <p>Imaginative writing: vision of self and career</p> <p>Interviews with skilled professionals</p> <p>Data gathering and analysis: family statistics in the school</p> <p>Reflective essay: how large trends in industry have affected my family</p> <p>Dramatic reading of <i>Six Characters</i> and discussion of its relationship to finding purpose</p> <p>Visits to science labs, technology firms, and research institutions</p> <p>Career presentation: important functions, educational path, future opportunities</p>

Year 4, Unit 4 Unit topic: Purpose, Connection, and Conflict

Essential Questions and Sources	Topic Studies	Assessment (Formative & Summative)	Instructional Components
<p>How have societies clashed over different goals and unified over common ones?</p> <p>How do assumptions, prejudice, and misinformation interfere with a cooperative approach to solving problems?</p> <p>What are the practices that make unity more possible?</p> <p>When is conflict a good thing?</p> <p><i>Hatred, Bigotry, and Prejudice</i> Stuart Rosenbaum, ed.</p> <p><i>Bosnian Chronicle</i> Ivo Andric</p> <p><i>Desert Exile</i>, Yoshiko Uchida</p> <p><i>Maus: A Survivor's Tale</i> Art Spiegelman</p> <p><i>Schindler's Ark</i> Thomas Keneally</p> <p><i>War of the Worlds</i> H. G. Wells</p>	<p>Imperialism in Africa, Southeast Asia, China, India, Latin America, and the Philippines</p> <p>Nationalistic conflict leading to World War One</p> <p>Holocaust studies</p> <p>Formation and operation of the United Nations</p> <p>India and the Middle East: colonialism, nonviolence, and partition</p> <p>Nuclear defense and the Cold War</p> <p>Roots and functioning of the European Union</p> <p>The interfaith movement</p> <p>Perpendicular force, circular motion, vectors and trajectory</p> <p>Balanced forces; electrical forces; gravitation</p> <p>Application of Newton's laws and quantum effects</p>	<p>Writing prompts to determine previous knowledge</p> <p>Role play rubric and peer evaluations</p> <p>Tests and quizzes: geography and timelines of conflict and connection in the 20th century</p> <p>Holocaust essay rubric</p> <p>Graphic novel rubric</p> <p>Debate peer evaluations</p> <p>Mathematical explanation of a complex motion problem</p> <p>Observation assessment: applying reasoning and accuracy</p> <p>Integrative analysis rubric</p> <p>Quiz: use of Newtonian and quantum physics</p>	<p>Research study of one colonial region: history, culture, change</p> <p>Contrasting events: role plays of United Nations, European Union, Formation of Israel, Partition of India</p> <p>Mapping of nuclear arsenals, historical and contemporary</p> <p>Debate: should war be used to stop nuclear proliferation?</p> <p>Holocaust essay, various topics</p> <p>Interviews of interfaith speakers</p> <p>Literature circle discussions</p> <p>Creation of a graphic novel to depict conflict and unity</p> <p>Experiments with physical collisions and revolutionary motion</p> <p>Performing calculations of force and motion</p> <p>Integrative analysis: How does physics provide metaphors for human connection and conflict?</p>

Attachment 6: Content Standards for Integrated Studies

Physics - Grades Nine Through Twelve

--Standards that all students are expected to achieve in the course of their studies are unmarked.
 --Standards that all students should have the opportunity to learn are marked with an asterisk (*).

Motion and Forces

Newton's laws predict the motion of most objects. As a basis for understanding this concept:

a. Students know how to solve problems that involve constant speed and average speed.	Change 1 – Individuals
b. Students know that when forces are balanced, no acceleration occurs; thus an object continues to move at a constant speed or stays at rest (Newton's first law).	
c. Students know how to apply the law $F=ma$ to solve one-dimensional motion problems that involve constant forces (Newton's second law).	
d. Students know that when one object exerts a force on a second object, the second object always exerts a force of equal magnitude and in the opposite direction (Newton's third law).	
e. Students know the relationship between the universal law of gravitation and the effect of gravity on an object at the surface of Earth.	
f. Students know applying a force to an object perpendicular to the direction of its motion causes the object to change direction but not speed (e.g., Earth's gravitational force causes a satellite in a circular orbit to change direction but not speed).	Purpose 4 – Global Connection and Conflict
g. Students know circular motion requires the application of a constant force directed toward the center of the circle.	
h. * Students know Newton's laws are not exact but provide very good approximations unless an object is moving close to the speed of light or is small enough that quantum effects are important.	
i. * Students know how to solve two-dimensional trajectory problems.	
j. * Students know how to resolve two-dimensional vectors into their components and calculate the magnitude and direction of a vector from its components.	
k. * Students know how to solve two-dimensional problems involving balanced forces (statics).	
l. * Students know how to solve problems in circular motion by using the formula for centripetal acceleration in the following form: $a=v^2/r$.	
m. * Students know how to solve problems involving the forces between two electric charges at a distance (Coulomb's law) or the forces between two masses at a distance (universal gravitation).	

Conservation of Energy and Momentum

The laws of conservation of energy and momentum provide a way to predict and describe the movement of objects. As a basis for understanding this concept:

a. Students know how to calculate kinetic energy by using the formula $E=(1/2)mv^2$.	Sustainability 2 – Individual
b. Students know how to calculate changes in gravitational potential energy near Earth by using the formula (change in potential energy) $=mgh$ (h is the change in the elevation).	
c. Students know how to solve problems involving conservation of energy in simple systems, such as falling objects.	

d. Students know how to calculate momentum as the product mv .	
e. Students know momentum is a separately conserved quantity different from energy.	
f. Students know an unbalanced force on an object produces a change in its momentum.	
g. Students know how to solve problems involving elastic and inelastic collisions in one dimension by using the principles of conservation of momentum and energy.	
h. * Students know how to solve problems involving conservation of energy in simple systems with various sources of potential energy, such as capacitors and springs.	

Heat and Thermodynamics

Energy cannot be created or destroyed, although in many processes energy is transferred to the environment as heat. As a basis for understanding this concept:

a. Students know heat flow and work are two forms of energy transfer between systems.	Change 5 – Technology
b. Students know that the work done by a heat engine that is working in a cycle is the difference between the heat flow into the engine at high temperature and the heat flow out at a lower temperature (first law of thermodynamics) and that this is an example of the law of conservation of energy.	Sustainability 3 – Food/Energy
c. Students know the internal energy of an object includes the energy of random motion of the object's atoms and molecules, often referred to as thermal energy. The greater the temperature of the object, the greater the energy of motion of the atoms and molecules that make up the object.	
d. Students know that most processes tend to decrease the order of a system over time and that energy levels are eventually distributed uniformly.	
e. Students know that entropy is a quantity that measures the order or disorder of a system and that this quantity is larger for a more disordered system.	Change 5 – Technology
f. * Students know the statement "Entropy tends to increase" is a law of statistical probability that governs all closed systems (second law of thermodynamics).	
g. * Students know how to solve problems involving heat flow, work, and efficiency in a heat engine and know that all real engines lose some heat to their surroundings.	

Waves

Waves have characteristic properties that do not depend on the type of wave. As a basis for understanding this concept:

a. Students know waves carry energy from one place to another.	Origins 4 – Expression
b. Students know how to identify transverse and longitudinal waves in mechanical media, such as springs and ropes, and on the earth (seismic waves).	
c. Students know how to solve problems involving wavelength, frequency, and wave speed.	
d. Students know sound is a longitudinal wave whose speed depends on the properties of the medium in which it propagates.	
e. Students know radio waves, light, and X-rays are different wavelength bands in the spectrum of electromagnetic waves whose speed in a vacuum is approximately 3×10^8 m/s (186,000 miles/second).	Origins 1 – Universe
f. Students know how to identify the characteristic properties of waves: interference (beats), diffraction, refraction, Doppler effect, and polarization.	Change 5 – Technology

Electric and Magnetic Phenomena

Electric and magnetic phenomena are related and have many practical applications. As a basis for understanding this concept:

a. Students know how to predict the voltage or current in simple direct current (DC) electric circuits constructed from batteries, wires, resistors, and capacitors.	Change 5 – Technology
b. Students know how to solve problems involving Ohm's law.	
c. Students know any resistive element in a DC circuit dissipates energy, which heats the resistor. Students can calculate the power (rate of energy dissipation) in any resistive circuit element by using the formula Power = IR (potential difference) × I (current) = I ² R.	
d. Students know the properties of transistors and the role of transistors in electric circuits.	
e. Students know charged particles are sources of electric fields and are subject to the forces of the electric fields from other charges.	
f. Students know magnetic materials and electric currents (moving electric charges) are sources of magnetic fields and are subject to forces arising from the magnetic fields of other sources.	
g. Students know how to determine the direction of a magnetic field produced by a current flowing in a straight wire or in a coil.	
h. Students know changing magnetic fields produce electric fields, thereby inducing currents in nearby conductors.	
i. Students know plasmas, the fourth state of matter, contain ions or free electrons or both and conduct electricity.	
j. * Students know electric and magnetic fields contain energy and act as vector force fields.	
k. * Students know the force on a charged particle in an electric field is qE, where E is the electric field at the position of the particle and q is the charge of the particle.	
l. * Students know how to calculate the electric field resulting from a point charge.	
m. * Students know static electric fields have as their source some arrangement of electric charges.	
n. * Students know the magnitude of the force on a moving particle (with charge q) in a magnetic field is qvB sin(a), where a is the angle between v and B (v and B are the magnitudes of vectors v and B, respectively), and students use the right-hand rule to find the direction of this force.	
o. * Students know how to apply the concepts of electrical and gravitational potential energy to solve problems involving conservation of energy.	

Chemistry - Grades Nine Through Twelve

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Atomic and Molecular Structure

The periodic table displays the elements in increasing atomic number and shows how periodicity of the physical and chemical properties of the elements relates to atomic structure. As a basis for understanding this concept:

a. Students know how to relate the position of an element in the periodic table to its atomic number and atomic mass.	Origins 1 – Universe
b. Students know how to use the periodic table to identify metals, semimetals, nonmetals, and halogens.	Origins 6 – Wealth
c. Students know how to use the periodic table to identify alkali metals, alkaline earth metals and transition metals, trends in ionization energy, electronegativity, and the relative sizes of ions and atoms.	
d. Students know how to use the periodic table to determine the number of	Origins 5 – Organization

electrons available for bonding.	
e. Students know the nucleus of the atom is much smaller than the atom yet contains most of its mass.	Origins 1 – Universe
f. * Students know how to use the periodic table to identify the lanthanide, actinide, and transactinide elements and know that the transuranium elements were synthesized and identified in laboratory experiments through the use of nuclear accelerators.	
g. * Students know how to relate the position of an element in the periodic table to its quantum electron configuration and to its reactivity with other elements in the table.	Origins 1 – Universe
h. * Students know the experimental basis for Thomson's discovery of the electron, Rutherford's nuclear atom, Millikan's oil drop experiment, and Einstein's explanation of the photoelectric effect.	
i. * Students know the experimental basis for the development of the quantum theory of atomic structure and the historical importance of the Bohr model of the atom.	
j. * Students know that spectral lines are the result of transitions of electrons between energy levels and that these lines correspond to photons with a frequency related to the energy spacing between levels by using Planck's relationship ($E = h\nu$).	
Chemical Bonds	
Biological, chemical, and physical properties of matter result from the ability of atoms to form bonds from electrostatic forces between electrons and protons and between atoms and molecules. As a basis for understanding this concept:	
a. Students know atoms combine to form molecules by sharing electrons to form covalent or metallic bonds or by exchanging electrons to form ionic bonds.	Origins 3 – Cultures
b. Students know chemical bonds between atoms in molecules such as H_2 , CH_4 , NH_3 , H_2CCH_2 , N_2 , Cl_2 , and many large biological molecules are covalent.	
c. Students know salt crystals, such as $NaCl$, are repeating patterns of positive and negative ions held together by electrostatic attraction.	
d. Students know the atoms and molecules in liquids move in a random pattern relative to one another because the intermolecular forces are too weak to hold the atoms or molecules in a solid form.	Origins 2 – Life
e. Students know how to draw Lewis dot structures.	Origins 3 – Cultures
f. * Students know how to predict the shape of simple molecules and their polarity from Lewis dot structures.	
g. * Students know how electronegativity and ionization energy relate to bond formation.	
h. * Students <i>know</i> how to identify solids and liquids held together by van der Waals forces or hydrogen bonding and relate these forces to volatility and boiling/ melting point temperatures.	Origins 2 – Life
Conservation of Matter and Stoichiometry	
The conservation of atoms in chemical reactions leads to the principle of conservation of matter and the ability to calculate the mass of products and reactants. As a basis for understanding this concept:	
a. Students know how to describe chemical reactions by writing balanced equations.	Origins 6 – Wealth
b. Students know the quantity one mole is set by defining one mole of carbon 12 atoms to have a mass of exactly 12 grams.	
c. Students know one mole equals 6.02×10^{23} particles (atoms or molecules).	
d. Students know how to determine the molar mass of a molecule from its chemical formula and a table of atomic masses and how to convert the mass of a molecular substance to moles, number of particles, or volume of gas at standard temperature and pressure.	

e. Students know how to calculate the masses of reactants and products in a chemical reaction from the mass of one of the reactants or products and the relevant atomic masses.	
f. * Students know how to calculate percent yield in a chemical reaction.	
g. * Students know how to identify reactions that involve oxidation and reduction and how to balance oxidation-reduction reactions.	Sustainability 3 – Food/Energy
<i>Gases and Their Properties</i>	
The kinetic molecular theory describes the motion of atoms and molecules and explains the properties of gases. As a basis for understanding this concept:	
a. Students know the random motion of molecules and their collisions with a surface create the observable pressure on that surface.	Change 3 – Cultures
b. Students know the random motion of molecules explains the diffusion of gases.	
c. Students know how to apply the gas laws to relations between the pressure, temperature, and volume of any amount of an ideal gas or any mixture of ideal gases.	
d. Students know the values and meanings of standard temperature and pressure (STP).	
e. Students know how to convert between the Celsius and Kelvin temperature scales.	
f. Students know there is no temperature lower than 0 Kelvin.	
g. * Students know the kinetic theory of gases relates the absolute temperature of a gas to the average kinetic energy of its molecules or atoms.	
h. * Students know how to solve problems by using the ideal gas law in the form $PV = nRT$.	
i. * Students know how to apply Dalton's law of partial pressures to describe the composition of gases and Graham's law to predict diffusion of gases.	
<i>Acids and Bases</i>	
Acids, bases, and salts are three classes of compounds that form ions in water solutions. As a basis for understanding this concept:	
a. Students know the observable properties of acids, bases, and salt solutions.	Change 6 – Expression
b. Students know acids are hydrogen-ion-donating and bases are hydrogen-ion-accepting substances.	
c. Students know strong acids and bases fully dissociate and weak acids and bases partially dissociate.	Sustainability 2 – Individual
d. Students know how to use the pH scale to characterize acid and base solutions.	Change 6 – Expression
e. * Students know the Arrhenius, Brønsted-Lowry, and Lewis acid-base definitions.	
f. * Students know how to calculate pH from the hydrogen-ion concentration.	Sustainability 2 – Individual
g. * Students know buffers stabilize pH in acid-base reactions.	
<i>Solutions</i>	
Solutions are homogeneous mixtures of two or more substances. As a basis for understanding this concept:	
a. Students know the definitions of solute and solvent.	Change 4 - Organization
b. Students know how to describe the dissolving process at the molecular level by using the concept of random molecular motion.	
c. Students know temperature, pressure, and surface area affect the dissolving process.	
d. Students know how to calculate the concentration of a solute in terms of grams per liter, molarity, parts per million, and percent composition.	

e. * Students know the relationship between the molality of a solute in a solution and the solution's depressed freezing point or elevated boiling point.	
f. * Students know how molecules in a solution are separated or purified by the methods of chromatography and distillation.	
Chemical Thermodynamics	
Energy is exchanged or transformed in all chemical reactions and physical changes of matter. As a basis for understanding this concept:	
a. Students know how to describe temperature and heat flow in terms of the motion of molecules (or atoms).	Sustainability 3 – Food/Energy
b. Students know chemical processes can either release (exothermic) or absorb (endothermic) thermal energy.	
c. Students know energy is released when a material condenses or freezes and is absorbed when a material evaporates or melts.	
d. Students know how to solve problems involving heat flow and temperature changes, using known values of specific heat and latent heat of phase change.	
e. * Students know how to apply Hess's law to calculate enthalpy change in a reaction.	
f. * Students know how to use the Gibbs free energy equation to determine whether a reaction would be spontaneous.	
Reaction Rates	
Chemical reaction rates depend on factors that influence the frequency of collision of reactant molecules. As a basis for understanding this concept:	
a. Students know the rate of reaction is the decrease in concentration of reactants or the increase in concentration of products with time.	Sustainability 5 - Civic Action
b. Students know how reaction rates depend on such factors as concentration, temperature, and pressure.	
c. Students know the role a catalyst plays in increasing the reaction rate.	
d. * Students know the definition and role of activation energy in a chemical reaction.	
Chemical Equilibrium	
Chemical equilibrium is a dynamic process at the molecular level. As a basis for understanding this concept:	
a. Students know how to use Le Chatelier's principle to predict the effect of changes in concentration, temperature, and pressure.	Sustainability 2 – Individual
b. Students know equilibrium is established when forward and reverse reaction rates are equal.	
c. * Students know how to write and calculate an equilibrium constant expression for a reaction.	
Organic Chemistry and Biochemistry	
The bonding characteristics of carbon allow the formation of many different organic molecules of varied sizes, shapes, and chemical properties and provide the biochemical basis of life. As a basis for understanding this concept:	
a. Students know large molecules (polymers), such as proteins, nucleic acids, and starch, are formed by repetitive combinations of simple subunits.	Origins 2 – Life
b. Students know the bonding characteristics of carbon that result in the formation of a large variety of structures ranging from simple hydrocarbons to complex polymers and biological molecules.	
c. Students know amino acids are the building blocks of proteins.	
d. * Students know the system for naming the ten simplest linear hydrocarbons and isomers that contain single bonds, simple hydrocarbons with double and	

triple bonds, and simple molecules that contain a benzene ring.	
e. * Students know how to identify the functional groups that form the basis of alcohols, ketones, ethers, amines, esters, aldehydes, and organic acids.	
f. * Students know the R-group structure of amino acids and know how they combine to form the polypeptide backbone structure of proteins.	

Nuclear Processes

Nuclear processes are those in which an atomic nucleus changes, including radioactive decay of naturally occurring and human-made isotopes, nuclear fission, and nuclear fusion. As a basis for understanding this concept:

a. Students know protons and neutrons in the nucleus are held together by nuclear forces that overcome the electromagnetic repulsion between the protons.	Sustainability 3 – Food/Energy
b. Students know the energy release per gram of material is much larger in nuclear fusion or fission reactions than in chemical reactions. The change in mass (calculated by $E = mc^2$) is small but significant in nuclear reactions.	Purpose 1 – Morality
c. Students know some naturally occurring isotopes of elements are radioactive, as are isotopes formed in nuclear reactions.	
d. Students know the three most common forms of radioactive decay (alpha, beta, and gamma) and know how the nucleus changes in each type of decay.	
e. Students know alpha, beta, and gamma radiation produce different amounts and kinds of damage in matter and have different penetrations.	
f. * Students know how to calculate the amount of a radioactive substance remaining after an integral number of half-lives have passed.	
g. * Students know protons and neutrons have substructures and consist of particles called quarks.	Origins 1 – Universe

Biology/Life Sciences - Grades Nine Through Twelve

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Cell Biology

The fundamental life processes of plants and animals depend on a variety of chemical reactions that occur in specialized areas of the organism's cells. As a basis for understanding this concept:

a. Students know cells are enclosed within semi permeable membranes that regulate their interaction with their surroundings.	Origins 2 – Life
b. Students know enzymes are proteins that catalyze biochemical reactions without altering the reaction equilibrium and the activities of enzymes depend on the temperature, ionic conditions, and the pH of the surroundings.	Sustainability 5 - Civic Action
c. Students know how prokaryotic cells, eukaryotic cells (including those from plants and animals), and viruses differ in complexity and general structure.	Origins 5 – Organization
d. Students know the central dogma of molecular biology outlines the flow of information from transcription of ribonucleic acid (RNA) in the nucleus to translation of proteins on ribosomes in the cytoplasm.	
e. Students know the role of the endoplasmic reticulum and Golgi apparatus in the secretion of proteins.	
f. Students know usable energy is captured from sunlight by chloroplasts and is stored through the synthesis of sugar from carbon dioxide.	
g. Students know the role of the mitochondria in making stored chemical-bond energy available to cells by completing the breakdown of glucose to carbon dioxide.	
h. Students know most macromolecules (polysaccharides, nucleic acids, proteins, lipids) in cells and organisms are synthesized from a small collection of simple	Origins 2 – Life

precursors.	
i. * Students know how chemiosmotic gradients in the mitochondria and chloroplast store energy for ATP production.	Origins 5 – Organization
j. * Students know how eukaryotic cells are given shape and internal organization by a cytoskeleton or cell wall or both.	Origins 2 – Life
Genetics	
Mutation and sexual reproduction lead to genetic variation in a population. As a basis for understanding this concept:	
a. Students know meiosis is an early step in sexual reproduction in which the pairs of chromosomes separate and segregate randomly during cell division to produce gametes containing one chromosome of each type.	Origins 2 – Life
b. Students know only certain cells in a multi cellular organism undergo meiosis.	
c. Students know how random chromosome segregation explains the probability that a particular allele will be in a gamete	
d. Students know new combinations of alleles may be generated in a zygote through the fusion of male and female gametes (fertilization).	
e. Students know why approximately half of an individual's DNA sequence comes from each parent.	
f. Students know the role of chromosomes in determining an individual's sex.	
g. Students know how to predict possible combinations of alleles in a zygote from the genetic makeup of the parents.	
A multi cellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization. As a basis for understanding this concept:	
a. Students know how to predict the probable outcome of phenotypes in a genetic cross from the genotypes of the parents and mode of inheritance (autosomal or X-linked, dominant or recessive).	Origins 2 – Life
b. Students know the genetic basis for Mendel's laws of segregation and independent assortment.	
c. * Students know how to predict the probable mode of inheritance from a pedigree diagram showing phenotypes.	
d. * Students know how to use data on frequency of recombination at meiosis to estimate genetic distances between loci and to interpret genetic maps of chromosomes.	
Genes are a set of instructions encoded in the DNA sequence of each organism that specify the sequence of amino acids in proteins characteristic of that organism. As a basis for understanding this concept:	
a. Students know the general pathway by which ribosomes synthesize proteins, using tRNAs to translate genetic information in mRNA.	Origins 5 – Organization
b. Students know how to apply the genetic coding rules to predict the sequence of amino acids from a sequence of codons in RNA.	
c. Students know how mutations in the DNA sequence of a gene may or may not affect the expression of the gene or the sequence of amino acids in an encoded protein.	
d. Students know specialization of cells in multi cellular organisms is usually due to different patterns of gene expression rather than to differences of the genes themselves.	
e. Students know proteins can differ from one another in the number and sequence of amino acids.	
f. * Students know why proteins having different amino acid sequences typically have different shapes and chemical properties.	
5. The genetic composition of cells can be altered by incorporation of exogenous DNA into the cells. As a basis for understanding this concept:	
a. Students know the general structures and functions of DNA, RNA, and protein.	Origins 2 – Life
b. Students know how to apply base-pairing rules to explain precise copying of	

DNA during semi conservative replication and transcription of information from DNA into mRNA.	
c. Students know how genetic engineering (biotechnology) is used to produce novel biomedical and agricultural products.	Sustainability 3 – Food/Energy
d. * Students know how basic DNA technology (restriction digestion by endonucleases, gel electrophoresis, ligation, and transformation) is used to construct recombinant DNA molecules.	
e. * Students know how exogenous DNA can be inserted into bacterial cells to alter their genetic makeup and support expression of new protein products.	
Ecology	
Stability in an ecosystem is a balance between competing effects. As a basis for understanding this concept:	
a. Students know bio diversity is the sum total of different kinds of organisms and is affected by alterations of habitats.	Sustainability 1 – Human Populations
b. Students know how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size.	Sustainability 6 – Biocultural Diversity
c. Students know how fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death.	
d. Students know how water, carbon, and nitrogen cycle between abiotic resources and organic matter in the ecosystem and how oxygen cycles through photosynthesis and respiration.	
e. Students know a vital part of an ecosystem is the stability of its producers and decomposers.	
f. Students know at each link in a food web some energy is stored in newly made structures but much energy is dissipated into the environment as heat. This dissipation may be represented in an energy pyramid.	
g. * Students know how to distinguish between the accommodation of an individual organism to its environment and the gradual adaptation of a lineage of organisms through genetic change.	
Evolution	
The frequency of an allele in a gene pool of a population depends on many factors and may be stable or unstable over time. As a basis for understanding this concept:	
a. Students know why natural selection acts on the phenotype rather than the genotype of an organism.	Change 2 – Human Populations
b. Students know why alleles that are lethal in a homozygous individual may be carried in a heterozygote and thus maintained in a gene pool.	
c. Students know new mutations are constantly being generated in a gene pool.	
d. Students know variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions.	
e. * Students know the conditions for Hardy-Weinberg equilibrium in a population and why these conditions are not likely to appear in nature	
f. * Students know how to solve the Hardy-Weinberg equation to predict the frequency of genotypes in a population, given the frequency of phenotypes	
Evolution is the result of genetic changes that occur in constantly changing environments. As a basis for understanding this concept:	
a. Students know how natural selection determines the differential survival of groups of organisms.	Change 2 – Human Populations
b. Students know a great diversity of species increases the chance that at least some organisms survive major changes in the environment.	
c. Students know the effects of genetic drift on the diversity of organisms in a	

population.	
d. Students know reproductive or geographic isolation affects speciation.	
e. Students know how to analyze fossil evidence with regard to biological diversity, episodic speciation, and mass extinction.	
f. * Students know how to use comparative embryology, DNA or protein sequence comparisons, and other independent sources of data to create a branching diagram (cladogram) that shows probable evolutionary relationships.	
g. * Students know how several independent molecular clocks, calibrated against each other and combined with evidence from the fossil record, can help to estimate how long ago various groups of organisms diverged evolutionarily from one another.	
Physiology	
As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic) despite changes in the outside environment. As a basis for understanding this concept:	
a. Students know how the complementary activity of major body systems provides cells with oxygen and nutrients and removes toxic waste products such as carbon dioxide.	Sustainability 2 – Individual
b. Students know how the nervous system mediates communication between different parts of the body and the body's interactions with the environment.	Sustainability 5 – Civic Action Change 1 – Individuals
c. Students know how feedback loops in the nervous and endocrine systems regulate conditions in the body.	Change 1 – Individuals
d. Students know the functions of the nervous system and the role of neurons in transmitting electrochemical impulses.	Sustainability 5 – Civic Action Change 1 – Individuals
e. Students know the roles of sensory neurons, interneurons, and motor neurons in sensation, thought, and response	Change 6 - Expression
f. * Students know the individual functions and sites of secretion of digestive enzymes (amylases, proteases, nucleases, lipases), stomach acid, and bile salts.	Sustainability 3 – Food/Energy
g. * Students know the homeostatic role of the kidneys in the removal of nitrogenous wastes and the role of the liver in blood detoxification and glucose balance.	Sustainability 2 – Individual
h. * Students know the cellular and molecular basis of muscle contraction, including the roles of actin, myosin, Ca^{+2} , and ATP.	Change 1 – Individuals
i. * Students know how hormones (including digestive, reproductive, osmoregulatory) provide internal feedback mechanisms for homeostasis at the cellular level and in whole organisms.	
Organisms have a variety of mechanisms to combat disease. As a basis for understanding the human immune response:	
a. Students know the role of the skin in providing nonspecific defenses against infection.	Sustainability 2 – Individual
b. Students know the role of antibodies in the body's response to infection.	
c. Students know how vaccination protects an individual from infectious diseases.	
d. Students know there are important differences between bacteria and viruses with respect to their requirements for growth and replication, the body's primary defenses against bacterial and viral infections, and effective treatments of these infections.	
e. Students know why an individual with a compromised immune system (for example, a person with AIDS) may be unable to fight off and survive infections by microorganisms that are usually benign.	
f. * Students know the roles of phagocytes, B-lymphocytes, and T-lymphocytes in the immune system	

Earth Sciences - Grades Nine Through Twelve

--Standards that all students are expected to achieve in the course of their studies are unmarked.

--Standards that all students should have the opportunity to learn are marked with an asterisk (*).

Earth's Place in the Universe

Dynamic Earth Astronomy and planetary exploration reveal the solar system's structure, scale, and change over time. As a basis for understanding this concept:

a. Students know how the differences and similarities among the sun, the terrestrial planets, and the gas planets may have been established during the formation of the solar system.	Origins 1 - Universe
b. Students know the evidence from Earth and moon rocks indicates that the solar system was formed from a nebular cloud of dust and gas approximately 4.6 billion years ago.	
c. Students know the evidence from geological studies of Earth and other planets suggest that the early Earth was very different from Earth today.	
d. Students know the evidence indicating that the planets are much closer to Earth than the stars are.	
e. Students know the Sun is a typical star and is powered by nuclear reactions, primarily the fusion of hydrogen to form helium.	
f. Students know the evidence for the dramatic effects that asteroid impacts have had in shaping the surface of planets and their moons and in mass extinctions of life on Earth.	Origins 2 - Life
g. * Students know the evidence for the existence of planets orbiting other stars.	

Earth-based and space-based astronomy reveal the structure, scale, and changes in stars, galaxies, and the universe over time. As a basis for understanding this concept:

a. Students know the solar system is located in an outer edge of the disc-shaped Milky Way galaxy, which spans 100,000 light years.	Origins 1 - Universe
b. Students know galaxies are made of billions of stars and comprise most of the visible mass of the universe.	
c. Students know the evidence indicating that all elements with an atomic number greater than that of lithium have been formed by nuclear fusion in stars.	
d. Students know that stars differ in their life cycles and that visual, radio, and X-ray telescopes may be used to collect data that reveal those differences.	
e. * Students know accelerators boost subatomic particles to energy levels that simulate conditions in the stars and in the early history of the universe before stars formed.	
f. * Students know the evidence indicating that the color, brightness, and evolution of a star are determined by a balance between gravitational collapse and nuclear fusion.	
g. * Students know how the red-shift from distant galaxies and the cosmic background radiation provide evidence for the "big bang" model that suggests that the universe has been expanding for 10 to 20 billion years.	

Processes

Plate tectonics operating over geologic time has changed the patterns of land, sea, and mountains on Earth's surface. As the basis for understanding this concept:

a. Students know features of the ocean floor (magnetic patterns, age, and sea-floor topography) provide evidence of plate tectonics.	
b. Students know the principal structures that form at the three different kinds of plate boundaries.	

c.	Students know how to explain the properties of rocks based on the physical and chemical conditions in which they formed, including plate tectonic processes.	
d.	Students know why and how earthquakes occur and the scales used to measure their intensity and magnitude.	
e.	Students know there are two kinds of volcanoes: one kind with violent eruptions producing steep slopes and the other kind with voluminous lava flows producing gentle slopes.	
f.	* Students know the explanation for the location and properties of volcanoes that are due to hot spots and the explanation for those that are due to subduction.	
<i>Energy in the Earth System</i>		
Energy enters the Earth system primarily as solar radiation and eventually escapes as heat. As a basis for understanding this concept:		
a.	Students know the relative amount of incoming solar energy compared with Earth's internal energy and the energy used by society.	
b.	Students know the fate of incoming solar radiation in terms of reflection, absorption, and photosynthesis.	Sustainability 1 – Human Populations
c.	Students know the different atmospheric gases that absorb the Earth's thermal radiation and the mechanism and significance of the greenhouse effect.	
d.	* Students know the differing greenhouse conditions on Earth, Mars, and Venus; the origins of those conditions; and the climatic consequences of each.	
Heating of Earth's surface and atmosphere by the sun drives convection within the atmosphere and oceans, producing winds and ocean currents. As a basis for understanding this concept:		
a.	Students know how differential heating of Earth results in circulation patterns in the atmosphere and oceans that globally distribute the heat.	
b.	Students know the relationship between the rotation of Earth and the circular motions of ocean currents and air in pressure centers.	
c.	Students know the origin and effects of temperature inversions.	
d.	Students know properties of ocean water, such as temperature and salinity, can be used to explain the layered structure of the oceans, the generation of horizontal and vertical ocean currents, and the geographic distribution of marine organisms.	
e.	Students know rain forests and deserts on Earth are distributed in bands at specific latitudes.	
f.	* Students know the interaction of wind patterns, ocean currents, and mountain ranges results in the global pattern of latitudinal bands of rain forests and deserts.	
g.	* Students know features of the ENSO (El Niño southern oscillation) cycle in terms of sea-surface and air temperature variations across the Pacific and some climatic results of this cycle.	
Climate is the long-term average of a region's weather and depends on many factors. As a basis for understanding this concept:		
a.	Students know weather (in the short run) and climate (in the long run) involve the transfer of energy into and out of the atmosphere.	Sustainability 1 - Human Populations
b.	Students know the effects on climate of latitude, elevation, topography, and proximity to large bodies of water and cold or warm ocean currents.	
c.	Students know how Earth's climate has changed over time, corresponding to changes in Earth's geography, atmospheric composition, and other factors, such as solar radiation and plate movement.	
d.	* Students know how computer models are used to predict the effects of the increase in greenhouse gases on climate for the planet as a whole and for specific regions.	

<i>Biogeochemical Cycles</i>	
Each element on Earth moves among reservoirs, which exist in the solid earth, in oceans, in the atmosphere, and within and among organisms as part of biogeochemical cycles. As a basis for understanding this concept	
a. Students know the carbon cycle of photosynthesis and respiration and the nitrogen cycle.	Sustainability 3 - Food/Energy
b. Students know the global carbon cycle: the different physical and chemical forms of carbon in the atmosphere, oceans, biomass, fossil fuels, and the movement of carbon among these reservoirs.	
c. Students know the movement of matter among reservoirs is driven by Earth's internal and external sources of energy.	
d. * Students know the relative residence times and flow characteristics of carbon in and out of its different reservoirs.	
<i>Structure and Composition of the Atmosphere</i>	
Life has changed Earth's atmosphere, and changes in the atmosphere affect conditions for life. As a basis for understanding this concept:	
a. Students know the thermal structure and chemical composition of the atmosphere.	
b. Students know how the composition of Earth's atmosphere has evolved over geologic time and know the effect of outgassing, the variations of carbon dioxide concentration, and the origin of atmospheric oxygen.	
c. Students know the location of the ozone layer in the upper atmosphere, its role in absorbing ultraviolet radiation, and the way in which this layer varies both naturally and in response to human activities.	
<i>California Geology</i>	
The geology of California underlies the state's wealth of natural resources as well as its natural hazards. As a basis for understanding this concept:	
a. Students know the resources of major economic importance in California and their relation to California's geology.	Change 4 - Organization
b. Students know the principal natural hazards in different California regions and the geologic basis of those hazards.	
c. Students know the importance of water to society, the origins of California's fresh water, and the relationship between supply and need.	
d. * Students know how to analyze published geologic hazard maps of California and know how to use the map's information to identify evidence of geologic events of the past and predict geologic changes in the future.	
Investigation & Experimentation - Grades 9 To 12	
Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other four strands, students should develop their own questions and perform investigations. Students will:	
a. Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.	Multiple units
b. Identify and communicate sources of unavoidable experimental error.	Multiple units
c. Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.	Multiple units
d. Formulate explanations by using logic and evidence.	Multiple units
e. Solve scientific problems by using quadratic equations and simple	

trigonometric, exponential, and logarithmic functions.	
f. Distinguish between hypothesis and theory as scientific terms.	Multiple units
g. Recognize the usefulness and limitations of models and theories as scientific representations of reality.	Multiple units
h. Read and interpret topographic and geologic maps.	
i. Analyze the locations, sequences, or time intervals that are characteristic of natural phenomena (e.g., relative ages of rocks, locations of planets over time, and succession of species in an ecosystem).	
j. Recognize the issues of statistical variability and the need for controlled tests.	Multiple units
k. Recognize the cumulative nature of scientific evidence.	Multiple units
l. Analyze situations and solve problems that require combining and applying concepts from more than one area of science.	Multiple units
m. Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.	Multiple units
n. Know that when an observation does not agree with an accepted scientific theory, the observation is sometimes mistaken or fraudulent (e.g., the Piltdown Man fossil or unidentified flying objects) and that the theory is sometimes wrong (e.g., the Ptolemaic model of the movement of the Sun, Moon, and planets).	

Common Core English and Language Arts Standards

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

READING – LITERATURE

9/10th

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Multiple Units
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Multiple Units
3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Multiple Units
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	Multiple Units
5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	Multiple Units
6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	Multiple Units
7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).	Multiple Units
8. Analyze how an author draws on and transforms source material in a specific work (e.g.,	Multiple Units

how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	
9. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	Multiple Units
11/12th	
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	Multiple Units
2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	Multiple Units
3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	Multiple Units
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	Multiple Units
5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	Multiple Units
6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	Multiple Units
7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	Multiple Units
8. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	Multiple Units
9. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.	Multiple Units
READING – NONFICTION	
9/10th	
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Multiple Units
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Multiple Units
3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	Multiple Units
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion	Multiple Units

differs from that of a newspaper).	
5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	Multiple Units
6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	Multiple Units
7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.	Multiple Units
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	Multiple Units
9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.	
10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	Multiple Units
11/12th	
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	Multiple Units
2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	Multiple Units
3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	Multiple Units
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	Multiple Units
5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	Multiple Units
6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	Multiple Units
7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	Multiple Units
8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	
9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.	
10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.	Multiple Units
WRITING	

9th/10th	
1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Multiple Units
a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	Multiple Units
b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	Multiple Units
c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	Multiple Units
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Multiple Units
e. Provide a concluding statement or section that follows from and supports the argument presented.	Multiple Units
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	Multiple Units
a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	Multiple Units
b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	Multiple Units
c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	Multiple Units
d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	Multiple Units
e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Multiple Units
f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	Multiple Units
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Multiple Units
a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	Multiple Units
b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	Multiple Units
c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	Multiple Units
d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	Multiple Units
e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Multiple Units
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Multiple Units
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)	Multiple Units

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	Multiple Units
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Multiple Units
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Multiple Units
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Multiple Units
a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).	Multiple Units
b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).	Multiple Units
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.	Multiple Units
11th/12th	
1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Multiple Units
a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	Multiple Units
b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.	Multiple Units
c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	Multiple Units
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Multiple Units
e. Provide a concluding statement or section that follows from and supports the argument presented.	Multiple Units
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	Multiple Units
a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	Multiple Units
b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.	Multiple Units
c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	Multiple Units
d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	Multiple Units
e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Multiple Units

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	Multiple Units
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Multiple Units
a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	Multiple Units
b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	Multiple Units
c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	Multiple Units
d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	Multiple Units
e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Multiple Units
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Multiple Units
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)	Multiple Units
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	Multiple Units
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Multiple Units
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Multiple Units
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Multiple Units
a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).	Multiple Units
b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).	Multiple Units
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.	Multiple Units
SPEAKING AND LISTENING	
9/10th	
1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	Multiple Units
a. Come to discussions prepared, having read and researched material under study; explicitly	Multiple Units

draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	
b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	Multiple Units
c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	Multiple Units
d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	Multiple Units
2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	Multiple Units
3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	Multiple Units
4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	Multiple Units
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Multiple Units
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Multiple Units
11/12th	
1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	Multiple Units
a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	Multiple Units
b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	Multiple Units
c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	Multiple Units
d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	Multiple Units
2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	Multiple Units
3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	Multiple Units
4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	Multiple Units
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Multiple Units
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Multiple Units
LANGUAGE	

9/10th	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Multiple Units
a. Use parallel structure.*	Multiple Units
b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	Multiple Units
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Multiple Units
a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	Multiple Units
b. Use a colon to introduce a list or quotation.	Multiple Units
c. Spell correctly.	Multiple Units
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.	Multiple Units
a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.	Multiple Units
11/12th	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Multiple Units
a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	Multiple Units
b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.	Multiple Units
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Multiple Units
a. Observe hyphenation conventions.	Multiple Units
b. Spell correctly.	Multiple Units
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.	Multiple Units
a. Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	Multiple Units
SOCIAL STUDIES LITERACY	
9/10TH	
1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	Change 2
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	Change 2
3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	Change 2
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	Change 2
5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	Change 2
6. Compare the point of view of two or more authors for how they treat the same or similar	Change 2

topics, including which details they include and emphasize in their respective accounts.	
7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	Change 2
8. Assess the extent to which the reasoning and evidence in a text support the author's claims.	Change 2
9. Compare and contrast treatments of the same topic in several primary and secondary sources.	Change 2
10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	Change 2
11/12TH	
1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	Sustainability 4,5 Purpose 1
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	Sustainability 4,5 Purpose 1
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	Sustainability 4,5 Purpose 1
4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	Sustainability 4,5 Purpose 1
5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	Sustainability 4,5 Purpose 1
6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	Sustainability 4,5 Purpose 1
7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	Sustainability 4,5 Purpose 1
8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	Sustainability 4,5 Purpose 1
9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	Sustainability 4,5 Purpose 1
10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.	Sustainability 4,5 Purpose 1
SCIENCE LITERACY	
9/10th	
1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	Change 1,2,3
2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	Change 1,2,3
3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	Change 1,2,3
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.	Change 1,2,3
5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).	Change 1,2,3

6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	Change 1,2,3
7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	Change 1,2,3
8. Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.	Change 1,2,3
9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	Change 1,2,3
10. By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.	Change 1,2,3
11/12th	
1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.	Sustainability 1,3
2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.	Sustainability 1,3
3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.	Sustainability 1,3
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.	Sustainability 1,3
5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.	Sustainability 1,3
6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.	Sustainability 1,3
7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.	Sustainability 1,3
8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.	Sustainability 1,3
9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	Sustainability 1,3
10. By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.	Sustainability 1,3
WRITING FOR HISTORY, SCIENCE, TECHNICAL	
9/10th	
1. Write arguments focused on discipline-specific content.	Change 1
a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.	Change 1
b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.	Change 1

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	Change 1
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Change 1
e. Provide a concluding statement or section that follows from or supports the argument presented.	Change 1
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	Change 1
a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	Change 1
b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	Change 1
c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.	Change 1
d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.	Change 1
e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Change 1
f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	Change 1
3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Origins 2 Change 1
4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Change 1
5. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display	Change 1
6. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Change 1
7. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Change 1
8. Draw evidence from informational texts to support analysis, reflection, and research.	Change 1
9. 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.	Change 1
11/12th	
1. Write arguments focused on discipline-specific content.	Sustainability 1 Purpose 1, 2
a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.	Sustainability 1 Purpose 1, 2
b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both	Sustainability 1 Purpose 1, 2

claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.	
c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	Sustainability 1 Purpose 1, 2
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Sustainability 1 Purpose 1, 2
e. Provide a concluding statement or section that follows from or supports the argument presented.	Sustainability 1 Purpose 1, 2
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	Sustainability 1 Purpose 1, 2
a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	Sustainability 1 Purpose 1, 2
b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	Sustainability 1 Purpose 1, 2
c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among	Sustainability 1 Purpose 1, 2
d. complex ideas and concepts.	
e. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.	Sustainability 1 Purpose 1, 2
f. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).	Sustainability 1 Purpose 1, 2
3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Sustainability 1 Purpose 1
4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Sustainability 1 Purpose 1, 2
5. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	Origins 2, 3, 6 Sustainability 1 Purpose 1, 2
6. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Sustainability 1 Purpose 1, 2
7. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	Sustainability 1 Purpose 1, 2
8. Draw evidence from informational texts to support analysis, reflection, and research.	Sustainability 1 Purpose 1, 2
9. 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.	Sustainability 1 Purpose 1, 2

United States History and Geography: Continuity and Change in the Twentieth Century

Students in grade eleven study the major turning points in American history in the twentieth century. Following a review of the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals, students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. They learn that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principles that are not always basic to citizens of other countries. Students understand that our rights under the U.S. Constitution are a precious inheritance that depends on an educated citizenry for their preservation and protection.

11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

1. Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.	Change – Cultures Origins-Life
2. Analyze the ideological origins of the American Revolution, the Founding Fathers' philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.	
3. Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.	
4. Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power.	

11.2 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.

1. Know the effects of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair's <i>The Jungle</i> .	Change 2 - Human Populations
2. Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.	
3. Trace the effect of the Americanization movement.	
4. Analyze the effect of urban political machines and responses to them by immigrants and middle-class reformers.	
5. Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.	
6. Trace the economic development of the United States and its emergence as a major industrial power, including its gains from trade and the advantages of its physical geography.	
7. Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel (e.g., using biographies of William Graham Sumner, Billy Sunday, Dwight L. Moody).	
8. Examine the effect of political programs and activities of Populists.	

<p>9. Understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Children's Bureau, the Sixteenth Amendment, Theodore Roosevelt, Hiram Johnson).</p>	
<p>11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.</p>	
<p>1. Describe the contributions of various religious groups to American civic principles and social reform movements (e.g., civil and human rights, individual responsibility and the work ethic, antimonarchy and self-rule, worker protection, family-centered communities).</p>	<p>Purpose 2 - Wisdom</p>
<p>2. Analyze the great religious revivals and the leaders involved in them, including the First Great Awakening, the Second Great Awakening, the Civil War revivals, the Social Gospel Movement, the rise of Christian liberal theology in the nineteenth century, the impact of the Second Vatican Council, and the rise of Christian fundamentalism in current times.</p>	
<p>3. Cite incidences of religious intolerance in the United States (e.g., persecution of Mormons, anti-Catholic sentiment, anti-Semitism).</p>	
<p>4. Discuss the expanding religious pluralism in the United States and California that resulted from large-scale immigration in the twentieth century.</p>	
<p>5. Describe the principles of religious liberty found in the Establishment and Free Exercise clauses of the First Amendment, including the debate on the issue of separation of church and state.</p>	
<p>11.4 Students trace the rise of the United States to its role as a world power in the twentieth century.</p>	
<p>1. List the purpose and the effects of the Open Door policy.</p>	<p>Change 1 - Individual</p>
<p>2. Describe the Spanish-American War and U.S. expansion in the South Pacific.</p>	
<p>3. Discuss America's role in the Panama Revolution and the building of the Panama Canal.</p>	
<p>4. Explain Theodore Roosevelt's Big Stick diplomacy, William Taft's Dollar Diplomacy, and Woodrow Wilson's Moral Diplomacy, drawing on relevant speeches.</p>	
<p>5. Analyze the political, economic, and social ramifications of World War I on the home front.</p>	
<p>6. Trace the declining role of Great Britain and the expanding role of the United States in world affairs after World War II.</p>	
<p>11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.</p>	
<p>1. Discuss the policies of Presidents Warren Harding, Calvin Coolidge, and Herbert Hoover.</p>	<p>Change 6 - Expression</p>
<p>2. Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey's "back-to-Africa" movement, the Ku Klux Klan, and immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks.</p>	
<p>3. Examine the passage of the Eighteenth Amendment to the Constitution and the Volstead Act (Prohibition).</p>	
<p>4. Analyze the passage of the Nineteenth Amendment and the changing role of women in society.</p>	
<p>5. Describe the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers (e.g., Zora Neale Hurston, Langston Hughes).</p>	
<p>6. Trace the growth and effects of radio and movies and their role in the worldwide diffusion</p>	

6. Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.	
7. Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.	Change 2 - Human Populations
11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.	
1. Describe the monetary issues of the late nineteenth and early twentieth centuries that gave rise to the establishment of the Federal Reserve and the weaknesses in key sectors of the economy in the late 1920s.	Sustainability 4 - Inequity
2. Understand the explanations of the principal causes of the Great Depression and the steps taken by the Federal Reserve, Congress, and Presidents Herbert Hoover and Franklin Delano Roosevelt to combat the economic crisis.	
3. Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements of the left and right, with particular attention to the Dust Bowl refugees and their social and economic impacts in California.	
4. Analyze the effects of and the controversies arising from New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930s (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies, and energy development projects such as the Tennessee Valley Authority, California Central Valley Project, and Bonneville Dam).	
5. Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and the Congress of Industrial Organizations to current issues of a postindustrial, multinational economy, including the United Farm Workers in California.	
11.7 Students analyze America's participation in World War II.	
1. Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.	Change - Organizations
2. Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.	
3. Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Code Talkers).	
4. Analyze Roosevelt's foreign policy during World War II (e.g., Four Freedoms speech).	
5. Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., <i>Fred Korematsu v. United States of America</i>) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans.	Purpose 1 - Morality
6. Describe major developments in aviation, weaponry, communication, and medicine and the war's impact on the location of American industry and use of resources.	Change - Technology
7. Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki).	Purpose 1 - Morality
8. Analyze the effect of massive aid given to Western Europe under the Marshall Plan to rebuild itself after the war and the importance of a rebuilt Europe to the U.S. economy.	Purpose 4 - Connections and

11.8 Students analyze the economic boom and social transformation of post-World War II America.	
1. Trace the growth of service sector, white collar, and professional sector jobs in business and government.	Change 2 - Human Populations
2. Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.	
3. Examine Truman's labor policy and congressional reaction to it.	
4. Analyze new federal government spending on defense, welfare, interest on the national debt, and federal and state spending on education, including the California Master Plan.	Sustainability 4 - Inequity
5. Describe the increased powers of the presidency in response to the Great Depression, World War II, and the Cold War.	Change - Organizations
6. Discuss the diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions.	Sustainability 1 - Human Populations
7. Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.	
8. Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).	Change 6 - Expression
11.9 Students analyze U.S. foreign policy since World War II.	
1. Discuss the establishment of the United Nations and International Declaration of Human Rights, International Monetary Fund, World Bank, and General Agreement on Tariffs and Trade (GATT) and their importance in shaping modern Europe and maintaining peace and international order.	Purpose - Connections and Conflict
2. Understand the role of military alliances, including NATO and SEATO, in deterring communist aggression and maintaining security during the Cold War.	
3. Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following:	
o The era of McCarthyism, instances of domestic Communism (e.g., Alger Hiss) and blacklisting	
o The Truman Doctrine	
o The Berlin Blockade	
o The Korean War	
o The Bay of Pigs invasion and the Cuban Missile Crisis	
o Atomic testing in the American West, the "mutual assured destruction" doctrine, and disarmament policies	
o The Vietnam War	
o Latin American policy	
4. List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the "nuclear freeze" movement).	
5. Analyze the role of the Reagan administration and other factors in the victory of the West in the Cold War.	
6. Describe U.S. Middle East policy and its strategic, political, and economic interests, including those related to the Gulf War.	Change - Cultures
7. Examine relations between the United States and Mexico in the twentieth century,	Change 2 - Human

7. Examine relations between the United States and Mexico in the twentieth century, including key economic, political, immigration, and environmental issues.	Change 2 - Human Populations
11.10 Students analyze the development of federal civil rights and voting rights.	
1. Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt's ban on racial discrimination in defense industries in 1941, and how African Americans' service in World War II produced a stimulus for President Truman's decision to end segregation in the armed forces in 1948.	Purpose 1 - Morality
2. Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including <i>Dred Scott v. Sandford</i> , <i>Plessy v. Ferguson</i> , <i>Brown v. Board of Education</i> , <i>Regents of the University of California v. Bakke</i> , and California Proposition 209.	
3. Describe the collaboration on legal strategy between African American and white civil rights lawyers to end racial segregation in higher education.	
4. Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King, Jr., Malcolm X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King, Jr.'s "Letter from Birmingham Jail" and "I Have a Dream" speech.	
5. Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.	
6. Analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-Fourth Amendment, with an emphasis on equality of access to education and to the political process.	
7. Analyze the women's rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women.	
11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.	
1. Discuss the reasons for the nation's changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.	Sustainability - Individuals
2. Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy).	
3. Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.	
4. Explain the constitutional crisis originating from the Watergate scandal.	
5. Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.	Sustainability 1 - Human Populations
6. Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.	Sustainability 4 - Inequity
7. Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases	Sustainability 1 - Human Populations

World History, Culture, and Geography: The Modern World

Students in grade ten study major turning points that shaped the modern world, from the late eighteenth century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.

1. Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.	Origins 5 - Organization
2. Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato's <i>Republic</i> and Aristotle's <i>Politics</i> .	Origins 5 - Organization
3. Consider the influence of the U.S. Constitution on political systems in the contemporary world.	Sustainability 6 - Biocultural

10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.

1. Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison).	Change 3 – Culture Change 4 - Organizations
2. List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791).	Origins 5 - Organization
3. Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.	Sustainability 6 - Biocultural
4. Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.	Change 4 - Organizations
5. Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.	Change 4 - Organizations

10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.

1. Analyze why England was the first country to industrialize.	Origins 6 – Wealth
2. Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).	Change 5 - Technology

3. Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.	Change 2 – Human Populations
4. Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.	Origins 6 – Wealth Origins 2 – Life
5. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.	
6. Analyze the emergence of capitalism as a dominant economic pattern and the responses to it	Sustainability 2 - Individual
7. Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe.	Change 3 - Culture
10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.	
1. Describe the rise of industrial economies and their link to imperialism and colonial-ism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).	Change 2 – Human Populations
2. Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.	Purpose 4 – Global Connection and Conflict
3. Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.	Purpose 3 - Career
4. Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.	Sustainability 5 – Civic Action
10.5 Students analyze the causes and course of the First World War.	
1. Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing the civilian population in support of "total war."	Change 4 - Organizations
2. Examine the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, climate).	
3. Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.	
4. Understand the nature of the war and its human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort.	Sustainability 6 - Biocultural
5. Discuss human rights violations and genocide, including the Ottoman government's actions against Armenian citizens.	Purpose 3 - Career
10.6 Students analyze the effects of the First World War.	
6. Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson's Fourteen Points, and the causes and effects of the United States's rejection of the League of Nations on world politics.	Sustainability 2 – Individuals

7. Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.	
8. Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.	
9. Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the "lost generation" of Gertrude Stein, Ernest Hemingway).	Change 3 – Cultures
10.7 Students analyze the rise of totalitarian governments after World War I.	
9. Understand the causes and consequences of the Russian Revolution, including Lenin's use of totalitarian means to seize and maintain control (e.g., the Gulag).	Change 4 – Organizations
10. Trace Stalin's rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine).	Sustainability 2 – Individuals
11. Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits.	
10.8 Students analyze the causes and consequences of World War II.	
9. Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939.	Change 4 – Organizations
10. Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.	
11. Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.	
12. Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower).	
13. Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.	Purpose 4 – Global Connection and Conflict
14. Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.	
10.9 Students analyze the international developments in the post-World World War II world.	
8. Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan.	Change 3 – Cultures
9. Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.	Purpose 4 – Global Connection and Conflict
10. Understand the importance of the Truman Doctrine and the Marshall Plan, which established the pattern for America's postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba,	Change 3 – Cultures

10. Understand the importance of the Truman Doctrine and the Marshall Plan, which established the pattern for America's postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa.	Change 3 – Cultures
11. Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).	Change 4 – Organizations
12. Describe the uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and those countries' resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control.	Sustainability 5 – Civic Action
13. Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.	Purpose 4 – Global Connection and Conflict
14. Analyze the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics.	Sustainability 4 – Inequity
15. Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States.	Purpose 4 – Global Connection and Conflict
10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.	
8. Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.	Sustainability 5 – Civic Action
9. Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.	
10. Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.	
<h2>Principles of American Democracy and Economics</h2> <p>Students in grade twelve pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state, and local governments, with particular attention paid to important historical documents such as the <i>Federalist Papers</i>. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship.</p> <p>In addition to studying government in grade twelve, students will also master fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems. Studied in a historic context are the basic economic principles of micro- and macroeconomics, international economics, comparative economic systems, measurement, and methods.</p>	
<h2>Principles of American Democracy</h2>	
<p>12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.</p>	

1. Analyze the influence of ancient Greek, Roman, English, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, and William Blackstone on the development of American government.	Change 3 - Cultures
2. Discuss the character of American democracy and its promise and perils as articulated by Alexis de Tocqueville.	Change 1 - Individuals
3. Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as "self-evident truths."	Change 3 - Cultures
4. Explain how the Founding Fathers' realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the governed as articulated in the <i>Federalist Papers</i> .	Change 3 - Cultures
5. Describe the systems of separated and shared powers, the role of organized interests (<i>Federalist Paper Number 10</i>), checks and balances (<i>Federalist Paper Number 51</i>), the importance of an independent judiciary (<i>Federalist Paper Number 78</i>), enumerated powers, rule of law, federalism, and civilian control of the military.	Change 3 - Cultures
6. Understand that the Bill of Rights limits the powers of the federal government and state governments.	Change 3 - Cultures
12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.	
1. Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy).	Purpose 1 - Morality
2. Explain how economic rights are secured and their importance to the individual and to society (e.g., the right to acquire, use, transfer, and dispose of property; right to choose one's work; right to join or not join labor unions; copyright and patent).	
3. Discuss the individual's legal obligations to obey the law, serve as a juror, and pay taxes.	
4. Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.	
5. Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others.	
6. Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements).	
12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.	
1. Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.	Sustainability 5 - Civic Action
2. Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.	Sustainability 5 - Civic Action
3. Discuss the historical role of religion and religious diversity.	Purpose 2 - Wisdom
4. Compare the relationship of government and civil society in constitutional democracies to	Sustainability 4 -

the relationship of government and civil society in authoritarian and totalitarian regimes.	Inequity
12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.	
1. Discuss Article I of the Constitution as it relates to the legislative branch, including eligibility for office and lengths of terms of representatives and senators; election to office; the roles of the House and Senate in impeachment proceedings; the role of the vice president; the enumerated legislative powers; and the process by which a bill becomes a law.	Origins 5 - Organization
2. Explain the process through which the Constitution can be amended.	
3. Identify their current representatives in the legislative branch of the national government.	
4. Discuss Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers.	
5. Discuss Article III of the Constitution as it relates to judicial power, including the length of terms of judges and the jurisdiction of the Supreme Court.	
6. Explain the processes of selection and confirmation of Supreme Court justices.	
12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.	
1. Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the-law clauses of the Fourteenth Amendment.	Purpose 1 - Morality
2. Analyze judicial activism and judicial restraint and the effects of each policy over the decades (e.g., the Warren and Rehnquist courts).	Origins 5 - Organization
3. Evaluate the effects of the Court's interpretations of the Constitution in <i>Marbury v. Madison</i> , <i>McCulloch v. Maryland</i> , and <i>United States v. Nixon</i> , with emphasis on the arguments espoused by each side in these cases.	
4. Explain the controversies that have resulted over changing interpretations of civil rights, including those in <i>Plessy v. Ferguson</i> , <i>Brown v. Board of Education</i> , <i>Miranda v. Arizona</i> , <i>Regents of the University of California v. Bakke</i> , <i>Adarand Constructors, Inc. v. Pena</i> , and <i>United States v. Virginia</i> (VMI).	Purpose 1 - Morality
12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.	
1. Analyze the origin, development, and role of political parties, noting those occasional periods in which there was only one major party or were more than two major parties.	Sustainability 5 - Civic Action
2. Discuss the history of the nomination process for presidential candidates and the increasing importance of primaries in general elections.	
3. Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding.	
4. Describe the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, running for political office).	
5. Discuss the features of direct democracy in numerous states (e.g., the process of referendums, recall elections).	
6. Analyze trends in voter turnout; the causes and effects of reapportionment and redistricting, with special attention to spatial districting and the rights of minorities; and the function of the Electoral College.	

12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.	
1. Explain how conflicts between levels of government and branches of government are resolved.	Origins 5 - Organization
2. Identify the major responsibilities and sources of revenue for state and local governments.	
3. Discuss reserved powers and concurrent powers of state governments.	
4. Discuss the Ninth and Tenth Amendments and interpretations of the extent of the federal government's power.	
5. Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders.	
6. Compare the processes of lawmaking at each of the three levels of government, including the role of lobbying and the media.	
7. Identify the organization and jurisdiction of federal, state, and local (e.g., California) courts and the interrelationships among them.	
8. Understand the scope of presidential power and decision making through examination of case studies such as the Cuban Missile Crisis, passage of Great Society legislation, War Powers Act, Gulf War, and Bosnia.	
12.8 Students evaluate and take and defend positions on the influence of the media on American political life.	
1. Discuss the meaning and importance of a free and responsible press.	Origins 4 - Expression
2. Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics.	
3. Explain how public officials use the media to communicate with the citizenry and to shape public opinion.	
12.9 Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.	
1. Explain how the different philosophies and structures of feudalism, mercantilism, socialism, fascism, communism, monarchies, parliamentary systems, and constitutional liberal democracies influence economic policies, social welfare policies, and human rights practices.	Origins 6 - Wealth
2. Compare the various ways in which power is distributed, shared, and limited in systems of shared powers and in parliamentary systems, including the influence and role of parliamentary leaders (e.g., William Gladstone, Margaret Thatcher).	Sustainability 5 - Civic Action
3. Discuss the advantages and disadvantages of federal, con federal, and unitary systems of government.	
4. Describe for at least two countries the consequences of conditions that gave rise to tyrannies during certain periods (e.g., Italy, Japan, Haiti, Nigeria, Cambodia).	Sustainability 4 - Inequity
5. Identify the forms of illegitimate power that twentieth-century African, Asian, and Latin American dictators used to gain and hold office and the conditions and interests that supported them.	Sustainability 5 - Civic Action
6. Identify the ideologies, causes, stages, and outcomes of major Mexican, Central American, and South American revolutions in the nineteenth and twentieth centuries.	
7. Describe the ideologies that give rise to Communism, methods of maintaining control, and the movements to overthrow such governments in Czechoslovakia, Hungary, and Poland, including the roles of individuals (e.g., Alexander Solzhenitsyn, Pope John Paul II, Lech Walesa, Vaclav Havel).	

8. Identify the successes of relatively new democracies in Africa, Asia, and Latin America and the ideas, leaders, and general societal conditions that have launched and sustained, or failed to sustain, them.	
12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.	Sustainability 5 - Civic Action
Principles of Economics	
12.1 Students understand common economic terms and concepts and economic reasoning.	
1. Examine the causal relationship between scarcity and the need for choices.	Origins 6 - Wealth
2. Explain opportunity cost and marginal benefit and marginal cost.	
3. Identify the difference between monetary and non monetary incentives and how changes in incentives cause changes in behavior.	Sustainability 3 – Food & Energy
4. Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.	
5. Analyze the role of a market economy in establishing and preserving political and personal liberty (e.g., through the works of Adam Smith).	Origins 5 - Organization
12.2 Students analyze the elements of America's market economy in a global setting.	
1. Understand the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand.	Origins 6 - Wealth
2. Discuss the effects of changes in supply and/ or demand on the relative scarcity, price, and quantity of particular products.	
3. Explain the roles of property rights, competition, and profit in a market economy.	
4. Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy.	
5. Understand the process by which competition among buyers and sellers determines a market price.	
6. Describe the effect of price controls on buyers and sellers.	
7. Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.	
8. Explain the role of profit as the incentive to entrepreneurs in a market economy.	
9. Describe the functions of the financial markets.	
10. Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.	Sustainability 3 – Food & Energy
12.3 Students analyze the influence of the federal government on the American economy.	
1. Understand how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumers' rights.	Sustainability 1 – Human Populations
2. Identify the factors that may cause the costs of government actions to outweigh the benefits.	Origins 5 - Organization
3. Describe the aims of government fiscal policies (taxation, borrowing, spending) and their	

influence on production, employment, and price levels.	
4. Understand the aims and tools of monetary policy and their influence on economic activity (e.g., the Federal Reserve).	Origins 6 - Wealth
12.4 Students analyze the elements of the U.S. labor market in a global setting.	
1. Understand the operations of the labor market, including the circumstances surrounding the establishment of principal American labor unions, procedures that unions use to gain benefits for their members, the effects of unionization, the mini-mum wage, and unemployment insurance.	Origins 5 - Organization
2. Describe the current economy and labor market, including the types of goods and services produced, the types of skills workers need, the effects of rapid technological change, and the impact of international competition.	Origins 5 - Organization
3. Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.	Sustainability 4 - Inequity
4. Explain the effects of international mobility of capital and labor on the U.S. economy.	Origins 6 - Wealth
12.5 Students analyze the aggregate economic behavior of the U.S. economy.	
1. Distinguish between nominal and real data.	Change 3 - Cultures
2. Define, calculate, and explain the significance of an unemployment rate, the number of new jobs created monthly, an inflation or deflation rate, and a rate of economic growth.	
3. Distinguish between short-term and long-term interest rates and explain their relative significance.	Origins 6 - Wealth
12.6 Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States's borders.	
1. Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of twentieth-century trade among countries in the Western Hemisphere.	Change 3 - Cultures
2. Compare the reasons for and the effects of trade restrictions during the Great Depression compared with present-day arguments among labor, business, and political leaders over the effects of free trade on the economic and social interests of various groups of Americans.	Sustainability 5 - Civic Action
3. Understand the changing role of international political borders and territorial sovereignty in a global economy.	Change 3 - Cultures
4. Explain foreign exchange, the manner in which exchange rates are determined, and the effects of the dollar's gaining (or losing) value relative to other currencies.	Origins 6 - Wealth

Dance Standards Grades Nine Through Twelve

Note: The proficient level of achievement for students in grades nine through twelve can be attained at the end of one year of high school study within the discipline of dance after the student has attained the level of achievement in dance required of all students in grade eight.

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

<i>Development of Motor Skills, Technical Expertise, and Dance Movements</i>		
1.1	Demonstrate refined physical coordination when performing movement phrases (e.g., alignment, agility, balance, strength).	Origins 3 Purpose 1
1.2	Memorize and perform works of dance, demonstrating technical accuracy and consistent artistic intent.	Origins 3 Purpose 1
1.3	Perform in multiple dance genres (e.g., modern, ballet, jazz, tap, traditional/recreational).	
<i>Comprehension and Analysis of Dance Elements</i>		
1.4	Demonstrate clarity of intent while applying kinesthetic principles for all dance elements.	Origins 3
<i>Development of Dance Vocabulary</i>		
1.5	Apply knowledge of dance vocabulary to distinguish how movement looks physically in space, time, and force/energy).	Origins 3
2.0 CREATIVE EXPRESSION		
Creating, Performing, and Participating in Dance		
Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.		
<i>Creation/Invention of Dance Movement</i>		
2.1	Create a body of works of dance demonstrating originality, unity, and clarity of intent.	Origins 3 Purpose 1
<i>Application of Choreographic Principles and Processes to Creating Dance</i>		Origins 3
2.2	Identify and apply basic music elements (e.g., rhythm, meter, tempo, timbre) to construct and perform dances.	Origins 3
2.3	Design a dance that utilizes an established dance style or genre.	Origins 3
<i>Communication of Meaning in Performance of Dance</i>		
2.4	Perform original works that employ personal artistic intent and communicate effectively.	Origins 3 Purpose 1
2.5	Perform works by various dance artists communicating the original intent of the work while employing personal artistic intent and interpretation.	Origins 3
<i>Development of Partner and Group Skills</i>		
2.6	Collaborate with peers in the development of choreography in groups (e.g., duets, trios, small ensembles).	Purpose 1
2.7	Teach movement patterns and phrases to peers.	
3.0 HISTORICAL AND CULTURAL CONTEXT		
Understanding the Historical Contributions and Cultural Dimensions of Dance		
Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.		
<i>Development of Dance</i>		
3.1	Identify and perform folk/traditional, social, and theatrical dances with appropriate stylistic nuances.	Origins 3 Purpose 1
3.2	Describe ways in which folk/traditional, social, and theatrical dances reflect their specific	Origins 3

cultural context.	
<i>History and Function of Dance</i>	
3.3 Explain how the works of dance by major choreographers communicate universal themes and sociopolitical issues in their historical/cultural contexts (e.g., seventeenth-century Italy, eighteenth-century France, the women’s suffrage movement, dance in the French courts, Chinese cultural revolution).	
<i>Diversity of Dance</i>	
3.4 Explain how dancers from various cultures and historical periods reflect diversity and values (e.g., ethnicity, gender, body types, and religious intent).	Origins 3
4.0 AESTHETIC VALUING	
Responding to, Analyzing, and Making Judgments About Works of Dance	
Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.	
<i>Description, Analysis, and Criticism of Dance</i>	
4.1 Describe how the qualities of a theatrical production contribute to the success of a dance performance (e.g., music, lighting, costuming, text, set design).	
4.2 Apply criteria-based assessments appropriate to various dance forms (e.g., concert jazz, street, liturgical).	
4.3 Defend personal preferences about dance styles and choreographic forms, using criteria-based assessment.	
<i>Meaning and Impact of Dance</i>	
4.4 Research and identify dances from different historic periods or cultures and make connections between social change and artistic expression in dance.	
4.5 Identify and evaluate the advantages and limitations of viewing live and recorded dance performances.	
5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS	
Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers	
Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.	
<i>Connections and Applications Across Disciplines</i>	
5.1 Demonstrate effective use of technology for recording, analyzing, and creating dances.	
5.2 Apply concepts from anatomy, physiology, and physics to the study and practice of dance techniques.	
<i>Development of Life Skills and Career Competencies</i>	
5.3 Explain how dancing presents opportunities and challenges to maintain physical and emotional health and how to apply that information to current training and lifelong habits.	
5.4 Explain how participation in dance develops creative skills for lifelong learning and well-being that are interpersonal and intrapersonal.	
5.5 Examine the training, education, and experience needed to pursue dance career options	

(e.g., performer, choreographer, dance therapist, teacher, historian, critic, filmmaker).	
Dance Standards Grades Nine Through Twelve – Advanced	
<i>Note:</i> The advanced level of achievement for students in grades nine through twelve can be attained at the end of a second year of high school study within the discipline of dance and subsequent to the attainment of the proficient level of achievement.	
1.0 ARTISTIC PERCEPTION	
Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance	
Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.	
<i>Development of Motor Skills, Technical Expertise, and Dance Movements</i>	
1.1 Demonstrate highly developed physical coordination and control when performing complex locomotor and axial movement phrases from a variety of genres (e.g., refined body articulation, agility, balance, strength).	
1.2 Perform in multiple dance genres, integrating an advanced level of technical skill and clear intent.	
1.3 Memorize and perform complicated works of dance at a level of professionalism (i.e., a high level of refinement).	
<i>Comprehension and Analysis of Dance Elements</i>	
1.4 Apply a wide range of kinesthetic communication, demonstrating clarity of intent and stylistic nuance.	
<i>Development of Dance Vocabulary</i>	
1.5 Select specific dance vocabulary to describe movement and dance elements in great detail.	
2.0 CREATIVE EXPRESSION	
Creating, Performing, and Participating in Dance	
Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.	
<i>Creation/Invention of Dance Movement</i>	
2.1 Create a diverse body of works of dance, each of which demonstrates originality, unity, clarity of intent, and a dynamic range of movement.	
<i>Application of Choreographic Principles and Processes to Creating Dance</i>	
2.2 Use dance structures, musical forms, theatrical elements, and technology to create original works.	
2.3 Notate dances, using a variety of systems (e.g., labanotation, motif writing, personal systems).	
<i>Communication of Meaning in Performance of Dance</i>	
2.4 Perform a diverse range of works by various dance artists, maintaining the integrity of the work while applying personal artistic expression.	
<i>Development of Partner and Group Skills</i>	

2.5	Collaborate with peers in the development of complex choreography in diverse groupings (e.g., all male, all female, people standing with people sitting).	
2.6	Teach to peers a variety of complex movement patterns and phrases.	
3.0	HISTORICAL AND CULTURAL CONTEXT	
Understanding Historical Contributions and Cultural Dimensions of Dance		
Students recognize dance in past and present cultures throughout the world.		
<i>Development of Dance</i>		
3.1	Identify, analyze, and perform folk/traditional, social, and theatrical dances with technical accuracy and appropriate stylistic nuances.	
3.2	Analyze the role dancers and choreographers play in the interpretation of dances in various historical and cultural settings.	
<i>History and Function of Dance</i>		
3.3	Compare and contrast universal themes and sociopolitical issues in a variety of dances from different cultural contexts and time periods.	
<i>Diversity of Dance</i>		
3.4	Explain how dancers and choreographers reflect roles, work, and values in selected cultures, countries, and historical periods.	
4.0	AESTHETIC VALUING	
Responding to, Analyzing, and Making Judgments About Works of Dance		
Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.		
<i>Description, Analysis, and Criticism of Dance</i>		
4.1	Critique dance works to improve choreographic structure and artistic presence.	
4.2	Use selected criteria to compare, contrast, and assess various dance forms (e.g., concert jazz, street, liturgical).	
4.3	Analyze evolving personal preferences about dance styles and choreographic forms to identify change and development in personal choices.	
<i>Meaning and Impact of Dance</i>		
4.4	Research and assess how specific dance works change because of the impact of historic and cultural influences on their interpretations (e.g., because of the loss of lives in war, Fancy Dancing, once performed only by men, is now also performed by women).	
4.5	Evaluate how aesthetic principles apply to choreography designed for technological media (e.g., film, video, TV, computer imaging).	
5.0	CONNECTIONS, RELATIONSHIPS, APPLICATIONS	
Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers		
Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and		

related to dance.	
<i>Connections and Applications Across Disciplines</i>	
5.1 Demonstrate effective knowledge and skills in using audiovisual equipment and technology when creating, recording, and producing dance.	
5.2 Compare the study and practice of dance techniques to motion, time, and physical principles from scientific disciplines (e.g., muscle and bone identification and usage; awareness of matter, space, time, and energy/force).	
<i>Development of Life Skills and Career Competencies</i>	
5.3 Synthesize information from a variety of health-related resources to maintain physical and emotional health.	
5.4 Determine the appropriate training, experience, and education needed to pursue a variety of dance and dance-related careers.	
Music Standards Grades Nine Twelve – Proficient	
<i>Note:</i> The proficient level of achievement for grades nine through twelve can be attained at the end of one year of high school study within the discipline of music after the student has attained the level of achievement in music required of all students in grade eight.	
1.0 ARTISTIC PERCEPTION	
Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music	
Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.	
<i>Read and Notate Music</i>	
1.1 Read an instrumental or vocal score of up to four staves and explain how the elements of music are used.	
1.2 Transcribe simple songs when presented aurally into melodic and rhythmic notation (level of difficulty: 1 on a scale of 1–6).	
1.3 Sight-read music accurately and expressively (level of difficulty: 3 on a scale of 1–6).	
<i>Listen to, Analyze, and Describe Music</i>	
1.4 Analyze and describe the use of musical elements and expressive devices (e.g., articulation, dynamic markings) in aural examples in a varied repertoire of music representing diverse genres, styles, and cultures.	
1.5 Identify and explain a variety of compositional devices and techniques used to provide unity, variety, tension, and release in aural examples.	
1.6 Analyze the use of form in a varied repertoire of music representing diverse genres, styles, and cultures.	
2.0 CREATIVE EXPRESSION	
Creating, Performing, and Participating in Music	
Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using	

digital/electronic technology when appropriate.	
<i>Apply Vocal or Instrumental Skills</i>	
2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation—written and memorized, by oneself and in ensembles (level of difficulty: 4 on a scale of 1–6).	
2.2 Sing music written in three or four parts with and without accompaniment.	
2.3 Sing in small ensembles, with one performer for each part.	
2.4 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 4 on a scale of 1–6).	
2.5 Perform on an instrument in small ensembles, with one performer for each part.	
<i>Compose, Arrange, and Improvise</i>	
2.6 Compose music, using musical elements for expressive effect.	
2.7 Compose and arrange music for voices or various acoustic or digital/electronic instruments, using appropriate ranges for traditional sources of sound.	
2.8 Arrange pieces for voices and instruments other than those for which the pieces were originally written.	
2.9 Improvise harmonizing parts, using an appropriate style.	
2.10 Improvise original melodies over given chord progressions.	
3.0 HISTORICAL AND CULTURAL CONTEXT	
Understanding the Historical Contributions and Cultural Dimensions of Music	
Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.	
<i>Role of Music</i>	
3.1 Identify the sources of musical genres of the United States, trace the evolution of those genres, and cite well-known musicians associated with them.	
3.2 Explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements.	
<i>Diversity of Music</i>	
3.3 Describe the differences between styles in traditional folk genres within the United States.	
3.4 Perform music from various cultures and time periods.	
3.5 Classify, by genre or style and historical period or culture, unfamiliar but representative aural examples of music and explain the reasoning for the classification.	
4.0 AESTHETIC VALUING	
Responding to, Analyzing, and Making Judgments About Works of Music	
Students critically assess and derive meaning from works of music and the performance of musicians in a cultural context according to the elements of music, aesthetic qualities, and human responses.	

<i>Analyze and Critically Assess</i>	
4.1 Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply those criteria in personal participation in music.	
4.2 Evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model.	
<i>Derive Meaning</i>	
4.3 Explain how people in a particular culture use and respond to specific musical works from that culture.	
4.4 Describe the means used to create images or evoke feelings and emotions in musical works from various cultures.	
5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS	
Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers	
Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.	
<i>Connections and Applications</i>	
5.1 Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts.	
5.2 Analyze the role and function of music in radio, television, and advertising.	
<i>Careers and Career-Related Skills</i>	
5.3 Research musical careers in radio, television, and advertising.	
Music Standards Grades Nine Through Twelve - Advanced	
<i>Note:</i> The advanced level of achievement for students in grades nine through twelve can be attained at the end of a second year of high school study within the discipline of music and subsequent to the attainment of the proficient level of achievement.	
1.0 ARTISTIC PERCEPTION	
Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music	
Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.	
<i>Read and Notate Music</i>	
1.1 Read a full instrument or vocal score and describe how the elements of music are used.	
1.2 Transcribe simple songs into melodic and rhythmic notation when presented aurally (level of difficulty: 2 on a scale of 1–6).	
1.3 Sight-read music accurately and expressively (level of difficulty: 4 on a scale of 1–6).	

<i>Listen to, Analyze, and Describe Music</i>		
1.4	Analyze and describe significant musical events perceived and remembered in a given aural example.	
1.5	Analyze and describe the use of musical elements in a given work that makes it unique, interesting, and expressive.	Origins 4
1.6	Compare and contrast the use of form, both past and present, in a varied repertoire of music from diverse genres, styles, and cultures.	Origins 4
2.0 CREATIVE EXPRESSION		
Creating, Performing, and Participating in Music		
Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.		
<i>Apply Vocal or Instrumental Skills</i>		
2.1	Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation—written and memorized, by oneself and in ensembles (level of difficulty: 5 on a scale of 1–6).	
2.2	Sing music written in four parts with and without accompaniment.	
2.3	Sing in small ensembles, with one performer for each part (level of difficulty: 5 on a scale of 1–6).	
2.4	Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 5 on a scale of 1–6).	
2.5	Perform in small instrumental ensembles with one performer for each part (level of difficulty: 5 on a scale of 1–6).	
<i>Compose, Arrange, and Improvise</i>		
2.6	Compose music in distinct styles.	
2.7	Compose and arrange music for various combinations of voice and acoustic and digital/electronic instruments, using appropriate ranges and traditional and nontraditional sound sources.	
2.8	Create melodic and rhythmic improvisations in a style or genre within a musical culture (e.g., gamelan, jazz, and mariachi).	
3.0 HISTORICAL AND CULTURAL CONTEXT		
Understanding the Historical Contributions and Cultural Dimensions of Music		
Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.		
<i>Role of Music</i>		
3.1	Analyze how the roles of musicians and composers have changed or remained the same throughout history.	
3.2	Identify uses of music elements in nontraditional art music (e.g., atonal, twelve-tone, serial).	

3.3	Compare and contrast the social function of a variety of music forms in various cultures and time periods.	
<i>Diversity of Music</i>		
3.4	Perform music from a variety of cultures and historical periods.	
3.5	Compare and contrast instruments from a variety of cultures and historical periods.	
3.6	Compare and contrast musical styles within various popular genres in North America and South America.	
3.7	Analyze the stylistic features of a given musical work that define its aesthetic traditions and its historical or cultural context.	
3.8	Compare and contrast musical genres or styles that show the influence of two or more cultural traditions.	
4.0 AESTHETIC VALUING		
Responding to, Analyzing, and Making Judgments About Works of Music		
Students critically assess and derive meaning from works of music and the performance of musicians in a cultural context according to the elements of music, aesthetic qualities, and human responses.		
<i>Analyze and Critically Assess</i>		
4.1	Compare and contrast how a composer's intentions result in a work of music and how that music is used.	
<i>Derive Meaning</i>		
4.2	Analyze and explain how and why people in a particular culture use and respond to specific musical works from their own culture.	
4.3	Compare and contrast the musical means used to create images or evoke feelings and emotions in works of music from various cultures.	
5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS		
Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers		
Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.		
<i>Connections and Applications</i>		
5.1	Explain ways in which the principles and subject matter of music and various disciplines outside the arts are interrelated.	
5.2	Analyze the process for arranging, underscoring, and composing music for film and video productions.	
<i>Careers and Career-Related Skills</i>		
5.3	Identify and explain the various factors involved in pursuing careers in music.	
Theatre Standards Grades Nine Through Twelve -		

Proficient	
<i>Note:</i> The proficient level of achievement for students in grades nine through twelve can be attained at the end of one year of high school study within the discipline of theatre after the student has attained the level of achievement in theatre required of all students in grade eight.	
1.0 ARTISTIC PERCEPTION	
Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre	
Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.	
<i>Development of the Vocabulary of Theatre</i>	
1.1 Use the vocabulary of theatre, such as <i>acting values, style, genre, design, and theme</i> , to describe theatrical experiences.	
<i>Comprehension and Analysis of the Elements of Theatre</i>	
1.2 Document observations and perceptions of production elements, noting mood, pacing, and use of space through class discussion and reflective writing.	
2.0 CREATIVE EXPRESSION	
Creating, Performing, and Participating in Theatre	
Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.	
<i>Development of Theatrical Skills</i>	
2.1 Make acting choices, using script analysis, character research, reflection, and revision through the rehearsal process.	
<i>Theatre Creation/Invention in Theatre</i>	
2.2 Write dialogues and scenes, applying basic dramatic structure: exposition, complication, conflict, crises, climax, and resolution.	
2.3 Design, produce, or perform scenes or plays from a variety of theatrical periods and styles, including Shakespearean and contemporary realism.	
3.0 HISTORICAL AND CULTURAL CONTEXT	
Understanding the Historical Contributions and Cultural Dimensions of Theatre	
Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.	
<i>Role and Cultural Significance of Theatre</i>	
3.1 Identify and compare how film, theatre, television, and electronic media productions influence values and behaviors.	
3.2 Describe the ways in which playwrights reflect and influence their culture in such works as <i>Raisin in the Sun, Antigone, and the Mahabarata</i> .	

<i>History of Theatre</i>		
3.3	Identify key figures, works, and trends in world theatrical history from various cultures and time periods.	Origins 2
4.0 AESTHETIC VALUING		
Responding to, Analyzing, and Critiquing Theatrical Experiences		
Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.		
<i>Critical Assessment of Theatre</i>		
4.1	Compare a traditional interpretation of a play with a nontraditional interpretation and defend the merits of the different interpretations.	Origins 2
<i>Derivation of Meaning from Works of Theatre</i>		
4.2	Report on how a specific actor used drama to convey meaning in his or her performances.	Origins 2
5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS		
Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers		
Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.		
<i>Connections and Applications</i>		
5.1	Describe how skills acquired in theatre may be applied to other content areas and careers.	
<i>Careers and Career-Related Skills</i>		
5.2	Manage time, prioritize responsibilities, and meet completion deadlines for a production as specified by group leaders, team members, or directors.	
5.3	Demonstrate an understanding of the professional standards of the actor, director, scriptwriter, and technical artist, such as the requirements for union membership.	
Theatre Standards Grades Nine Through Twelve - Advanced		
<i>Note:</i> The advanced level of achievement for students in grades nine through twelve can be attained at the end of a second year of high school study within the discipline of theatre and subsequent to the attainment of the proficient level of achievement.		
1.0 ARTISTIC PERCEPTION		
Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre		
Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the		

vocabulary of theatre.	
<i>Development of the Vocabulary of Theatre</i>	
1.1 Use the vocabulary of theatre, such as <i>genre, style, acting values, theme, and design</i> , to describe theatrical experiences.	
<i>Comprehension and Analysis of the Elements of Theatre</i>	
1.2 Research, analyze, or serve as the dramaturg for a play in collaboration with the director, designer, or playwright.	
1.3 Identify the use of metaphor, subtext, and symbolic elements in scripts and theatrical productions.	
2.0 CREATIVE EXPRESSION	
Creating, Performing, and Participating in Theatre	
Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.	
<i>Development of Theatrical Skills</i>	
2.1 Make acting choices, using script analysis, character research, reflection, and revision to create characters from classical, contemporary, realistic, and nonrealistic dramatic texts.	Origins 6
<i>Creation/Invention in Theatre</i>	
2.2 Improvise or write dialogues and scenes, applying basic dramatic structure (exposition, complication, crises, climax, and resolution) and including complex characters with unique dialogue that motivates the action.	Origins 6
2.3 Work collaboratively as designer, producer, or actor to meet directorial goals in scenes and plays from a variety of contemporary and classical playwrights.	Origins 6
3.0 HISTORICAL AND CULTURAL CONTEXT	
Understanding the Historical Contributions and Cultural Dimensions of Theatre	
Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.	
<i>Role and Cultural Significance of Theatre</i>	
3.1 Research and perform monologues in various historical and cultural contexts, using accurate and consistent physical mannerisms and dialect.	Change 3 Sustainability 4
<i>History of Theatre</i>	
3.2 Analyze the impact of traditional and nontraditional theatre, film, television, and electronic media on society.	
3.3 Perform, design, or direct theatre pieces in specific theatrical styles, including classics by such playwrights as Sophocles, Shakespeare, Lope de Vega, Aphra Behn, Moliere, and Chekhov.	
3.4 Compare and contrast specific styles and forms of world theatre. For example, differentiate between Elizabethan comedy and Restoration farce.	
4.0 AESTHETIC VALUING	

Responding to, Analyzing, and Critiquing Theatrical Experiences	
Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.	
<i>Critical Assessment of Theatre</i>	
4.1	Use complex evaluation criteria and terminology to compare and contrast a variety of genres of dramatic literature.
4.2	Draw conclusions about the effectiveness of informal and formal productions, films/videos, or electronic media on the basis of intent, structure, and quality of the work.
<i>Derivation of Meaning from Works of Theatre</i>	
4.3	Develop a thesis based on research as to why people create theatre.
5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS	
Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers	
Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.	
<i>Connections and Applications</i>	
5.1	Create projects in other school courses or places of employment, using tools, techniques, and processes from the study and practice of theatre, film/video, and electronic media.
<i>Careers and Career-Related Skills</i>	
5.2	Demonstrate the ability to create rehearsal schedules, set deadlines, organize priorities, and identify needs and resources when participating in the production of a play or scene.
5.3	Communicate creative, design, and directorial choices to ensemble members, using leadership skills, aesthetic judgment, or problem-solving skills.
5.4	Develop advanced or entry-level competencies for a career in an artistic or technical field in the theatrical arts.
Visual Arts Standards Grades Nine Through Twelve - Proficient	
<i>Note:</i> The proficient level of achievement for students in grades nine through twelve can be attained at the end of one year of high school study within the discipline of the visual arts after the student has attained the level of achievement in visual arts required of all students in grade eight.	
1.0 ARTISTIC PERCEPTION	
Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts	
Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.	
<i>Develop Perceptual Skills and Visual Arts Vocabulary</i>	
1.1	Identify and use the principles of design to discuss, analyze, and write about visual aspects

in the environment and in works of art, including their own.	
1.2 Describe the principles of design as used in works of art, focusing on dominance and subordination.	
<i>Analyze Art Elements and Principles of Design</i>	
1.3 Research and analyze the work of an artist and write about the artist’s distinctive style and its contribution to the meaning of the work.	
1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.	
<i>Impact of Media Choice</i>	
1.5 Analyze the material used by a given artist and describe how its use influences the meaning of the work.	
1.6 Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts.	
2.0 CREATIVE EXPRESSION	
Creating, Performing, and Participating in the Visual Arts	
Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.	
<i>Skills, Processes, Materials, and Tools</i>	
2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.	
2.2 Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills.	
2.3 Develop and refine skill in the manipulation of digital imagery (either still or video).	
2.4 Review and refine observational drawing skills.	
<i>Communication and Expression Through Original Works of Art</i>	
2.5 Create an expressive composition, focusing on dominance and subordination.	
2.6 Create a two- or three-dimensional work of art that addresses a social issue.	
3.0 HISTORICAL AND CULTURAL CONTEXT	
Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts	
Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.	
<i>Role and Development of the Visual Arts</i>	
3.1 Identify similarities and differences in the purposes of art created in selected cultures.	Origins 5 Change 3
3.2 Identify and describe the role and influence of new technologies on contemporary works of art.	
<i>Diversity of the Visual Arts</i>	

3.3	Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.	
3.4	Discuss the purposes of art in selected contemporary cultures.	
4.0 AESTHETIC VALUING		
Responding to, Analyzing, and Making Judgments About Works in the Visual Arts		
Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.		
<i>Derive Meaning</i>		
4.1	Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.	Origins 5 Change 3
4.2	Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.	Origins 5
<i>Make Informed Judgments</i>		
4.3	Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.	
4.4	Articulate the process and rationale for refining and reworking one of their own works of art.	
4.5	Employ the conventions of art criticism in writing and speaking about works of art.	
5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS		
Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers		
Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.		
<i>Connections and Applications</i>		
5.1	Design an advertising campaign for a theatre or dance production held at a school, creating images that represent characters and major events in the production.	
5.2	Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.	Sustainability 4
<i>Visual Literacy</i>		
5.3	Compare and contrast the ways in which different media (television, newspapers, magazines) cover the same art exhibition.	
<i>Careers and Career-Related Skills</i>		
5.4	Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician).	
Visual Arts Standards Grades Nine Through Twelve -		

Advanced	
<i>Note:</i> The advanced level of achievement for students in grades nine through twelve can be attained at the end of a second year of high school study within the discipline of the visual arts and subsequent to the attainment of the proficient level of achievement.	
1.0 ARTISTIC PERCEPTION	
Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts	
Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.	
<i>Develop Perceptual Skills and Visual Arts Vocabulary</i>	
1.1 Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.	
1.2 Discuss a series of their original works of art, using the appropriate vocabulary of art.	
1.3 Analyze their works of art as to personal direction and style.	
<i>Analyze Art Elements and Principles of Design</i>	
1.4 Research two periods of painting, sculpture, film, or other media and discuss their similarities and differences, using the language of the visual arts.	
1.5 Compare how distortion is used in photography or video with how the artist uses distortion in painting or sculpture.	
1.6 Describe the use of the elements of art to express mood in one or more of their works of art.	
<i>Impact of Media Choice</i>	
1.7 Select three works of art from their art portfolio and discuss the intent of the work and the use of the media.	Origins 4
1.8 Analyze the works of a well-known artist as to the art media selected and the effect of that selection on the artist's style.	
2.0 CREATIVE EXPRESSION	
Creating, Performing, and Participating in the Visual Arts	
Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.	
<i>Skills, Processes, Materials, and Tools</i>	
2.1 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.	Change 2
2.2 Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.	Change 2
2.3 Assemble and display objects or works of art as a part of a public exhibition.	
<i>Communicate and Express Through Original Works of Art</i>	
2.4 Demonstrate in their own works of art a personal style and an advanced proficiency in	Change 2,

communicating an idea, theme, or emotion.	Sustainability 4
2.5 Use innovative visual metaphors in creating works of art.	
2.6 Present a universal concept in a multimedia work of art that demonstrates knowledge of technology skills.	
3.0 HISTORICAL AND CULTURAL CONTEXT	
Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts	
Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.	
<i>Role and Development of the Visual Arts</i>	
3.1 Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in the works of art examined.	
3.2 Identify contemporary artists worldwide who have achieved regional, national, or international recognition and discuss ways in which their work reflects, plays a role in, and influences present-day culture.	
<i>Diversity of the Visual Arts</i>	
3.3 Investigate and discuss universal concepts expressed in works of art from diverse cultures.	
3.4 Research the methods art historians use to determine the time, place, context, value, and culture that produced a given work of art.	
4.0 AESTHETIC VALUING	
Responding to, Analyzing, and Making Judgments About Works in the Visual Arts	
Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.	
<i>Derive Meaning</i>	
4.1 Describe the relationship involving the art maker (artist), the making (process), the artwork (product), and the viewer.	
4.2 Identify the intentions of artists creating contemporary works of art and explore the implications of those intentions.	
4.3 Analyze and articulate how society influences the interpretation and message of a work of art.	
<i>Make Informed Judgments</i>	
4.4 Apply various art-related theoretical perspectives to their own works of art and the work of others in classroom critiques.	
4.5 Construct a rationale for the validity of a specific work of art—artwork that falls outside their own conceptions of art.	
4.6 Develop written criteria for the selection of a body of work from their portfolios that represents significant achievements.	
5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS	

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers	
Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.	
<i>Connections and Applications</i>	
5.1 Speculate on how advances in technology might change the definition and function of the visual arts.	
<i>Visual Literacy</i>	
5.2 Compare and contrast works of art, probing beyond the obvious and identifying psychological content found in the symbols and images.	Origins 4
<i>Careers and Career-Related Skills</i>	
5.3 Prepare portfolios of their original works of art for a variety of purposes (e.g., review for postsecondary application, exhibition, job application, and personal collection).	
5.4 Investigate and report on the essential features of modern or emerging technologies that affect or will affect visual artists and the definition of the visual arts.	

Attachment 7: Sample Weekly Schedules

The Integrative Studies period will be organized by teachers according to the needs of particular activities. This schedule contains sample ideas of how that time would be used. The Skills Development period is scheduled with simultaneous classes in Math, Languages, and Writing, using part-time instructors where needed. The "Community Engagement" periods may be scheduled on other days, allowing for special programs such as service learning, internships, and cultural experiences. The Extended Day programs are interchangeable for different students (some may be engaged in service while others have physical education, for example).

		Mon	Tue	Wed	Thu	Fri
9:00 - 10:00	Advisory					
10:00 - 11:15	Skills development	Math	Writing workshop	Math	Math	Community Engagement
11:15 - 12:30		Language/Culture	Language/Culture	Writing workshop	Language/Culture	
12:30 - 1:00	Lunch					
1:00 - 1:45	Integrative Studies	Literature	Science	Community Engagement	Presentations	Reading
1:45 - 2:15						Journal writing
2:15 - 3:00		Social Studies	The Arts		Small groups	Small groups
3:00 - 3:30						Presentations
3:30 - 4:30	Extended Day	School service	Peer tutoring		Physical Ed.	Enrichment

9:00 - 10:00	Advisory					
10:00 - 11:15	Skills development	Math	Writing workshop	Math	Math	Community Engagement
11:15 - 12:30		Language/Culture	Language/Culture	Writing workshop	Language/Culture	
12:30 - 1:00	Lunch					
1:00 - 1:45	Integrative Studies	Literature	Science	Community Engagement	Social Studies	The Arts
1:45 - 2:15						
2:15 - 3:00						
3:00 - 3:30						
3:30 - 4:30	Extended Day	School service	Peer tutoring		Physical Ed.	Enrichment

Attachment 8: Proposed 2011/2012 Academic Calendar

August						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17☛	18☛	19☛	20
21	22	23	24	25	26	27
28	29	30	31			

September						
S	M	T	W	T	F	S
				1	2	3
4	5*	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21☛	22
23	24	25	26	27	28	29
30	31					

November						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11*	12
13	14	15	16	17	18	19
20	21	22	23+	24*	25+	26
27	28	29	30			

December						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23☛	24
25	26*	27+	28+	29+	30+	31

January						
S	M	T	W	T	F	S
1	2+	3+	4+	5+	6+	7
8	9☛	10	11	12	13	14
15	16*	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
30						

February						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20*	21+	22+	23+	24*	25
26	27	28	29			

March						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16+	17+	18+	19+	20+	21
22	23	24	25	26	27	28
29	30					

May						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28*	29	30	31		

June						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8☛	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

July						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Legal Holidays *

Sept. 5 - Labor Day
 Nov. 11 - Veteran's Day
 Nov. 25- Thanksgiving
 Dec. 26 - in lieu of Christmas Day
 Jan. 16 - Martin Luther King Jr. Day (Observed)
 Feb. 20 - Lincoln's Birthday (Observed)
 Feb. 24 - Washington's Birthday (Observed)
 May 28 - Memorial Day (Observed)

First Day of School: August 22
 Last Day of School: June 7

Local Holidays +

Nov. 23-25 - Thanksgiving Break
 Dec. 26-Jan. 6 - Winter Break
 Feb. 20-24 - President's Week
 Apr. 16-20 - Spring Break

Work Day/Staff Development Day ☛ (No Students)

Aug. 17 - 19, Oct. 21, Dec. 23, Jan. 9, June 8

End of Quarter

Oct. 21, Dec.23, April 13, June 7

180 Days - Instruction
 187 Days - Teacher Contract

Attachment 9: Plan for the Development of Faculty and Staff

The founding members of Communitas Charter High School believe that schools are only as strong and effective as their teaching faculty. One of the goals at Communitas is to establish a culture of continuous learning not only for the students, but for the staff as well. Teachers will collaborate to create curriculum and assessments and will be guided by professional development plans created jointly with administrators. In order to achieve this goal, teachers will 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 regularly 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 essential parts of the Communitas culture.

Communitas will implement professional development before each school year begins. During this time teachers will work together to create and research curriculum, design portfolio assessments, and define focus areas for the school year based upon the past year's student achievement data. In addition, teachers will have opportunities to attend workshops 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:

- Weekly grade level and cross grade level meetings where staff will collaborate on curriculum, assessments, and teaching methods;
- Bi-monthly staff meetings designed to discuss the latest research-based educational strategies and enable a professional learning community between all staff
- Professional development determined and led by staff
- A professional resource library and membership to a variety of professional organizations.

Program Highlights

Professional Development Plan

Every staff member will create and maintain a Professional Development Plan (PDP) containing their professional goals for continuous improvement, and all relevant documents delineating past and current trainings that support their goals. The Executive Director and teacher or staff member will have an initial meeting during which mutual goals will be reviewed and a professional growth program developed. The employee will maintain the PDP and will include samples of classroom or school work, observation records, personal reflections, and any other material deemed appropriate as evidence of continuous improvement. The Executive Director will create, maintain, and share his or her own PDP with the staff, as he or she models continued learning to the staff, the students, and the parents of Communitas.

Professional Development Plan Reviews

For all teachers and staff members, there will be a formal opportunity to begin to design their own PDPs during the summer Professional Development Academy. The employee will delineate their professional goals for continuous improvement. There will be a formal PDP review three months after the start of the school year. The purpose of the three-month PDP review shall be to review the staff member's self-assessment, the job description, areas of responsibility, and progress toward goals and outcomes, noting particularly good work, areas for improvement and skill development, and areas in need of improvement. A clear plan for improvement will be created at that time. In addition, at the three-month PDP review, the employee will provide feedback to the Executive Director specific to the Executive Director's job performance and the Executive Director will share with the employee his or her own self-assessment and PDP. Any written feedback or self-assessment materials may be placed into the Executive Director's personnel file. After seven months from the start of the school year, a second PDP review will be held to determine progress made

specific to the three-month PDP review goals. Results of these reviews will be put in writing and placed within the employee's own PDP and the school's personnel file.

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. 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 one (1) formal observation. Probationary teachers will receive four (4) formal observations per year. Results of formal and informal observations, consisting of the teacher's and the Executive Director's observations and recommendations, will be put in writing and included within the teacher's own Professional Development Plan and the school's personnel file.

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 will collaborate together to build and learn strategies that allow them to address the intellectual, social, and physical dimensions of their students. They will learn and foster classroom management skills that promote the view of students as collaborators in building and designing learning and assessments and a classroom climate that's built on consensus.

Teachers as Learners

The teachers at *Communitas* are expected to continue to be learners. Each teacher will:

- Design a personal Professional Development Plan, which will be reviewed by the Executive Director two times per year;
- Attend professional grade level meetings to discuss curriculum and assessment;
- Attend bi-monthly staff meetings to collaborate on teaching practice, student behavior expectations, and other site-related issues; and
- Attend professional development staff work days.

Attachment 10: The Hope Survey

The link between school culture and student performance is direct and powerful. An appropriate culture has a positive impact on student engagement, achievement, and psychological health. Results from the Hope Survey can provide a unique picture into the inner workings of a school—a "diagnostic" measurement of a school culture.

Educational research has found that students' preference for challenge, curiosity and focus on independent mastery all decrease steadily over time, with an especially large drop during the transition from elementary to middle school (Harter, 1981). A similar decline is found in student engagement (Marks, 2000), motivation (Eccles, Midgley, & Adler, 1984); Gottfried, Fleming, & Gottfried, 2001), commitment to school (Epstein & McPartland, 1976), and the perceived quality of school life (Hirsch & Rapkin, 1987). By high school, research shows that many students have lost interest in school and find classes to be boring (Harter, 1996; Steinberg, Brown, & Dornbusch, 1996). This lack of interest is reflected in reduced attention and effort in school as well as widespread cheating on homework and tests (Josephson Institute of Ethics, 2002; Schab, 1991; Steinberg et al., 1996). This gradual process of disengagement culminates in dropping out of school before graduation for as many as half a million adolescents each year (National Center for Education Statistics, 2001), a truly staggering total.

Theorists in the field known as positive youth development have taken a preventative approach (Lerner, 2005; Lerner et al., 2005) and discuss the importance of the school environment in general terms referring to "developmental assets" that include "school connection" and "school engagement." According to psychological theory (Deci & Ryan, 2000; Eccles et al., 1993), school environments can achieve their objective by providing students' basic psychological needs: autonomy (choice and self-management), belongingness (strong teacher and peer relationships), and competence (equal opportunity to succeed on own terms, emphasis on deep understanding, and recognition of effort.) Students in environments more support of these needs respond by engagement more directly in their learning and over time. The Hope Survey includes self-perception surveys on autonomy, belongingness, goal orientation, engagement and hope. Autonomy is opportunity for self-management and choice, belongingness is relatedness or a measure of depth and quality of life and interpersonal relationships in an individual's life, engagement is the students' behavior and attitudes in schools, and goal orientation is the reasons behind student's efforts to achieve. Hope reflects individuals' perceptions regarding their ability to clearly conceptualize their goals, develop the specific strategies to reach those goals, and initiate and sustain the motivation for using those strategies gaining confidence in themselves as achievers.

With the Hope Survey schools begin to understand the impact of school environments on adolescent development and with that understanding can then investigate how they can continue to modify and improve to raise engagement, raise hope and ultimately, raise achievement.

Newell, Ronald J., and Mark J. Van Ryzin. *Assessing What Really Matters in Schools: Creating hope for the future*. Lanham, Maryland: Rowman & Littlefield Education, 2009. Print.

Attachment 11: Sample Rubrics

Rubric for a Research Project		Student Name(s) _____				Final Grade _____
	Thesis/Problem/Question	Information Seeking/Selecting and Evaluating	Analysis	Synthesis	Documentation	Product/Process
4	Student(s) posed a thoughtful, creative question that engaged them in challenging or provocative research. The question breaks new ground or contributes to knowledge in a focused, specific area.	Student(s) gathered information from a variety of quality electronic and print sources, including appropriate licensed databases. Sources are relevant, balanced and include critical readings relating to the thesis or problem. Primary sources were included (if appropriate).	Student(s) carefully analyzed the information collected and drew appropriate and inventive conclusions supported by evidence. Voice of the student writer is evident.	Student(s) developed appropriate structure for communicating product, incorporating variety of quality sources. Information is logically and creatively organized with smooth transitions.	Student(s) documented all sources, including visuals, sounds, and animations. Sources are properly cited, both in-text/in-product and on Works-Cited/Works-Consulted pages/slides. Documentation is error-free.	Student(s) effectively and creatively used appropriate communication tools to convey their conclusions and demonstrated thorough, effective research techniques. Product displays creativity and originality.
3	Student(s) posed a focused question involving them in challenging research.	Student(s) gathered information from a variety of relevant sources--print and electronic	Student (s) product shows good effort was made in analyzing the evidence collected	Student(s) logically organized the product and made good connections among ideas	Student(s) documented sources with some care, Sources are cited, both in-text/in-product and on Works-Cited/Works-Consulted pages/slides. Few errors noted.	Student(s) effectively communicated the results of research to the audience.
2	Student(s) constructed a question that lends itself to readily available answers	Student(s) gathered information from a limited range of sources and displayed minimal effort in selecting quality resources	Student(s) conclusions could be supported by stronger evidence. Level of analysis could have been deeper.	Student(s) could have put greater effort into organizing the product	Student(s) need to use greater care in documenting sources. Documentation was poorly constructed or absent.	Student(s) need to work on communicating more effectively
1	Student(s) relied on teacher-generated questions or developed a question requiring little creative thought.	Student(s) gathered information that lacked relevance, quality, depth and balance.	Student(s) conclusions simply involved restating information. Conclusions were not supported by evidence.	Student(s) work is not logically or effectively structured.	Student(s) clearly plagiarized materials.	Student(s) showed little evidence of thoughtful research. Product does not effectively communicate research findings.
Teacher/Librarian Comments						

Attachment 11: Sample Rubrics

Problem Solving Rubric

Levels	Problem Solving	Reasoning and Proof	Communication	Connections	Representation
Novice	No strategy is chosen, or a strategy is chosen that will not lead to a solution.	Arguments are made with no mathematical basis.	No awareness of audience or purpose is communicated.	No connections are made.	No attempt is made to construct mathematical representations.
	Little or no evidence of engagement in the task is present.	No correct reasoning nor justification for reasoning is present.	Little or no communication of an approach is evident. Everyday, familiar language is used to communicate ideas.		
Apprentice	A partially correct strategy is chosen, or a correct strategy for only solving part of the task is chosen.	Arguments are made with some mathematical basis.	Some awareness of audience or purpose is communicated, and may take place in the form of paraphrasing of the task.	Some attempt to relate the task to other subjects or to own interests and experiences is made.	An attempt is made to construct mathematical representations to record and communicate problem solving.
	Evidence of drawing on some relevant previous knowledge is present, showing some relevant engagement in the task.	Some correct reasoning or justification for reasoning is present with trial and error, or unsystematic trying of several cases.	Some communication of an approach is evident through verbal/written accounts and explanations, use of diagrams or objects, writing, and using mathematical symbols. Some formal math language is used, and examples are provided to communicate ideas.		

Attachment 11: Sample Rubrics

Problem Solving Rubric (p. 2)

Levels	Problem Solving	Reasoning and Proof	Communication	Connections	Representation
Practitioner Note: The practitioner must achieve a correct answer.	<p>A correct strategy is chosen based on the mathematical situation in the task.</p> <p>Planning or monitoring of strategy is evident.</p> <p>Evidence of solidifying prior knowledge and applying it to the problem-solving situation is present.</p>	<p>Arguments are constructed with adequate mathematical basis.</p> <p>A systematic approach and/or justification of correct reasoning is present. This may lead to:</p> <ol style="list-style-type: none"> 1. Clarification of the task. 2. Exploration of mathematical phenomenon. 3. Noting patterns, structures and regularities. 	<p>A sense of audience or purpose is communicated.</p> <p>Communication of an approach is evident through a methodical, organized, coherent, sequenced, and labeled response.</p> <p>Formal math language is used throughout the solution to share and clarify ideas.</p>	<p>Mathematical connections or observations are recognized.</p>	<p>Appropriate and accurate mathematical representations are constructed and refined to solve problems or portray solutions.</p>
Expert Note: The practitioner must achieve a correct answer.	<p>An efficient strategy is chosen and progress toward a solution is evaluated.</p> <p>Adjustments in strategy, if necessary, are made along the way, and/or alternative strategies are considered.</p> <p>Evidence of analyzing the situation in mathematical terms, and extending prior knowledge is present.</p>	<p>Deductive arguments are used to justify decisions and may result in more formal proofs.</p> <p>Evidence is used to justify and support decisions made and conclusions reached. This may lead to:</p> <ol style="list-style-type: none"> 1. Testing and accepting or rejecting of a hypothesis or conjecture. 2. Explanation of phenomenon. 3. Generalizing and extending the solution to other cases. 	<p>A sense of audience and purpose is communicated.</p> <p>Communication at the practitioner level is achieved, and communication of arguments is supported by mathematical properties used.</p> <p>Precise math language and symbolic notation are used to consolidate math thinking and to communicate ideas.</p>	<p>Mathematical connections or observations are used to extend the solution.</p>	<p>Abstract or symbolic mathematical representations are constructed to analyze relationships, extend thinking, and clarify or interpret phenomenon.</p>

ATTACHMENT 12: ARTICLES OF INCORPORATION

Proposed Articles to be submitted as soon as possible:

ARTICLES OF INCORPORATION OF COMMUNITAS CHARTER HIGH SCHOOL A CALIFORNIA PUBLIC BENEFIT CORPORATION

ONE: The name of this corporation is Communitas Charter High School.

TWO: This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes. The specific purpose for which this corporation is organized is to manage, operate, guide, direct and promote the Communitas Charter High School, a California public charter school.

THREE: The name and address in the State of California of this corporation's initial agent for service of process is Michelle McCarthy, 1226 Glenn Ave, San Jose, California 95125.

FOUR:

~a) (a) This corporation is organized and operated exclusively for charitable educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.

~a) (b) Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (1) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code or (2) by a corporation contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

~a) (c) No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of, or in opposition to, any candidate for public office.

FIVE: The names and addresses of the persons appointed to act as the initial directors of this corporation are:

Michelle McCarthy, 1226 Glenn Ave, San Jose, CA 95125

Lisa Mingus, 987 Ponderosa Ave #A, Sunnyvale CA 94086

Theodore Timpson, 240 Monroe Drive Apt 109, Mountain View, CA 94040

SIX: The property of this corporation is irrevocably dedicated to public benefit purposes as set forth in the Communitas Charter High School charter document, and no part of the net income or assets of the organization shall ever inure to the benefit of any director, officer, or member thereof or to the benefit of any private person.

On the dissolution or winding up of the corporation, its assets remaining after payment of, or provision for payment of, all debts and liabilities of this corporation, shall be

distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for charitable purposes and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code.

Date: November 12, 2010

~~Michelle McCarthy, Director

~~Lisa Mingus, Director

~~Theodore Timpson, Director

We, the above-mentioned initial directors of this corporation, hereby declare that we are the persons who executed the foregoing Articles of Incorporation, which instrument is our act and deed.

_____, Director

_____, Director

_____, Director

Attachment 13: Agreement with YSF

Agreement of Fiscal Sponsorship

between

Young Spirit Foundation and Communitas Charter High School

Young Spirit Foundation hereby adopts Communitas Charter High School as a sponsored project as part of its effort to create wisdom-centered schools.

Communitas Charter High School, represented by founders Lisa Mingus and Michelle McCarthy until it forms a legal corporation, will solicit tax-exempt donations and commit them to Young Spirit for any school-related startup or operating expenses.

Young Spirit Foundation will establish a Charter School Fund, holding these receipts solely for the public benefit purpose of initiating a charter school in the State of California. The funds will be used only in ways consistent with its 501c(3) tax-exempt status as determined by the Internal Revenue Service.

Communitas is responsible for instructing donors to specify the intent of their donation. Young Spirit Foundation will make reasonable efforts to determine the purpose of undesignated donations that are received during the period of this agreement. Unspecified donations will be allocated at the discretion of Young Spirit Foundation to the Charter School Fund or its other public benefit purposes.

The Charter School Fund will be used for publicity, legal fees, consultation fees, leasing, salary, furniture, equipment, curriculum development, professional development, office expenses, and any other expense directly related to the establishment of Communitas Charter High School. The Communitas founders will approve these expenses and provide any documentation needed to verify that the expenses are for public benefit and do not extend any material benefit to persons involved with the founding of the school.

Young Spirit Foundation will deduct no administrative or overhead fees from the Charter School Fund. At any time after Communitas becomes a legal corporation with pending 501c(3) status, it may request and receive any amount up to the balance of the Charter School Fund.

In the event that Communitas is denied 501c(3) tax-exempt status, it will be required to return any unused funds to Young Spirit and provide complete documentation of the public benefit purposes for which funds were used.

In the event that Communitas does not incorporate or does not use all of the funds available, Young Spirit will offer donors the option of having the money returned to them or consigning it to the Charter School Fund indefinitely for the purpose of supporting other schools. Donors who request a refund will receive an amount in direct proportion to the amount they gave. Unused anonymous donations will be kept by Young Spirit Foundation.

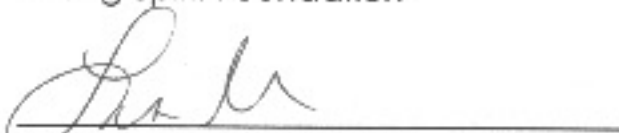
Signed,



Theodore Timpson, President
Young Spirit Foundation

27 oct 2010

date



Lisa Mingus, co-founder
Communitas

10/27/10

date



Michelle McCarthy, co-founder
Communitas

10/27/10

date

Attachment 14: Communitas Charter Bylaws

**BYLAWS
OF
Communitas Charter High School**

(A California Non-profit Public Benefit Corporation)

**Article I
NAME**

NAME. The name of this corporation is Communitas Charter High School (the "Corporation" or "Communitas").

**Article II
PRINCIPAL OFFICE OF THE CORPORATION**

PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 1226 Glenn Ave, San Jose, California 95125. The Board of Directors (the "Board") may change the location of the principal office from time to time from one location to another within the County of Santa Clara. 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.

OTHER OFFICES OF THE CORPORATION. The Board 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**

GENERAL AND SPECIFIC PURPOSES. The purpose of the Corporation is to manage, operate, guide, direct and promote Communitas, a California public charter school. In addition, the Corporation is formed for the purposes of performing all things incidental to the achievement of the foregoing primary purpose. The Corporation shall hold, and may exercise, all such powers as may be conferred upon a non-profit corporation by the laws of the State of California and as may be necessary or expedient for the administration of the affairs and attainment of the purposes of the Corporation. 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.

LIMITATION ON ACTIVITIES. 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 of 1986, as amended (the "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 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

CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Non-profit Public Benefit Corporation Law (the “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

DEDICATION OF ASSETS. The Corporation’s assets are irrevocably dedicated to public benefit purposes as set forth in the Communitas 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 Code Section 501(c)(3).

Article VI MEMBERS

The Corporation shall have three classes of members, Class A, Class B, Class C and Class D. The qualifications and rights of the members in each class shall be as set forth in this Article VI and as determined from time to time by the Board. The initial Class A, Class B, Class C and Class D members shall be determined in accordance with the provisions of these By-Laws.

Section 1. CLASSES OF MEMBERS.

(a)Class A. Each family with a child or children properly enrolled in Communitas shall be a Class A member in the Corporation. The Class A membership shall be held by the custodial parent(s) or guardian(s) of the child or children so enrolled who have signed the Communitas Family Contract. In the case where there are two custodial parents or guardians who have signed the Communitas Family Contract, the membership shall be held and exercised jointly by such custodial parents or guardians except that one custodial parent shall be designated to exercise the applicable rights of Membership in the event the parents or guardians separate or are not unanimous in their exercise of membership rights. Such membership shall be renewed annually by signing a new Communitas Family Contract each year the family's child (or children) is (or are) properly enrolled in the school. If a student leaves Communitas, his or her family’s membership shall be terminated automatically, effective as of the last day attended by

the student. A person may, but need not be a member, to be eligible to be elected by the members of the Corporation to serve as an officer or Director.

(b)Class B. Each member of the staff of Communitas shall be a Class B member of the Corporation.

(c)Class C. Each student properly enrolled in Communitas shall be a Class C member of the Corporation.

(d)Class D. Each member of the Board shall be a Class D member of the Corporation.

ADMISSION OF MEMBERS. Class A Members will be admitted to the Corporation upon the admission of their child or children into Communitas, and execution of the Communitas Family Contract. Class B members will be admitted to the Corporation upon the commencement of their employment at Communitas. Class C members will be admitted to the Corporation upon their enrollment at Communitas. Class D members will be admitted to the Corporation upon their appointment or election to the Board.

POWERS. Class A, B and C members shall have the right to vote on the election of the Directors of the Corporation as follows:

(e)Class A members shall be entitled to elect three Directors to the Board;

(f)Class B members shall be entitled to elect one Director to the Board; and

(g)Class C members shall be entitled to elect two Directors to the Board.

Class D members shall exercise all residual voting powers not vested in Class A, B or C members, except that a vote of the majority of the members of each class shall be required to approve any action that would have a material adverse effect on the rights and privileges granted to such class hereunder.

DUTIES. Class A Members shall perform such duties and obligations as stated in the Communitas Family Contract.

MEMBERSHIP RECORDS. The Corporation shall keep membership records containing the name and address of each member. Termination of the membership of any member shall be recorded, together with the date of termination of such membership, in the records of the Corporation. Such records shall be kept at the Corporation's principal office and shall be available for inspection by any Director, officer or member of the Corporation. The record of names and addresses of the members of the Corporation shall constitute the membership roster of the Corporation and shall not be used, in whole or part, by any person for any purpose not reasonably related to a member's interest as a member.

NONLIABILITY OF MEMBERS. A member of the Corporation shall not, as such, personally liable for the debts, liabilities, or obligations of the Corporation.

NONTRANSFERABILITY OF MEMBERSHIPS. No member may transfer a membership or any right arising therefrom in any manner whatsoever, nor may any such right be exercised by any agent, or legal or personal representative of the member.

Section 2. TERMINATION OF MEMBERSHIP.

(a)Class A Members. Membership of a Class A member shall terminate on the date that is coincident with the expiration of the Family Contract unless such Family Contract is timely renewed for the subsequent year. Class A membership shall also terminate coincident with the disenrollment of a student for any reason.

(b)Class B Members. Membership of a Class B member shall terminate upon termination of the staff member's employment with Communitas.

(c)Class C Members. Membership of a Class C member shall terminate upon the disenrollment of the student from Communitas.

(d)Class D Members. Membership of a Class D member shall terminate upon termination of the Director's service on the Board.

RIGHTS ON TERMINATION OF MEMBERSHIP. All rights of a member in the Corporation shall cease upon termination of membership as herein provided.

AMENDMENTS RESULTING IN THE TERMINATION OF MEMBERSHIPS. Notwithstanding any other provision of these bylaws, if any amendment of the Articles of Incorporation or of these Bylaws would result in the termination of all memberships, then such amendment or amendments shall be effected only in accordance with the provisions of Section 5342 of the Law.

Article VII
MEETINGS OF MEMBERS

PLACE OF MEETINGS OF MEMBERS. Meetings of members shall be held at any place within the State of California designated by the Board or, in the absence of such designation, at the principal office of the Corporation.

ANNUAL MEETINGS OF MEMBERS. Unless otherwise designated by the Board, the members shall hold an annual meeting in November of each year for the purpose of electing one or more Directors.

REGULAR MEETINGS OF MEMBERS. Regular meetings of the members of the Corporation may be held at such times and places as may from time to time be fixed by the Board.

SPECIAL MEETINGS OF MEMBERS. Special meetings of the members may be called by the Board from time to time. In addition, special meetings of the members for any lawful purpose may be called by twenty percent (20%) or more of the members. The party requesting a special meeting shall provide the President or Secretary of the Board with a written request,

specifying the general nature of the business proposed to be transacted and certifying that 20% or more of the members have requested that such meeting be held. The officer receiving the request shall cause notice to be given promptly to the members entitled to vote, in accordance with Section [] of these bylaws, stating that a meeting will be held at a place and time specified by the Board; provided, however, that the meeting date shall be at least [] days, but no more than [] days after receipt of the request. If notice is not given within [] days after the request is received, the person(s) requesting the meeting may give notice. Nothing in this Section 4 shall be construed as limiting, fixing or affecting the time at which a meeting of members may be held when the meeting is called by the Board. No business, other than the business set forth in the notice of the special meeting, may be transacted at the special meeting.

Section 1. NOTICE OF MEETINGS OF MEMBERS.

(a)Annual Meeting. Members will be notified electronically at [] days but not more than [] days] prior to each annual meeting (using the contact information on file with the Corporation), of the time and place of the meeting and the proposed agenda, which shall contain a brief general description of each item of business to be transacted or discussed at the meeting. If a member does not have electronic contact information on file, the member will be notified by U.S. mail. It is the member's responsibility to update the Corporation if the member's contact information changes. In addition, notice of the meeting shall be posted at least [] days prior to the meeting on the Communitas bulletin board.

(b)Regular Meetings. Notice of regular meetings of members, if any, shall be made at least 72 hours prior to the meeting during the regular school term by posting an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting on the Communitas bulletin board.

(c)Special Meetings. In accordance with the Brown Act, special meetings of members may be held only after twenty-four (24) hours notice is given to each member and to the public through the posting of an agenda on the Communitas bulletin board.

(d)Special Notice Rules for Approving Certain Proposals. If action is proposed to be taken with respect to the filling of vacancies on the Board, such action shall be invalid unless notice in the form of a description of the proposal is posted on the Communitas bulletin board at least 72 hours prior to consideration of the proposal and sent to the members, as described in Section 5(a) above.

QUORUM. [One-third] of the voting power of the applicable class of members shall constitute a quorum for the transaction of business at any meeting of members at which such members are entitled to vote. The members present at a duly called or held meeting at which a quorum is present may continue to transact business until adjournment, notwithstanding a withdrawal of enough members to leave less than a quorum, if any action taken (other than adjournment) is approved by at least a majority of the members required to constitute a quorum, or such greater number as required by the Articles of Incorporation, these bylaws or the Law.

ADJOURNMENT. Any member meeting, whether or not a quorum is present, may be adjourned from time to time by the vote of the majority of the members represented at the

meeting. No meeting may be adjourned for more than [] days. When a member meeting is adjourned to another time or place, notice need not be given of the adjourned meeting if the time and place to which the meeting is adjourned are announced at the meeting at which adjournment is taken. At the adjourned meeting, the Corporation may transact any business that might have been transacted at the original meeting.

VOTING. Members entitled to vote at any meeting of members shall be those members in good standing on the meeting date. Voting shall be by ballot and each member entitled to vote shall be entitled to cast one vote on each matter submitted to a vote of members. If a quorum is present, the affirmative vote of a majority of the voting power represented at the meeting shall be the act of the applicable class of members, unless the vote of a greater member is required by the Articles of Incorporation, these bylaws or the Law. In any election of Directors, the candidate receiving the highest number of votes for a given Board seat from the applicable class of members shall be elected to hold such seat. Each member of a class shall have the right to vote for as many nominees on the Board as may be filled by a vote of the members of that class.

WAIVER OF NOTICE OR CONSENT BY ABSENT MEMBERS. The transactions of any meeting of members, however called or noticed and whenever held, shall be as valid as though taken at a meeting duly held after regular call and notice, if a quorum is present either in person or by proxy and if, either before or after the meeting, each member entitled to vote, not present in person or by proxy, signs a written waiver of notice, a consent to the holding of the meeting, or an approval of the minutes of the meeting. The waiver of notice, consent, or approval need not specify either the business to be transacted or the purpose of any meeting of members, except that if action is taken or proposed to be taken for approval of any of (i) removing a director without cause, (ii) filling vacancies on the Board, (iii) amending the Articles of Incorporation or bylaws, (iv) electing to wind up and dissolve the Corporation, (v) approving a plan of merger or consolidation or (vi) disposing of all or substantially all of the Corporation's assets, then the waiver of notice, consent, or approval shall state the general nature of the proposal. All such waivers, consents, or approvals shall be filed with the corporate records or made a part of the minutes of the meeting.

A member's attendance at a meeting shall also constitute a waiver of notice of and presence at that meeting, unless the member objects at the beginning of the meeting to the transaction of any business because the meeting was not lawfully called or convened. Also, attendance at a meeting is not a waiver of any right to object to the consideration of matters required to be included in the notice of the meeting but not so included, if that objection is expressly made at the meeting.

ACTION BY UNANIMOUS WRITTEN CONSENT. Any member action may be taken without a meeting and without prior notice if all members consent in writing to the action. The written consents shall be filed with the minutes of the member proceedings. The action by written consent shall have the same force and effect as the unanimous vote of the members.

ACTION BY WRITTEN BALLOT WITHOUT A MEETING. Any action, including the election of Directors, which may be taken at any meeting of members, may be taken without a meeting and without prior notice by complying with the provisions of this Section 11 concerning written ballots.

The Corporation shall distribute one written ballot to each member entitled to vote on the matter. Such ballots shall be mailed or delivered in the manner required by Section [] of these bylaws. All solicitations of votes by written ballot shall (a) indicate the number of responses needed to meet the quorum requirement; (b) with respect to ballots other than for election of Directors, state the percentage of approvals necessary to pass the measure or measures; and (c) specify the time by which the ballot must be received in order to be counted.

Each ballot so distributed shall (a) set forth the proposed action; (b) provide the members an opportunity to specify approval or disapproval of each proposal; and (c) provide a reasonable time within which to return the ballot to the Corporation.

In any election of Directors, a written ballot that a member marks "withhold", or otherwise marks in a manner indicating that authority to vote is withheld, shall not be voted either for or against the election of a Director.

Approval by written ballot shall be valid only when the number of votes cast by ballot, including those ballots marked in a manner indicating that authority to vote is withheld, within the time specified equals or exceeds the quorum required to be present at a meeting authorizing the action, and the number of approvals equals or exceeds the number of votes that would be required for approval at a meeting at which the total number of votes cast was the same as the number of votes cast by written ballot without a meeting.

A written ballot may not be revoked. All written ballots shall be filed with the secretary of the corporation and maintained in the corporate records.

RECORD DATE. For purposes of determining the members entitled to notice of any meeting, entitled to vote at any meeting, entitled to vote by written ballot, or entitled to exercise any rights with respect to any lawful action, the Board may, in advance, fix a record date. A member at the close of business on the record date shall be a member of record. The record date so fixed:

(e) For notice of a meeting shall not be more than [ninety (90)] nor less than [ten (10)] days before the date of the meeting. If not otherwise fixed by the Board, the record date shall be the next business day preceding the day on which notice is given or, if notice is waived, the next business day preceding the day on which the meeting is held.

(f) For voting at a meeting shall not be more than [sixty (60)] days before the date of the meeting. If not otherwise fixed by the Board, the record date shall be the day on which the meeting or adjourned meeting is held.

(g) For voting by written ballot shall not be more than [sixty (60)] days before the day on which the first written ballot is mailed or solicited. If not otherwise fixed by the Board, the record date shall be the day on which the first written ballot is mailed or solicited.

(h) For any other action shall not be more than sixty [(60) days] before that action. If not otherwise fixed by the Board, the record date shall be the date on which the Board adopts the resolution relating to that action, or the [60]th day before the date of that action, whichever is later.

PROXY VOTING. Members shall not be entitled to vote by proxy.

Article VIII BOARD OF DIRECTORS

GENERAL POWERS. Subject to the provisions and limitations of the Law and any other applicable laws, and subject to any limitations of the Articles of Incorporation or these 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. The Board may delegate the management of the Corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

SPECIFIC POWERS. Without prejudice to the general powers set forth in Article VIII, Section 1 of these bylaws, but subject to the same limitations, the Board shall have the power to:

(a) Appoint and remove, at the pleasure of the Board, 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 Santa Clara County from one location to another and designate a place in Santa Clara County for holding any meeting of members.

(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; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

(e) To make disbursements from the funds and properties of the Corporation as are required to fulfill the purposes of this corporation as are more fully set out in the Articles of Incorporation, and generally to conduct, manage, and control the activities and affairs of the Corporation and to make rules and regulations not inconsistent with law, with the Articles of Incorporation, or with these bylaws, as they may deem best.

(f) To the extent permitted by the exempt status of the organization, to carry on a business at a profit and apply any profit that results from the business activity to any activity in which it may legally engage.

Section 2. FOUNDING BOARD COMPOSITION AND TERMS.

(a) **Founding Board.** The authorized number of Directors of the Corporation shall not be less than three (3) or more than seven (7) Directors, until changed by amendment of the Articles of Incorporation or these bylaws. The Board shall fix the exact number of directors for

time to time within these limits. The initial Board shall consist of three Directors, being the President, Treasurer, and Secretary as founding Board members. The names of such founding Board members are specified in Exhibit A attached to these bylaws. The President, Treasurer, and Secretary shall serve from incorporation through January 31 of the second year of the Corporation's operation, after which their terms shall expire in a staggered manner. The terms of the founding Board members shall be staggered so that each term expires on January 31 of the second, third, and fourth school years for each of the Secretary, Treasurer and President respectively. The founding Board members may appoint additional members to serve from incorporation through January 31 of the first year of the Corporation's operation.

(b)Appointment of Executive Director as Board Member. Once hired, the Executive Director of Communitas shall be appointed to the Board as a Director.

(c)Appointment of Initial Staff Board Member. The Communitas staff shall elect one Director to the Board with a two-year term.

(d)Appointment of Initial Student Board Members. During the first school year, two students shall be elected by the student body (one for a two-year term and one for a one-year term) to serve as Board members. After the first year, additional student Board members shall be elected for staggered two-year terms.

(e)Re-election. At the end of a Director's term, the Director shall have the option to run for re-election or step down.

BOARD COMPOSITION AND TERMS. New Directors shall be elected as follows:

(f)Community Members. All Directors representing the community shall be nominated by a Nominating Committee as described in Article VIII, Section 5 and elected by the Class A member of the Corporation. Each Director representing the community shall hold office for three (3) years and until a successor Director has been designated and qualified, unless otherwise removed from office in accordance with these bylaws. Directors' terms of service shall be staggered to ensure continuity in governance as described herein. Election shall be by a majority of the voting Class A members.

(g)Executive Director. The Executive Director of Communitas shall sit on the Board as a member without any further action by the members of th Corporation.

(h)Staff Members. Each Director representing the Communitas staff shall be elected by the Class B members. Each Director representing the Communitas staff shall hold office for two (2) years and until a successor Director has been designated and qualified unless otherwise removed from office in accordance with these bylaws.

(i)Student Members. All student Board members shall be elected by the Class C members. Each student Board member shall hold office for two (2) years unless otherwise removed from office in accordance with these bylaws. Students' terms of service shall be staggered to ensure continuity in governance as described herein.

(j)Ex-Officio Members. In accordance with California Education Code Section 47604(b) and the terms of the Charter, the charter authorizer [(TBD)] may select one representative to sit on the Board as an ex officio (non-voting) member. The representative, if any, shall not be included for purposes of determining the existence of a quorum.

Section 3. SERVICE ON THE BOARD. New board members are to be installed and all officers appointed at the annual meeting of the Board, to be held in January of each year, or at a special meeting called for this purpose. Each Director, including a Director elected to fill a vacancy, shall hold office until the expiration of the term for which he or she is elected and until a successor has been elected and qualified. A Director may serve any number of consecutive terms.

NOMINATIONS BY COMMITTEE. Candidate Directors representing the community shall be selected by a nominating committee made up of a student, a staff member, a parent, a board member, and the Executive Director. Each of the above (with the exception of the Executive Director) shall be selected by their respective constituents to serve on the nominating committee.

In addition to reviewing the qualifications of potential nominees, committee members shall be responsible for advertising for and soliciting people for board membership. The nominating committee shall offer a slate of qualified candidates to the membership prior to the annual meeting of members in November.

USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. No corporation funds may be expended to support a nominee without the Board's authorization.

EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board shall occur in the event of:

(a)the death, resignation, or removal of any Director;

(b)the declaration by resolution of the Board of a vacancy in the office of a Director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under Chapter 2, Article 3 of the Law;

(c)the increase of the authorized number of Directors; or

(d)the failure of the members, at any meeting of members at which any Director or Directors are to be elected, to elect the number of Directors required to be elected at such meeting.

RESIGNATION OF DIRECTORS. Except as provided below, any Director may resign by giving written notice to the President of the Board, 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 may elect a successor to take office as of the date when the resignation becomes effective.

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.

REMOVAL OF DIRECTORS. A Director may be removed from office if any of the following has been found to have occurred:

(e)The Director misses three or more consecutive board meetings or one third of the meetings in calendar year without cause.

(f)The Director becomes physically incapacitated or his or her inability to serve as determined by the Board.

(g)A conflict of interest is found to exist between the Director and the Corporation.

(h)The Director is found to have engaged in activities that are directly contrary to the interests of the Corporation.

(i)The Director is found to be engaged in the misrepresentation of the Corporation and its policies to outside third parties, either willfully, or on a repeated basis.

(j)The Director has not served as required on a Board designated committee or completed the assignment.

Before any removal occurs, the Director will be advised of the allegation and the basis for the allegation, and will be given an opportunity to present to the Board any contrary evidence, or explanation he or she may have. Removal must be by the vote or written assent of a majority of the Directors then in office.

VACANCIES FILLED ON BOARD. Except for a vacancy created by the removal of a Director by the applicable class of members, vacancies on the Board may be filled by approval of the Board or, if the number of Directors then in office is less than a quorum by (a) the unanimous consent of the Directors then in office or (b) the affirmative vote of a majority of the Directors then in office, in each case until the next election by the applicable class of members, at which time any Board-appointed Directors must be re-elected to their position for the remainder of their staggered term.

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.

PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board may designate that a meeting be held at any place within Santa Clara County that has been designated by action of the Board or in the notice of the meeting.

MEETINGS; ANNUAL MEETINGS. All meetings of the Board and its committees shall be called, noticed, held, and conducted 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), and as said chapter may be modified by subsequent legislation.

Unless otherwise determined by the Board, the Board shall meet in January of each year for the purpose of organization, installation of new Directors, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. The meeting shall be held at a time, date, and place as may be specified and noticed by action of the Board.

REGULAR MEETINGS. Regular meetings of the Board, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board. At least [] days before a regular meeting, the Board or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

SPECIAL MEETINGS. Special meetings of the Board for any purpose may be called at any time by the President of the Board, or the Vice President in the absence of the President. In the absence of the President and Vice President, any other officer of the Board may call a special meeting. The party calling a special meeting shall determine the place, date, and time thereof.

NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board may be held only after twenty-four (24) hours notice is given to each Director and to the public through the posting of an agenda. Pursuant to the Brown Act, the Board shall adhere to the following notice requirements for special meetings:

(k)Any such notice shall be addressed or delivered to each Director at the Director’s physical or electronic 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.

(l)Notice by overnight letter shall be deemed received at the time a properly addressed written notice is deposited with an overnight delivery service, postage prepaid. Notice by email or other electronic communication shall be deemed received at the time a properly addressed notice is transmitted by electronic means to the recipient. Any other written notice shall be deemed received at the time it is personally delivered 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.

(m)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.

EMERGENCY MEETINGS. Emergency meetings of the Board may be called at any time for a legitimate emergency purpose by the President of the Board, or in the absence of the

President, any other officer of the Board. The party calling an emergency meeting shall determine the place, date, and time thereof.

NOTICE OF EMERGENCY MEETINGS. In accordance with the Brown Act, emergency meetings of the Board may be held only after one (1) hours notice is given to each Director and to the public.

QUORUM. Presence of a majority of the voting Directors then in office shall constitute a quorum. Every act done or decision made by a majority of the Directors present at a meeting duly held at which a quorum is present shall be regarded as an act of the Board, unless a greater number, or the same number after disqualifying one or more Directors from voting, is required by the Articles of Incorporation, these bylaws or the Law. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of Directors, if any action taken is approved by at least a disinterested majority of the required quorum for such meeting, or such greater number as may be required by the Articles of Incorporation, these bylaws or the Law decisions of the Board will be upon the presence of a quorum. Should there be fewer than a majority of the Directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

TELECONFERENCE MEETINGS. Members of the Board may participate in meetings held by teleconference, video screen communication, or other communications equipment so long as all of the following requirements in the Brown Act are complied with:

(n)At a minimum, a quorum of the members of the Board shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Corporation operates;

(o)All decisions made during a teleconference meeting shall be by roll call;

(p)If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

(q)All locations where a member of the Board participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;

(r)Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board directly at each teleconference location; and

(s)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.

ACTION WITHOUT A MEETING. The Board may take any required or permitted action with a meeting if all members of the Board shall individually or collectively consent in writing to such action. Such written consent or consents shall be filed with the minutes of the proceedings of the Board. Such action by written consent shall have the same force and effect as

the unanimous vote of such directors. For purposes of this section only, “all members of the Board” does not include an “interested directors” as defined in Section 5233 of the Law.

ADJOURNMENT. A majority of the Directors present, whether or not a quorum is present, may adjourn any Board meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, 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.**COMPENSATION AND REIMBURSEMENT.** Directors shall not receive compensation for their services as Directors or officers but may receive reimbursement of expenses incurred in carrying out their duties as Directors or officers that the Board has approved in advance and determined by action to be just and reasonable at the time the action is adopted.

BOARD COMMITTEES. The Board, by Board action adopted by a majority of the Directors then in office, may create one or more committees to serve at the pleasure of the Board. Committees shall act in an advisory capacity with respect to the Board and shall report to the Board at its regular meetings, as required by the Board. Appointments to committees of the Board shall be by majority vote of the Directors then in office. The Board may appoint one or more Directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board’s resolution, except that no committee may:

(t) Take any final action on any matter that, under the Law, also requires approval of the members or approval of a majority of all members;

(u) Fill vacancies on the Board or any committee of the Board;

(v) Fix compensation of the Directors for serving on the Board of Directors or on any committee;

(w) Amend or repeal these bylaws or adopt new bylaws;

(x) Amend or repeal any resolution of the Board that by its express terms is not so amendable or subject to repeal;

(y) Create any other committees of the Board or appoint the members of committees of the Board;

(z) Expend corporate funds to support a nominee for Director if more people have been nominated for Director than can be elected; or

(aa) 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, except as special approval is provided for in Corporations Code Section 5233(d)(3).

MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board shall be governed by, held, and taken under the provisions of these bylaws concerning

meetings, other Board actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board resolution or, if none, by resolution of the committee. All meetings of Board committees shall be conducted under the rules established by the Board. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board has not adopted rules, the committee may do so.

NON-LIABILITY OF DIRECTORS. No Director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Corporation and the Board 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 IX OFFICERS OF THE CORPORATION

OFFICES HELD. The officers of the Corporation shall be a 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 IX, Section 4, of these bylaws.

NO DUPLICATION OF OFFICE HOLDERS. No officer may concurrently hold more than one office.

APPOINTMENT OF OFFICERS. The officers of the Corporation shall be chosen annually by the Board and shall serve at the pleasure of the Board.

APPOINTMENT OF OTHER OFFICERS. The Board may appoint and authorize the Chairman of the Board, if any, 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 these bylaws or established by the Board.

REMOVAL OF OFFICERS. The Board may, by a majority of the Directors in office, remove any officer with or without cause. An officer who was not chosen by the Board may be removed by any other officer on whom the Board confers the power of removal.

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.

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.

PRESIDENT. The President shall preside at all Board meetings. The President shall have such other powers and duties as the Board or these bylaws may require.

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 or these bylaws may require.

TREASURER. If the President is absent or disabled and no Vice-President has been appointed, the Treasurer shall perform all duties of the President. When so acting, a Treasurer shall have all powers of and be subject to all restrictions on the President.

The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Treasurer shall send or cause to be given to Directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any Director at all reasonable times.

The Treasurer shall:

(a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board may designate;

(b) disburse the Corporation's funds as the Board may order;

(c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the Corporation; and

(d) have such other powers and perform such other duties as the Board, job specification, or these 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 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.

SECRETARY. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the Directors present at Board and committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the Articles of Incorporation and Bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board or these bylaws may require.

Article X CONTRACTS WITH DIRECTORS

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 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 in a decision sufficient for that purpose.

(d) Before authorizing or approving the transaction, the Board 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 XI LOANS TO DIRECTORS AND OFFICERS

LOANS TO DIRECTORS AND OFFICERS. The Corporation shall not lend any money or property to or guarantee the obligation of any Director or officer. 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**

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 by any person seeking indemnification under Corporations Code Section 5238(b) or Section 5238(c) the Board 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 shall authorize indemnification.

**Article XIII
RACIALLY NONDISCRIMINATORY POLICY**

NON-DISCRIMINATION. The Corporation will undertake and carry on its educational activities without regard to race, color, creed, age, marital status, disability, national origin or sexual orientation. The Corporation will not discriminate on any of these bases in administering its educational policies, admission policies and other school-administered programs.

PUBLICATION. The Corporation will make its nondiscriminatory policy known to all segments of the general community served by the Corporation by publishing a notice of its nondiscriminatory policy in a newspaper of general circulation or by making an announcement of its nondiscriminatory policy at least once annually on a broadcast radio station that serves all segments of the community.

**Article XIV
INSURANCE**

INSURANCE. The 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 XV
MAINTENANCE OF CORPORATE RECORDS**

MAINTENANCE OF CORPORATE RECORDS. The Corporation shall keep:

- (a) Adequate and correct books and records of account;

and (b)Written minutes of the proceedings of the Board and committees of the Board;

(c)Such reports and records as required by law.

Article XVI INSPECTION RIGHTS

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 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.

ACCOUNTING RECORDS AND MINUTES. On written demand on the Corporation, any Director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board and committees of the Board at any reasonable time for a purpose reasonably related to the Director's interest as a Director. Any such inspection and copying may be made in person or by the Director's agent or attorney.

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 XVII BYLAW AMENDMENTS

BYLAW AMENDMENTS. The Board may adopt, amend or repeal any of these bylaws by a majority of the Directors in office at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter that created the Corporation or make any provisions of these bylaws inconsistent with that Charter, the Corporation's Articles of Incorporation, or any applicable laws.

Article XVIII FISCAL YEAR

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 Communitas Charter High School a California non-profit public benefit corporation; that these bylaws, consisting of [17] pages, are the Bylaws of this corporation as adopted by the Board of Directors on _____ and that these bylaws have not been amended or modified since that date.

Executed on _____ at _____, California.

Michelle McCarthy, Secretary

Exhibit A
Initial Board Members

Michelle McCarthy, Secretary

Lisa Mingus, Treasurer

Theodore Timpson, President

Attachment 15: Proposed Communitas Charter High School Conflict of Interest and Ethics Statement

As an employee/volunteer/Board Member of Communitas Charter High School, I have an obligation to the organization I serve, to the general public, and to myself to maintain the highest standards of ethical conduct. I will not commit acts contrary to these standards nor will I condone the commission of such acts by others within the organization. I have a responsibility to:

Confidentiality

- Keep confidential information confidential unless legally obligated to do otherwise.
- Refrain from using or appearing to use confidential information acquired in the course of my service for unethical or illegal advantage either personally or through third parties.

Conflict Of Interest

- Avoid direct or indirect, actual or apparent, conflicts of interest and/or advise all appropriate parties of any potential conflict, e.g.:
 - a. A Communitas Charter High School representative's personal business provides goods or services to Communitas Charter High School for consideration.
 - b. A friend or relative of a Communitas Charter High School representative provides goods or services to Communitas Charter High School for consideration.
 - c. A vendor or business acquaintance with whom a Communitas Charter High School representative has an outside business relationship provides goods or services to Communitas Charter High School for consideration.
- Refrain from engaging in any activity that would prejudice my ability or the ability of others to carry out duties ethically.
- Refuse any gift, favor, or hospitality that would influence or would appear to influence my actions or the actions of others, e.g. a Communitas Charter High School representative receives a referral fee or preferential discount, gift, or other valuable consideration from a vendor, paid promoter, fund-raising event sponsor, or any other outside party, for referring Communitas Charter High School business to such party.

Legal Assurance

- Report any present, past, or future allegations of criminal activities, criminal investigations, arrests, and/or convictions involving myself.

Integrity

- Refrain from violating any criminal or civil law or regulation.
- Refrain from either actively or passively subverting the attainment of Communitas Charter High School's legitimate and ethical objectives.
- Refrain from engaging in or supporting any activity that would discredit Communitas Charter High School.
- Perform my duties in accordance with relevant laws, regulations, Communitas Charter High School policies and standards.
- Represent the interests of all people served by this organization and not favor special interests inside or outside the organization.

I _____, attest and agree to be bound by the foregoing standards. I have not been party to an unethical or conflicting action that has not been previously disclosed. I also agree to report any potential future conflicts of interest or observed unethical activity of which I have become aware to the appropriate parties. I do not currently have pending against me any criminal proceedings, nor have I been placed under arrest for or been convicted of a criminal offense within the past year.

Signature

Date

Attachment 16 - Proposed 2011-2012 Communitas Family Agreement

Revised 14 February 2011

The Communitas Board, staff and families will work together to build a school community around a shared understanding of the school's mission and a commitment to the schools' instructional and operational philosophy.

As the parents/guardians of _____,

- We agree to support the school philosophy and policies, as explained the Communitas Family Handbook (available in English, Spanish and Vietnamese).
- We agree to be involved in the education of our student(s), and to attend their portfolio reviews (parent-teacher-student conferences), which will be scheduled at a time that works for our family.
- We agree to participate in the election of parent representatives to the Board of Directors.
- We agree to attend, whenever possible, Communitas student and community events, such as Back to School Night and student exhibitions.
- We agree to respect the privacy of the Communitas students, parents, and staff, and to abide by the confidentiality policies of Communitas Charter High School.
- We understand that Communitas is a small school with limited resources and as such, help from families is necessary for the success of our school. We agree to volunteer our time to support the school, in a manner that works for our family, whether that be taking on a school-wide support job or helping out at an event.

Communitas is committed to maintaining a positive and safe learning environment on campus and at all school-sponsored activities, and expects volunteers to act appropriately at all times. The Executive Director has discretion to make an alternative plan for any volunteer's participation in the event that inappropriate conduct occurs.

We, the parents/guardians of _____, have read, understood, and agree to comply with the terms of the Communitas Family Agreement.

Printed name of Parent/Guardian

Signature of Parent/Guardian

Date

Printed name of Parent/Guardian

Signature of Parent/Guardian

Date

Attachment 17: Lottery Policy (Revised 03.22.12)

This policy applies to all qualified applicants, as defined in the application packet, to Communitas Charter High School during the Open Enrollment Period.

If the number of students applying for any grade exceeds the expected capacity for that grade, a single admissions lottery will be conducted for the oversubscribed grades for those applicants who submitted application packets during the open enrollment period. Existing students of the School are not subject to the public random drawing. When a drawing is necessary after an enrollment period has ended, it will be conducted in accordance with the exemptions and preferences established below.

A waiting list of applicants at each grade level will be maintained to fill vacancies that occur during the school year.

The date and location of the lottery will be posted on the Communitas website and in the school office (after the first year). The expected number of classes and class size for each grade will be specified by the Board and announced in advance.

For the initial school year enrollment, if a public random drawing is necessary for any grade level, the exemptions and preferences will be as follows:

1. Exemptions from the lottery:
 - a. Children of Communitas Founders as identified in the charter document in this document (see **Table 2. Founding Members and Areas of Expertise**). *
 - b. Children of faculty of Communitas.*
* Students receiving these exemptions will not make up more than 10% of the student population at any time.
2. Preferences in the single lottery:
 - a. Residents of Santa Clara County (upon proof of residency) will be granted a 2:1 preference in the single lottery.

In subsequent years, if a public random drawing is necessary for any grade level, the exemptions and preferences will be as follows:

1. Exemptions from the lottery:
 - a. Current students.
 - b. Siblings of current students.
 - c. Children of Communitas Founders as identified in the charter document (see **Table 2. Founding Members and Areas of Expertise**). *
 - d. Children of faculty of Communitas.*

* Students receiving these exemptions will not make up more than 10% of the student population at any time.

2. Preferences in the single lottery:

- a. Residents of Santa Clara County (upon proof of residency) will be granted a 2:1 preference in the single lottery.

- An “Applicant List” shall be prepared. Each applicant on the list will be assigned a Lottery ID. The “Applicant List” will be certified by signatures of two Communitas Charter High School Board Members.
- Applicants will be informed of their Lottery ID prior to the admissions lottery by email via the email address provided on the enrollment application. Applicants who do not have email access will be notified by US Mail.
- The lottery will be based on preferences. A 2:1 preference means that 2 tickets will be issued per eligible applicant. If an applicant has a sibling, the ticket will be marked with an “S”. If applicable, drawing a ticket with an “S” will indicate the sibling’s admission status as well.
- The Board shall choose an independent outside party to draw the lottery tickets.
- As each ticket is drawn, the Lottery ID of the applicant on the ticket shall be announced and sequentially added to the relevant grade list.
- After the admissions lottery is complete, Communitas shall post the lottery results on the Communitas website and in the Communitas school office.
- The lottery result list will be used to fill available grade level spaces. The remaining applicants on the lottery list will form the wait lists for each grade.
- 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 Communitas 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.
- It is the parent/guardian’s responsibility to update their contact information with Communitas. Communitas shall not be responsible for failure to contact the parent/guardian of either accepted or wait-listed applicants due to expired contact information.
- A student placed on a wait list will remain on the wait list until either:
 - The student is accepted into Communitas Charter High School, or
 - The parent/guardian requests in writing that the student be removed from the wait list, or
 - The school year ends.

Attachment 18: Proposed Communitas Student Suspension and Expulsion Policies and Procedures

Suspension and Expulsion

Students who present an immediate threat to the health and safety of others may be suspended or expelled. A written remediation plan will be prepared that clearly describes progressive discipline measures, grounds for suspension and expulsion, minimum/maximum number of consecutive days of suspension, notification process to parents of suspension, reasons for suspension, appeal process, length of suspension, and provision for student's education while suspended.

A student may be suspended or expelled for any of the acts enumerated in this section and related to school activity or school attendance that occur at any time, including, but not limited to, any if the following:

- While on school grounds.
- While going to or coming from school.
- During the lunch period whether on or off the campus.
- During, or while going to or coming from, a school-sponsored activity.

Reasons for Suspension

Communitas may suspend a student for any of the following reasons as specified in the California Education Code section 48900:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.
3. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage, or intoxicant or otherwise furnished to any person another liquid, substance, or material represented as a controlled substance, alcoholic beverage, or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stolen or attempted to steal school property or private property.
8. Possessed or used tobacco, or any products containing tobacco or nicotine products in any form.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
11. Disrupted school activities or otherwise willfully defied the valid authority of school personnel engaged in the performance of their duties.

12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm.
14. Committed or attempted to commit a sexual assault or sexual battery.
15. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in, or attempted to engage in, hazing as defined in Section 32050.
18. Aided or abetted the infliction or attempted infliction or physical injury to another person (suspension only).

48900.2 – Committed sexual harassment (grades 4-12)

48900.3 – Caused, attempted to cause, threatened to cause, or participated in an act of hate violence (grades 4-12)

48900.4 – Engaged in harassment, threats, or intimidation directed against school personnel or pupils (grades 4-12)

48900.7 – Made terroristic threats against school officials, school property or both (grades 4-12)

Reasons for Expulsion

Students may be expelled from Communitas for any of the following reasons as specified in the California Education Code section 48915:

- Causing serious physical injury to another person.
- Possession, selling or furnishing of any firearm, knife, explosive, or other dangerous object.
- Brandishing a knife at another person
- Committing or attempting to commit a sexual assault or committing a sexual battery.
- Unlawful possession or selling of any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- Robbery or extortion.
- Assault or battery upon any school employee.

Process for Suspension and/or Expulsion

Informal Conference

Suspension will be preceded by an informal conference conducted by the leadership team, with the student and the student's parent. The student will be informed of the reason for the disciplinary action and the evidence against him or her. The student will be given the opportunity to present his or her version and evidence in his or her defense. The conference may be omitted if the administrative staff 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 the student is suspended without a conference, the parent will be notified of the suspension, a request for a conference will be made as soon as possible and the conference will be held as soon as possible.

Notice to Parents

At the time of suspension, a school employee will make a reasonable effort to contact the parent by telephone or in person to be followed up with a written notification. This notice will state the specific offense committed by the student. In addition, the notice may also state the date and time the student may return to school. If the school officials wish to ask the parent to confer regarding matters pertinent to the suspension, the notice may note that the parents are required to respond to this request without delay and that student violations of school rules can result in student expulsion from the school.

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.

Length of Suspension

The length of suspension for students may not exceed a period of 5 days unless an administrative recommendation has been made and agreed to by the student's parent/guardian. If a student is recommended for a period of suspension exceeding 5 days, a second conference will be scheduled between the parent/guardian and School personnel to discuss the progress of the suspension. Any student who is suspended will receive daily class assignments and homework for the duration of the suspension.

Recommendations for Expulsion

Students will be recommended for expulsion if the administrative staff finds that at least one of the following findings may be substantiated:

- a) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- b) Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.
- c) Possessing, selling or furnishing a firearm.
- d) It is a federal mandate that a school expel, for a period of not less than one year (except on a case by case basis) any student who is determine to have brought a firearm to school.

Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing will be held within 30 days after the administrative staff determines that the student committee an act subject to expulsion. The hearing may be presided over by the Board of Directors or an administrative hearing panel appointed by the Board.

Written notice of the hearing will be forwarded to the student and the student's parent at least 10 calendar days before the date of the hearing. This notice will include:

- a) The date and place of the hearing.

- b) A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based.
- c) A copy of Communitas' disciplinary rules that relate to the alleged violation.
- d) The opportunity for the student or the student's parent to appear in person at the hearing.
- e) Parent has a right to be represented by an attorney.
- f) Parent has a right to bring witness, written statements, written documents

Written notice to expel a student will be sent by the administrative staff to the parent of any student who is expelled. This notice will include the following:

- a) The specific offense committed by the student for any of the acts listed above in "Reasons for Suspension and/or Expulsion."
- b) Notice of the student's or parent's obligation to inform any new district in which the student seeks to enroll of the student's status with Communitas.

Appeal of Suspension or Expulsion

The suspension or expulsion of a student will be at the discretion of the administrative staff of Communitas (or the administrative staff designee). Parents will be notified in advance to enactment of the suspension or expulsion and can appeal a student's suspension or expulsion. A suspension appeal will be heard by the administrative staff, and upon consideration, the administrative staff's decision is final. An expulsion may be appealed within five working days. The student will be considered suspended until a meeting is convened to hear the appeal (within ten working days) at which time the student's parent must attend to present their appeal. The appeal will be heard by a fair and impartial panel of representatives assigned by the Communitas Board of Directors. The decision of the panel of representatives of the Communitas Board of Directors will be final.

In the event of a decision to expel a student from Communitas, the School will work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior will be communicated to the county/school to which the student matriculates.

Rehabilitation Plans

Pupils who are expelled from Communitas shall be given a rehabilitation plan upon expulsion as developed by Communitas' board of directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the charter school for readmission.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be at the sole discretion of Communitas' Board and the pupil, parent or guardian, or representative, to determine whether the pupil poses a

threat to others or will be disruptive to the school environment. The pupil's readmission is also contingent upon the capacity of Communitas at the time the pupil seeks readmission.

Alternative Education Programs for Expelled Students

The School will work cooperatively with the student's district of residence, county and/or private schools to assist with the educational placement of the expelled student. To the extent required by law, Communitas will communicate any incident of violent and/or serious behavior to the district/school to which the student matriculates.

Special Education Students

Communitas recognizes that disciplinary procedures are different for special education students. Discipline procedures for students with special needs will include positive behavioral interventions.

In the case of a special education student, or a student who receives 504 accommodations, the charter will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine whether the student's misconduct was a manifestation of his or her disability; whether the student was appropriately placed and receiving the appropriate services at the time of the misconduct; and/or whether behavior intervention strategies were in effect and consistent with the student's IEP or 504 Plan. If it is determined that the student's misconduct was not a manifestation of his or her disability, that the student was appropriately placed and was receiving appropriate services at the time of the misconduct, and that the behavior intervention strategies were in effect and consistent with the students IEP, the student may be expelled.

Attachment 19: Communitas Charter School Budget Narrative

The attached budget and cash flow projection are based on conservative estimates of the actual costs to implement the Communitas Charter School program as described in the charter.

Revenues

General and Categorical Block Grant and lottery revenue projections for the first year (2011-12) were based on the conservative School Services of California (SSC) estimates for 2010-11 revenue for charter schools, released in October 2010. Those rates were grown conservatively by 0% in 2012/13 and 1.9% in 2013/14 in line with SSC estimates.

The budget includes the Public Charter School Grant at the minimum level for a site-based school of 100 students or more.

Expenses

Expenses have been conservatively estimated by EdTec and the founding team based on current market conditions in Santa Clara and EdTec's experience working with a number of charter schools in the county. Expense assumptions have been increased 2% per year for inflation, in addition to being increased for enrollment and staffing growth. Salary COLA is 2-3%. Below is a summary of the major expense categories and the assumptions underlying them.

Staffing and benefits: Communitas Charter School will open with an executive director, six core teachers, two instructional aides, and an office manager. In the second year, the school will add four core teachers and a secretary/attendance clerk. In the third year, the school will add one core teacher and a part time registrar/compliance coordinator.

The school has benchmarked its salaries salary schedules in Santa Clara, taking into account the expected age and experience distribution of its staff.

Communitas Charter School assumes a 5% absence rate among its faculty, and has budgeted substitutes accordingly.

Communitas Charter School intends to outsource its business services, so it will not hire back office business staff in the first few years.

Communitas Charter School will offer a cafeteria health plan with a fixed contribution amount per employee per year: \$6200 in year one which will grow by 10% per year thereafter, in line with recent health cost increases. Certificated staff will participate in STRS; non-certificated staff will be part of the social security system.

Books and Supplies: Communitas Charter School will have an integrated curriculum that will draw upon varied curricular resources. The school has budgeted \$300 per new

student to purchase curricular resources, as well as \$100 per student per year to purchase consumable instructional materials.

The school has budgeted \$150 per new student to purchase classroom furniture for the portables, as well as \$2400 per classroom to purchase the teacher computer and four net books per classroom.

Services and Operating: To the extent possible, all Services and Operating expenses were estimated based on actual quotes for Communitas Charter School or for similarly situated schools. Accounting services,, insurance, utilities, and the business services estimates come directly from actual quotes for services to similar schools. Rent is based on recent quotes for portables with the installation amortized into the costs.

Other expenses were estimated based on the experience of EdTec staff, including copier lease, legal, SIS, fingerprinting, postage, recruiting, and communications. The SPED encroachment is based on local encroachment levels. The school is planning to spend \$2K per teacher per year in professional development in addition to conference fees and transportation for teachers.

Capital Outlay: The school is budgeting \$100K to prepare the site for the portables.

Cash Flow: Once the charter is approved, the school will apply for a \$250K CDE Revolving Loan to help fund the initial purchase of equipment and manage the cash flow. Should the CDE loan not be available, the school will seek financing from its bank and/or from Charter School Capital, which provides receivable financing. The school will begin paying back the CDE loan in year two. In its second year, the school will apply for a growth loan from CCSA to help finance the growth in enrollment until the state catches up on its payments. By year three, the school will take out a Line of Credit with its bank to cover the minor ups and downs of funding.

The cash forecast assumes that the February, April, May, and June deferrals continue as is for the foreseeable future. It is assumed the June deferral will continue indefinitely. The Special Advance apportionment for growing schools has been included following historical disbursement patterns.

Contingencies and Reserves: The school is maintaining a 4% budget reserve in addition to a \$15,000 contingency in the event of closure.

Communitas HS

Budget Summary
12/1/2010

	2010/11	2011/12	2011/12	2011/12	2012/13	2013/14
	Startup Budget	Budget	Total Budget (includes Startup)	Notes	Budget	Budget
SUMMARY						
Revenue						
General Block Grant	-	948,668	948,668		1,598,260	2,284,118
Federal Income	175,000	50,000	225,000		150,000	-
Other State Income	-	66,911	66,911		111,163	161,595
Other Local Revenue	-	-	-		-	-
Fundraising and Grants	-	85,500	85,500		145,350	207,560
Total Revenue	175,000	1,151,079	1,326,079		2,004,773	2,653,272
Expenses						
Compensation and Benefits	-	669,961	669,961		1,039,034	1,372,460
Books & Supplies	50,500	56,700	107,200		92,106	114,780
Services & Operating Exp.	40,750	311,307	352,057		471,632	612,584
Capital Outlay	-	100,000	100,000		-	-
Total Expenses	91,250	1,137,969	1,229,219		1,602,772	2,099,825
Operating Income (excluding Depreciation)	83,750	13,110	96,860		402,000	553,447
<i>Operating Income (including Depreciation)</i>	<i>83,750</i>	<i>93,110</i>	<i>176,860</i>		<i>382,000</i>	<i>533,447</i>
Fund Balance						
Beginning Balance (Unaudited)	-	-	-		96,860	498,861
Audit Adjustment	-	-	-		-	-
Beginning Balance (Audited)	-	-	-		-	-
Operating Income (including Depreciation)	83,750	93,110	176,860		382,000	533,447
Ending Fund Balance (including Depreciation)	83,750	93,110	176,860		478,861	1,032,308
CDE Recommended Reserve (4% of Expenses) + \$15K closure con	3,650	60,519	64,169		79,111	98,993

Communitas HS

Budget Summary
12/1/2010

	2010/11	2011/12	2011/12	2011/12	2012/13	2013/14
	Startup Budget	Budget	Total Budget (includes Startup)	Notes	Budget	Budget
DETAIL						
Enrollment						
K to 3	-	-	-		-	-
4 to 6	-	-	-		-	-
7 to 8	-	-	-		-	-
9 to 12	-	150	150		250	350
Total Enrollment	-	150	150		250	350
Attendance Rates						
K to 3				Low average rate in year one, increasing slowly over time		
4 to 6		95.0%	95.0%		95.5%	96.0%
7 to 8		95.0%	95.0%		95.5%	96.0%
9 to 12		95.0%	95.0%		95.0%	95.0%
Average		95.0%	95.0%		95.0%	95.0%
ADA						
K to 3	-	-	-		-	-
4 to 6	-	-	-		-	-
7 to 8	-	-	-		-	-
9 to 12	-	143	143		238	333
Total ADA	-	143	143		238	333
Economically Disadvantaged	-	15	15		25	35
Free Lunch	-	15	15		25	35
Reduced Lunch	-	30	30		50	70
English Language Learners	-	38	38		63	88

Communitas HS

Budget Summary
12/1/2010

		2010/11	2011/12	2011/12	2011/12	2012/13	2013/14
		Startup Budget	Budget	Total Budget (includes Startup)	Notes	Budget	Budget
REVENUE							
	General Purpose Block Grant (9 - 12)		875,235	875,235	\$6142 per ADA per SSC	1,486,513	2,122,680
	Subtotal General Purpose Block Grant	-	875,235	875,235	Rates provided by SSC	1,486,513	2,122,680
General Block Grant							
8015	State Aid		832,485	832,485		1,188,688	1,705,725
8096	Property Tax		42,750	42,750		297,825	416,955
8480	Charter Schools Categorical Block Grant		73,433	73,433	\$400 per ADA including ; includes \$313 per ED & ELL student	111,748	161,438
SUBTOTAL - General Block Grant		-	948,668	948,668		1,598,260	2,284,118
Federal Income							
8181	Special Education - Entitlement	-	-	-		-	-
8220	Child Nutrition Programs	-	-	-		-	-
8291	Title I - Basic Grant	-	-	-		-	-
8298	Implementation Grant (PCSGP)	175,000	50,000	225,000		150,000	-
SUBTOTAL - Federal Income		175,000	50,000	225,000		150,000	-
Other State Income							
8381	Special Education - Entitlement (State)	-	-	-		-	-
8434	Class Size Reduction, Grades K-3	-	-	-		-	-
8520	Child Nutrition - State	-	-	-	Funding for eligible students	-	-
8545	School Facilities Apportionments (SB740)	-	48,600	48,600		81,000	119,700
8550	Mandated Cost Reimbursements	-	-	-	Fund availability determined by state budget	-	-
8560	State Lottery Revenue	-	18,311	18,311	\$128.5 per ADA per CDE; accrued in yr1, paid yr2	30,163	41,895
8591	Supplemental Hourly Revenue	-	-	-		-	-
8590	After School Education & Safety Grant	-	-	-		-	-
SUBTOTAL - Other State Income		-	66,911	66,911		111,163	161,595

Communitas HS

Budget Summary
12/1/2010

		2010/11	2011/12	2011/12	2011/12	2012/13	2013/14
		Startup Budget	Budget	Total Budget (includes Startup)	Notes	Budget	Budget
Local Revenues							
8634	Food Service Sales	-	-	-		-	-
8639	All Other Sales	-	-	-		-	-
8650	Leases and Rentals	-	-	-		-	-
SUBTOTAL - Local Revenues		-	-	-		-	-
Fundraising and Grants							
8803	Fundraising	-	85,500	85,500	\$600 per ADA Total including parent donations, fundraisers, grants and other philanthropy	145,350	207,560
SUBTOTAL - Fundraising and Grants		-	85,500	85,500		145,350	207,560
TOTAL REVENUE		175,000	1,151,079	1,326,079		2,004,773	2,653,272

Communitas HS

Budget Summary
12/1/2010

	2010/11	2011/12	2011/12	2011/12	2012/13	2013/14
	Startup Budget	Budget	Total Budget (includes Startup)	Notes	Budget	Budget
EXPENSES						
1000 Certificated Employees						
Teachers (Cert)	-	348,000	348,000	6 FTE, avg salary of \$58000, adding 4 FTE each year	591,600	844,805
Stipends (Cert)	-	-	-		-	-
Substitutes (Cert)	-	8,640	8,640	5% absence rate and a daily rate of \$120	12,960	17,280
Teachers - Elective (Cert)	-	-	-		-	-
Teachers - Independent Study (Cert)	-	-	-		-	-
Teachers - Special Ed (Cert)	-	-	-		-	-
Administration (Cert)	-	85,000	85,000	1 FTE	86,700	88,434
SUBTOTAL - Certificated Employees	-	441,640	441,640		691,260	950,519
2000 Classified Employees						
Instructional Aide (Class)	-	50,000	50,000	2 FTE, avg salary of \$25000	51,000	52,020
Elective Teachers (Class)	-	-	-		-	-
Administration (Class)	-	-	-		-	-
Clerical (Class)	-	45,000	45,000	1 FTE, office mgr in year 1, adding clerk/secretary in out years	87,900	89,658
SUBTOTAL - Classified Employees	-	95,000	95,000		138,900	141,678
3000 Employee Benefits						
3401-2 Health Insurance	-	62,000	62,000	\$6200 per FTE per year. Growing at 10% per year.	102,300	142,538
3301-4 Social Security/Medicare/ETT	-	14,152	14,152		21,370	36,799
3501-2 Unemployment Insurance - State	-	5,292	5,292	3.60% per first ~\$8K of pay per person	4,284	6,048
3513-14 Unemployment Insurance - Federal (FUTA)	-	56	56		56	56
3101 STRS	-	35,723	35,723	8.25% of certificated payroll	55,960	62,057
3601-2 Worker's Comp	-	16,099	16,099	3.00% of payroll, per insurance quote for similarly sized school	24,905	32,766
SUBTOTAL - Employee Benefits	-	133,321	133,321		208,874	280,264

Communitas HS

Budget Summary
12/1/2010

		2010/11	2011/12	2011/12	2011/12	2012/13	2013/14
		Startup Budget	Budget	Total Budget (includes Startup)	Notes	Budget	Budget
4000 Books & Supplies							
4100	Approved Textbooks & Core Curricula Materials	-	-	-		-	-
4200	Books and Other Reference Materials	30,000	15,000	45,000	\$300 per New Student for leveled library	30,600	31,212
4300	Materials & Supplies	-	-	-		-	-
4315	Custodial Supplies	-	1,200	1,200		1,224	1,248
4320	Educational Software	-	600	600	\$100 per Teacher	1,020	1,457
4325	Instructional Materials & Supplies	12,000	3,000	15,000	\$100 per Student	25,500	36,414
4326	Art & Music Supplies	-	-	-		-	-
4330	Office Supplies	1,000	5,000	6,000		6,120	6,242
4335	PE Supplies	-	-	-		-	-
4340	Professional Development Supplies	-	-	-		-	-
4400	Noncapitalized Equipment	-	-	-		-	-
4410	Classroom Furniture, Equipment & Supplies	-	22,500	22,500	\$150 per New Student	15,300	15,606
4420	Computers (individual items < \$5k)	7,500	6,900	14,400	\$2400 per New Classroom	9,792	20,000
4430	Office Furniture, Equipment & Supplies	-	2,500	2,500		2,550	2,601
4700	Food	-	-	-		-	-
4710	Student Food Services	-	-	-		-	-
4352	Gardening Supplies	-	-	-		-	-
SUBTOTAL - Books and Supplies		50,500	56,700	107,200		92,106	114,780

Communitas HS

Budget Summary
12/1/2010

		2010/11	2011/12	2011/12	2011/12	2012/13	2013/14
		Startup Budget	Budget	Total Budget (includes Startup)	Notes	Budget	Budget
5000 Services and Other Operating Expenditures							
5210	Conference Fees	-	3,600	3,600	\$600 per Teacher	6,120	8,739
5220	Travel and Lodging	-	2,500	2,500	\$250 per FTE	3,825	4,942
5305	Dues & Membership - Professional	-	750	750	\$5 per Student	1,275	1,821
5450	Insurance - Other	-	6,750	6,750	\$45 per Student	11,475	16,386
5515	Janitorial, Gardening Services & Supplies	-	16,800	16,800		17,136	17,479
5535	Utilities - All Other Utilities	-	21,600	21,600	\$.25 psf per month, consistent with industry standards	32,400	43,200
5600	Rentals, Leases & Repairs	-	-	-		-	-
5605	Equipment Leases	-	5,400	5,400	Copier lease	5,508	5,618
5610	Rent	-	64,800	64,800	\$5400 per month for portables based on quote from portable company	108,000	159,600
5615	Repairs and Maintenance - Building	-	1,800	1,800		1,836	1,873
5616	Repairs and Maintenance - Computers	-	-	-		-	-
5617	Repairs and Maintenance - Other Equipment	-	-	-		-	-
5803	Accounting Fees	-	8,200	8,200	Per quote from Hosaka Nagel	8,364	8,531
5809	Banking Fees	-	300	300		306	312
5812	Business Services	-	76,168	76,168	7.5% of governmental revenues	102,565	122,286
5815	Consultants - Instructional	23,750	-	23,750	School leaders PT March-June; accreditation in year 2	3,500	-
5824	District Oversight Fees	-	9,487	9,487	1.0% of General & Categorical Block Grants	15,983	22,841
5830	Field Trips	-	-	-		-	-
5836	Fingerprinting	-	600	600	\$60 per FTE	918	1,186
5843	Interest Expense	-	3,802	3,802		3,705	2,632
5845	Legal Fees	3,000	3,000	6,000		6,120	6,242
5851	Marketing and Student Recruiting	1,000	1,250	2,250	\$15 per New Student	1,530	1,561
5854	Consultants - Other	-	-	-		-	-
5857	Payroll Fees	-	2,400	2,400		2,448	2,497
5860	Printing and Reproduction	1,000	2,000	3,000		3,060	3,121
5861	Prior Year Operating Expenses	-	-	-		-	-
5863	Professional Development	4,000	8,000	12,000	\$2000 per Teacher	20,400	22,848
5869	Special Education Contract Instructors	-	-	-		-	-
5872	Special Education Encroachment	-	42,750	42,750	\$300 per ADA	72,675	103,780
5874	Sports	-	-	-		-	-
5875	Staff Recruiting	2,000	1,000	3,000	\$500 per New Teacher	2,040	2,081

Communitas HS

Budget Summary
12/1/2010

		2010/11	2011/12	2011/12	2011/12	2012/13	2013/14
		Startup Budget	Budget	Total Budget (includes Startup)	Notes	Budget	Budget
5878	Student Assessment	-	3,750	3,750	\$25 per Student	6,375	9,104
5880	Student Health Services	-	1,500	1,500	\$10 per Student	2,550	3,641
5881	Student Information System	6,000	2,700	8,700	\$18 per Student plus setup in year 1	4,590	6,555
5887	Technology Services	-	7,200	7,200	Basic IT handled by volunteers, network maintained by tech service	7,344	7,491
5893	Transportation - Student	-	5,250	5,250	\$35 per Student for bus passes	8,925	12,745
5910	Communications - Internet / Website Fees	-	1,200	1,200		1,224	1,248
5915	Communications - Postage and Delivery	-	3,750	3,750	\$25 per Student	6,375	9,104
5920	Communications - Telephone & Fax	-	3,000	3,000		3,060	3,121
5999	5000 series 1099 reimbursable expenses	-	-	-		-	-
SUBTOTAL - Services & Other Operating Exp.		40,750	311,307	352,057		471,632	612,584
6000 Capital Outlay							
6100	Sites & Improvement of Sites	-	100,000	100,000	Site prep and installation of portables	-	-
6200	Buildings & Improvement of Buildings	-	-	-		-	-
6410	Computers	-	-	-		-	-
6420	Furniture	-	-	-		-	-
6430	Other Equipment	-	-	-		-	-
SUBTOTAL - Capital Outlay		-	100,000	100,000		-	-
TOTAL EXPENSES		91,250	1,137,969	1,229,219		1,602,772	2,099,825

Communitas HS
 Monthly Cash Flows
 12/1/2010

Includes operating surplus
 from start up + \$250K CDE
 revolving loan

	2011/12												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	333,750	327,050	222,987	429,740	354,992	276,718	397,958	331,381	252,838	194,051	196,828	179,717	
Revenue													
General Block Grant	-	2,565	340,319	3,420	3,420	166,485	3,420	3,420	10,515	84,525	57,348	43,759	229,472
Federal Income	12,500	-	-	12,500	-	-	12,500	-	12,500	-	-	-	-
Other State Income	-	-	-	-	-	36,450	-	-	-	-	7,290	-	23,171
Local Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising and Grants	7,125	7,125	7,125	7,125	7,125	7,125	7,125	7,125	7,125	7,125	7,125	7,125	-
Total Revenue	19,625	9,690	347,444	23,045	10,545	210,060	23,045	10,545	30,140	91,650	71,763	50,884	252,643
Expenses													
Compensation & Benefits	13,149	52,709	60,863	60,595	60,061	60,061	60,863	60,328	60,168	60,114	60,114	60,114	824
Books & Supplies	417	4,417	15,337	11,559	3,121	3,121	3,121	3,121	3,121	3,121	3,121	3,121	0
Services & Other Operating Expenses	12,760	19,264	27,129	26,052	26,052	26,052	26,052	26,052	26,052	26,052	26,052	26,052	17,687
Capital Outlay	-	40,000	40,000	2,222	2,222	2,222	2,222	2,222	2,222	2,222	2,222	2,222	0
Total Expenses	26,325	116,389	143,328	100,429	91,456	91,456	92,258	91,724	91,563	91,510	91,510	91,510	18,511
Operating Cash Inflow (Outflow)	(6,700)	(106,699)	204,116	(77,384)	(80,911)	118,604	(69,213)	(81,179)	(61,424)	140	(19,747)	(40,626)	234,133
Prior Year Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Prior Year Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Accounts Receivable (current yr)	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Accounts Payable (current yr)	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	-	2,636	2,636	2,636	2,636	2,636	2,636	2,636	2,636	2,636	2,636	2,636	-
Loan Proceeds	-	-	-	-	-	-	-	-	-	-	-	-	-
Loan Payments	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Expenditure	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Changes (prepaids etc)	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	327,050	222,987	429,740	354,992	276,718	397,958	331,381	252,838	194,051	196,828	179,717	141,728	

Communitas HS
 Monthly Cash Flows
 12/1/2010

	2012/13												AP/AR
	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	141,728	332,023	233,639	102,412	86,316	84,549	66,264	99,103	92,228	105,520	194,915	235,440	
Revenue													
General Block Grant	-	11,624	5,130	84,953	130,611	44,186	120,827	125,719	99,923	205,941	152,462	125,723	491,161
Federal Income	37,500	-	-	37,500	-	-	37,500	-	37,500	-	-	-	-
Other State Income	-	-	-	-	-	60,750	7,541	-	-	7,541	12,150	-	23,181
Local Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising and Grants	12,113	12,113	12,113	12,113	12,113	12,113	12,113	12,113	12,113	12,113	12,113	12,113	-
Total Revenue	49,613	23,737	17,243	134,565	142,723	117,049	177,980	137,831	149,536	225,594	176,725	137,836	514,342
Expenses													
Compensation & Benefits	26,412	90,363	92,742	92,522	92,088	92,088	92,739	92,305	92,174	92,131	92,131	92,131	(790)
Books & Supplies	510	5,855	17,707	12,659	6,922	6,922	6,922	6,922	6,922	6,922	6,922	6,922	0
Services & Other Operating Expenses	19,217	28,539	41,479	39,783	39,783	39,783	39,783	39,783	39,783	39,783	39,783	37,929	26,201
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	46,139	124,757	151,928	144,964	138,793	138,793	139,444	139,010	138,880	138,836	138,836	136,982	25,411
Operating Cash Inflow (Outflow)	3,474	(101,020)	(134,686)	(10,399)	3,931	(21,744)	38,536	(1,178)	10,656	86,758	37,889	854	488,931
Prior Year Revenue	234,332	-	9,156	-	-	9,156	-	-	-	-	-	-	-
Prior Year Expenses	(17,687)	-	-	-	-	-	-	-	-	-	-	-	-
Change in Accounts Receivable (current yr)													
Change in Accounts Payable (current yr)													
Summerholdback for Teachers	(29,824)	2,636	2,636	2,636	2,636	2,636	2,636	2,636	2,636	2,636	2,636	2,636	
Loan Proceeds	-	-	-	-	-	-	-	-	-	-	-	-	-
Loan Payments	-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	-	-	-
Capital Expenditure													
Other Balance Sheet Changes (prepaids etc)													
Ending Cash	332,023	233,639	102,412	86,316	84,549	66,264	99,103	92,228	105,520	194,915	235,440	238,930	

Communitas HS
Monthly Cash Flows
12/1/2010

	2013/14											
	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	238,930	677,077	568,345	424,092	388,641	425,196	435,004	467,071	496,298	428,861	548,841	599,508
Revenue												
General Block Grant	-	30,874	35,739	140,865	206,407	82,346	192,362	199,385	94,205	271,087	194,293	155,895
Federal Income	-	-	-	-	-	-	-	-	-	-	-	-
Other State Income	-	-	-	-	-	89,775	10,474	-	-	10,474	17,955	-
Local Revenues	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising and Grants	17,297	17,297	17,297	17,297	17,297	17,297	17,297	17,297	17,297	17,297	17,297	17,297
Total Revenue	17,297	48,171	53,036	158,162	223,704	189,417	220,133	216,681	111,501	298,858	229,544	173,192
Expenses												
Compensation & Benefits	30,128	113,095	122,286	121,980	121,370	121,370	122,286	121,675	121,492	121,431	121,431	121,431
Books & Supplies	520	10,143	23,273	14,185	8,332	8,332	8,332	8,332	8,332	8,332	8,332	8,332
Services & Other Operating Expenses	25,584	36,300	53,574	51,750	51,750	51,750	51,750	51,750	51,750	51,750	51,750	51,750
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	56,233	159,538	199,133	187,915	181,453	181,453	182,368	181,758	181,575	181,514	181,514	181,514
Operating Cash Inflow (Outflow)	(38,936)	(111,368)	(146,097)	(29,754)	42,251	7,965	37,764	34,923	(70,073)	117,344	48,030	(8,322)
Prior Year Revenue	491,161	-	7,541	-	-	7,541	-	-	-	-	-	-
Prior Year Expenses	15,983	-	-	-	-	-	-	-	-	-	-	-
Change in Accounts Receivable (current yr)												
Change in Accounts Payable (current yr)												
Summerholdback for Teachers	(30,061)	2,636	2,636	2,636	2,636	2,636	2,636	2,636	2,636	2,636	2,636	2,636
Loan Proceeds	-	-	-	-	-	-	-	-	-	-	-	-
Loan Payments	-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	-	-
Capital Expenditure												
Other Balance Sheet Changes (prepaids etc)												
Ending Cash	677,077	568,345	424,092	388,641	425,196	435,004	467,071	496,298	428,861	548,841	599,508	593,822

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Attachement 21: Petition Signatures

We the undersigned believe that the attached charter merits consideration and hereby petition the governing board of the Santa Clara County Board of Education to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Comunitas Public High School and agrees to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the School's Charter.

The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the charter school.

By the Lead Petitioner:

Name: Theodore Timpson

Signature:

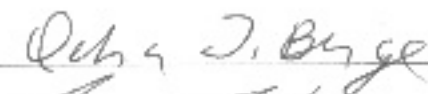


The petitioners recognize Theodore Timpson as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Santa Clara County Board of Education governing board.

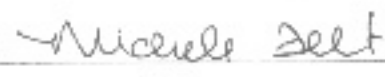
✓ Name: Pampa Biswas Signature:  Date: 12/3/10 Phone #: (408) 370-2392

✓ Name: Toni Smetlor Signature:  Date: 12/3/10 Phone #: 408-209-9539

✓ Name: Darrell Shen Signature:  Date: 12/3/10 Phone #: 408-249-7497

Name: Debra Berge Signature:  Date: 12/3/10 Phone #: (408) 243-4002

Name: Lynn Hsu Signature:  Date: 12/3/10 Phone #: (408) 286-6939

✓ Name: Michele Felt Signature:  Date: 12/3/10 Phone #: 408-247-2109

Name: LISA SCHAMER CORDILL Signature:  Date: 12/3/10 Phone #: 408/859-1905

✓ Name: Kimmy Scurro Signature:  Date: 12.3.10 Phone #: 408 326 0790

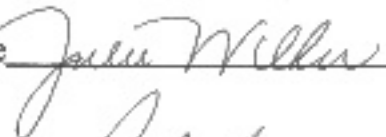
We the undersigned believe that the attached charter merits consideration and hereby petition the governing board of the Santa Clara County Board of Education to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Communitas Public High School and agrees to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the School's Charter.

The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the charter school.

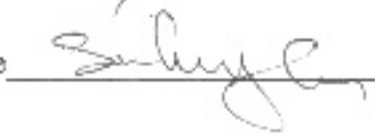
By the Lead Petitioner:

Name: Theodore Timpson Signature: 


The petitioners recognize Theodore Timpson as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Santa Clara County Board of Education governing board.

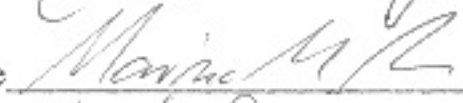
✓ Name: Julie Wilker Signature:  Date: 10/14/10 Phone # 650-917-9663

✓ Name: Prayush Jain Signature:  Date: 10/14/10 Phone # 408-504-4231

parent of
7th
grader
Name: Marjan Sadoughi Signature:  Date: 10/14/10 Phone # 408 297-4699

✓ Name: Marilyn Zweig Signature:  Date: 10/14/10 Phone # 408-316-4185

@6th
grader
Name: Marie Holley Signature:  Date: 10-14-10 Phone # 408-373-7959

grade 6
and 2
Name: Marina Peregrino Signature:  Date: 10-14-10 Phone # 408-736-8126

✓ Name: Koustava Kader Signature:  Date: 10-14/10 Phone # 408-253-7002

1st
grade
Name: Leemin Chow Signature:  Date: 10/14/10 Phone # 408 253 3225

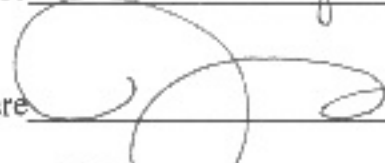

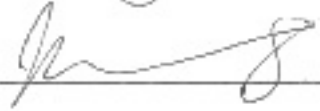
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By the Lead Petitioner:

Name: Theodore Timpson Signature: 

The petitioners recognize Theodore Timpson as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Santa Clara County Board of Education governing board.

- ✓ Name: MARIA A Young Signature: Maria A Young Date: 10/14/10 Phone # 408-243-3254
- ✓ Name: JP Headley Signature:  Date: 10/14/10 Phone # 650-248-5844
- ✓ Name: Candi Kenney Signature: CKenney Date: 10/14/10 Phone # 408 439 8437
- ✓ Name: Bos Ng Signature:  Date: 10-14-10 Phone # 408-386-1460
- ✓ Name: JOHN KENNEDY Signature:  Date: 10 Oct 2010 Phone # 408-379-7280
- ✓ Name: IZETIA KENNEDY Signature: Izetta Kennedy Date: Oct 14 2010 Phone # 408-379-7280
- Name: Jill Escher Signature: Jill Escher Date: 10-14-10 Phone # 408-314-1655
- ✓ Name: Mary Warfield Hooker Signature: M. Wofford Date: 10.14.10 Phone # 408-391-0629


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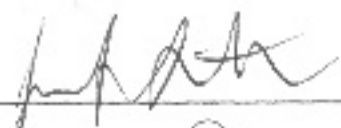
The petitioners recognize Theodore Timpson as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Santa Clara County Board of Education governing board.


Name: Gale Nowak Signature:  Date: 10/14/2010 Phone # (408) 691-6566

Name: Della Flint Signature:  Date: 10/19/2010 Phone # 650 964-8191


Name: Carroll McNeill Signature:  Date: 10/28/10 Phone # 408-255-1707

Name: Yael Ben-Norton Signature:  Date: 10/28/2010 Phone # 408-777-8993

Name:  Signature: Jennifer Skelton Date: 10/28/2010 Phone # 408 577-7794

Name: Cindy Parsay Signature:  Date: 10/28/10 Phone # 408-386-0789

Name: Phyllis Hoff Signature:  Date: 10/28/10 Phone # 650 906 5868

Name: Carol Ruiz Signature:  Date: 10/28/10 Phone # 408 777 2566

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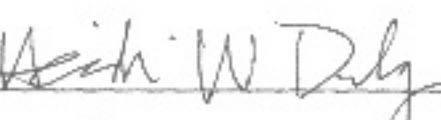
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✓ Name: Patty Rondas Signature:  Date: 10-14-10 Phone # (408) 718-9382

✓ Name: Sandra Day Signature:  Date: 10-14-10 Phone # 408-644-3553

✓ Name: Scott Pyne Signature:  Date: 14 Oct 2010 Phone # 650-996-8091

✓ Name: Taliaferro Smith Signature:  Date: 10/14-2010 Phone # 408-813-5513

✓ Name: Heidi Delgros Signature:  Date: 10/14/10 Phone # 408-259-2189

✓ Name: Lynn Morison Signature:  Date: 10/14/10 Phone # 408-288-5125

✓ Name: Colin McCracken Signature:  Date: 10/14/10 Phone # 408-480-7900

✓ Name: Christine Headley Signature:  Date: 10/14/10 Phone # 408 375-6460

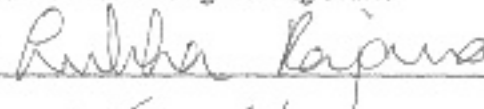
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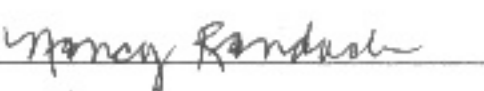
✓ Name: SUBHA RAJANA Signature:  Date: 10/14/10 Phone # 408-873-1774

✓ Name: Karen Hammer Signature:  Date: 10/19/10 Phone # 408-445-1862

✓ Name: Marjan Sardoughi Signature:  Date: 10/29/10 Phone # 408-447-4699

✓ Name: Jackie Summerfield Signature:  Date: 10/29/10 Phone # 408-741-1849

Name: Terry Lilliston-Trinwith Signature:  Date: 10/29/10 Phone # 408-253-3369

Name: NANCY RANDUCH Signature:  Date: 10/29/10 Phone # 408 253-4696

✓ Name: Mohan Srinivasan Signature:  Date: 10/29/10 Phone # 408-247-9645

✓ Name: Alicia Cassidy Signature:  Date: 10/29/10 Phone # 408-821-8195

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- ✓ Name: Michele Clopp Signature Michele Clopp Date: 10-14-10 Phone # (408) 247-5628
- ✓ Name: Phaik Teoh Signature Phaik Teoh Date: 10-14-10 Phone # (408) 248-0628
- ✓ Name: Stefanie Leung Signature Stefanie Leung Date: 10/14/10 Phone # (408) ~~257~~ 257-8822
- ✓ Name: Nilo Zarama Signature Nilo Zarama Date: 10/14/10 Phone # 408 249 0292
- Name: Droga Shoshani Signature Droga Shoshani Date: 10/14/10 Phone # 408-2961862
- Name: Aldrick Estrada Signature Aldrick Estrada Date: 10/14/10 Phone # (408) 627-1712
- ✓ Name: ANGELA WERRELL Signature Angela Werrell Date: 10/14/10 Phone # (408) 929-3238
- ✓ Name: William CHANDLER Signature William Chandler Date: 10/14/10 Phone # (408) 263-3135

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✓ Name: Cari Stewart Signature:  Date: 10/14/10 Phone # 408 996-0480

✓ Name: Suzanne Padgett Signature:  Date: 2010-10-14 Phone # 650 464 6266

✓ Name: Heather Bole Signature:  Date: 10/14/10 Phone # 408 376-0679

Name: _____ Signature _____ Date: _____ Phone # _____

Name: _____ Signature _____ Date: _____ Phone # _____

Name: _____ Signature _____ Date: _____ Phone # _____

Name: _____ Signature _____ Date: _____ Phone # _____

Name: _____ Signature _____ Date: _____ Phone # _____

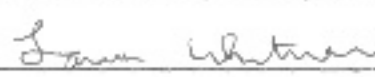
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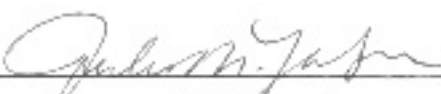
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Name: Theodore Timpson Signature: 

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✓ Name: Laura Whitmore Signature  Date: 10/14/10 Phone # 578-0529

✓ Name: Julie M. LaFreniere Signature  Date: 10/14/10 Phone # 402 1306

✓ Name: VAL FREYTAG Signature  Date: 10/14/10 Phone # 408 739-2858

✓ Name: Kimber Graham Signature  Date: 10-14-10 Phone # 408-667-5544

Name: _____ Signature _____ Date: _____ Phone # _____

Name: _____ Signature _____ Date: _____ Phone # _____

Name: _____ Signature _____ Date: _____ Phone # _____

Name: _____ Signature _____ Date: _____ Phone # _____

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- ✓ Name: DOUG FAIRBANK Signature:  Date: 10/14/10 Phone # 408-781-8748
- ✓ Name: POOYAM SHARMA Signature:  Date: 11/14/10 Phone # 408-996-9777
- ✓ Name: AMIN SURANI Signature:  Date: 10/14/10 Phone # 408 945 8035
- ✓ Name: Elsie Chandler Signature:  Date: 10-14-10 Phone # 408-263-3135
- ✓ Name: ROBERT HOUCK Signature:  Date: 11/18/10 Phone # 408-309-1530
- ✓ Name: Carla Breunling Signature:  Date: 11/19/10 Phone # 408-241-3264
- Name: _____ Signature: _____ Date: _____ Phone # _____
- Name: _____ Signature: _____ Date: _____ Phone # _____


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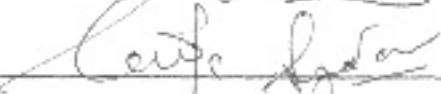
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Name: Theodore Timpson Signature: 

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✓ Name: Dalicia Niami Signature:  Date: 10/14/10 Phone # 408 829 0856

8th ✓ Name: Girija Sundaram Signature:  Date: 10/14/10 Phone # 408-557-0816

✓ Name: Debbie McGower Signature:  Date: 10/14/10 Phone # 408-369-1059

N Name: Diana Fursai Signature:  Date: 10/14/10 Phone # 408-257-6177 (2012 9th grader)

Name: JOHNNY CLOW Signature:  Date: 10/14/10 Phone # 408-625-0519

✓ Name: Marianne Reddy Signature:  Date: 10.20.10 Phone # 408-984-0706

Name: _____ Signature: _____ Date: _____ Phone # _____

Name: _____ Signature: _____ Date: _____ Phone # _____

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✓ Name: SHEHANA MARIKAR Signature Shehara Marikar Date: 10-14-10 Phone # 408-241-7527

✓ Name: Maria (MARIA) LAUGHLIN Signature Maria Laughlin Date: 14 Oct 10 Phone # 408-243-5204

✓ Name: NITIN JUTHANI Signature Nitin Juthani Date: 10/14/2010 Phone # 408-551-0525

✓ Name: Regina Allard Signature Regina Allard Date: 10/14/2010 Phone # 408-464-4237

Name: Ann Smith Signature  Date: 10/14/10 Phone # 408/868-9953

✓ Name: Dan Novo Signature Dan Novo Date: 10/14/10 Phone # 408-466-4242

Name: Victoria Stewart Signature Victoria Stewart Mariah is currently in Grade 7 Date: 10/14/10 Phone # 408 705 6573

Name: _____ Signature _____ Date: _____ Phone # _____

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✓ Name: AURIA SIN Signature: [Signature] Date: 11-16-10 Phone # 408 260 7513

✓ Name: Lori Krauss Signature: [Signature] Date: 11/16/10 Phone # 408-255-0905

✓ Name: GINA HANSMANN Signature: [Signature] Date: 11-16-10 Phone # 408-973-0274

✓ Name: Kathryn Artell Signature: [Signature] Date: 11-16-10 Phone # 408-390-⁵³⁰⁰~~494~~

✓ Name: Katie Schutz Signature: [Signature] Date: 11-17-10 Phone # 408 253 5514

✓ Name: Mette Christensen Signature: [Signature] Date: 11/17/10 Phone # 408 39 836 37

Name: _____ Signature: _____ Date: _____ Phone # _____

Name: _____ Signature: _____ Date: _____ Phone # _____

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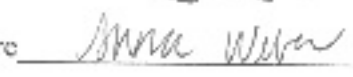
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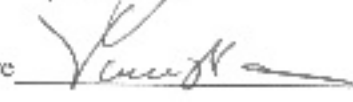
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5/11 Name: Robert SABADINO Signature:  Date: 10/29/10 Phone # 408 255-6040

1/4 Name: Anna Weber Signature:  Date: 10/29/10 Phone # 408-996-2340

5/11/2/11 Name: Kathy Lynch Signature:  Date: 10/29/10 Phone # 408 253-7011

7/11, 6/11 Name: Vanda Chan Signature:  Date: 10/29/10 Phone # 408-996-0431

Name: _____ Signature _____ Date: _____ Phone # _____

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Name: _____ Signature _____ Date: _____ Phone # _____

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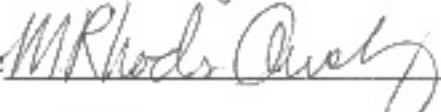
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Name: Amy Mohsin Signature:  Date: 10-14-10 Phone # 408-912-5026


Name: Michelle McCarthy Signature:  Date: 10-14-10 Phone # 408-286-3475

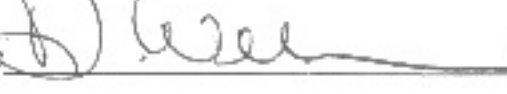
Name: Miriam Lawler Signature:  Date: 10/16/10 Phone # 408-224-6503

Name: Catherine Ojuelo Signature:  Date: 10/17/10 Phone # 408-281-2884

Name: Marjorie Rhodes Ousey Signature:  Date: 10/17/10 Phone # 408-270-3913

Name: Jenny Roberts Signature:  Date: 11/17/10 Phone # 225-5968

Name: Jennifer Putscher Signature:  Date: 11/17/10 Phone # 4086292062

Name: Doreen Williams Signature:  Date: 11/17/10 Phone # 4083638229

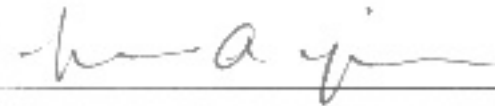
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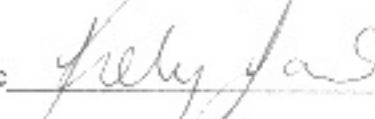
7th Name: LYNDA UNDERWOOD Signature:  Date: 10/29/10 Phone # (408) 821-8195


6th Name: Dorey Burtz Signature:  Date: 10.29.10 Phone # 408.650.7123

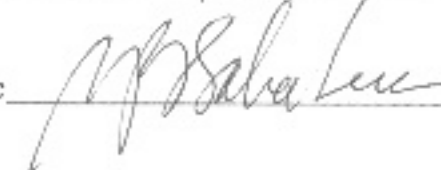
1st Name: Hoi Kuy Pom Signature:  Date: 10.29.10 Phone # 415-235-5249

1st Name: Vivian Lin Signature:  Date: 10.29.10 Phone # 408-886-8011

1st Name: Carmelita Hornstad Signature:  Date: 10/29/10 Phone # 408-307-6938

9th, 7th Name: Kelly Lambert Signature:  Date: 10/29/10 Phone # 408.472.7154

7th, 5th Name: Kathie Nassia Signature:  Date: 10/29/10 Phone # 408-777-9860

5th Name: Antoeg Sabatina Signature:  Date: 10/29/10 Phone # 408-255-6040

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Name: Kerry Lewis Signature:  Date: 12/3/10 Phone #: (408) 246-2352

Name: Diplo Signature:  Date: 12/3/10 Phone #: 408 748 0972

Name: Amy Kelly Signature:  Date: 12/3/10 Phone #: 408-261-0700

Name: Marta Dominguez Signature:  Date: 12/3/10 Phone #: 408-557-0922

Name: _____ Signature: _____ Date: _____ Phone #: _____

Name: _____ Signature: _____ Date: _____ Phone #: _____

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Signature:



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Name: Jennifer Jones Signature



Date: 12/3/2010 Phone # 408 364 0390

Name: Arthur Wehberger Signature



Date: 12/3/2010 Phone # 408-940-6477

Name: Shelly Rule Signature



Date: 12/3/2010 Phone # 408 866 8724

Name: Suzanne Kyles Signature



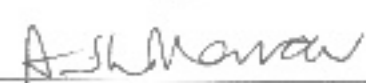
Date: 12/3/10 Phone # 408-425-1810

Name: Sonia Kao Signature



Date: 12/3/10 Phone # 408-554-8447

Name: Anita Morran Signature



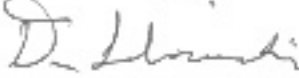
Date: 12/3/10 Phone # 408 777 8207

Name: Joe Gager Signature



Date: 12-3-'10 Phone # (408) 379-6138

Name: Don Sobocinski Signature



Date: 12-3-10 Phone # 408 937-4867

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Name: UMA RAVISHANKER Signature Uma Ravishanker Date: 12/3/10 Phone # 408-270-4812

Name: DOLORES MONTAÑO Signature Dolores Montano Date: 12/3/10 Phone # 408-295-4098

Name: CARLOS DEPIEROLA Signature [Signature] Date: 12/3/10 Phone # 408 369 1806

Name: Ed Maurer Signature Ed Maurer Date: 12/3/10 Phone # 408 554 2178

Name: Sarah Moffatt Signature Sarah Moffatt Date: 12/3/10 Phone # 408 379-6054

Name: Don Grabski Signature Don Grabski Date: 12/5/10 Phone # 510-309-1877

Name: Nicola Franklin Signature Nicola Franklin Date: 12/5/10 Phone # 408 246 9606

Name: Sincerely Sporkeman Signature [Signature] Date: 12/3/10 Phone # 408-227-1727

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Name: Jason Cuzzetto Signature: Jason M. Cuzzetto Date: 12/3/10 Phone #: 408-378-4708

Name: Marty Yezzer Signature: Marty Yezzer Date: 12/3/10 Phone #: 408-646-1521

Name: Tracy Callaway Signature: Tracy Callaway Date: 12/3/10 Phone #: 371-0569

Name: Mark Lubeck Signature: Mark Lubeck Date: 12/3/10 Phone #: 408-893-3516

Name: SUDEEP NAILAN Signature: Sudheer Date: 12/3/10 Phone #: 408-246-9224

JNP

Name: ~~_____~~ Signature: Judith Pass Date: 12/2/10 Phone #: _____

Name: Judith Pass Signature: Judith Pass Date: 12/2/10 Phone #: 408-429-4399

Name: Cristina Caracciolo Signature: Cristina Caracciolo Date: 12/2/10 Phone #: 408-3387183

We the undersigned believe that the attached charter merits consideration and hereby petition the governing board of the Santa Clara County Board of Education to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Communitas Public High School and agrees to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the School's Charter.

The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or wards attend the charter school.

By the Lead Petitioner:

Name: Theodore Timpson _____ Signature: 

The petitioners recognize Theodore Timpson as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Santa Clara County Board of Education governing board.

Name: Sara Reinoso Signature  Date: 12/3/2010 Phone #: (408) 267-2111

Name: SEAN SHAKBAF Signature  Date: 12-3-10 Phone # 408-244-2435

Name: Jeanne Wagner Signature  Date: 12-3-10 Phone #: 408-429-4693

Name: Kim Passanisi Signature  Date: 12-3-10 Phone # 408-978-5141

Name: TED LEWIS Signature  Date: 12-3-10 Phone # 408 429 4859

Name: BRUCE # 310 Signature  Date: 12/3/10 Phone # 408-398-3582

Name: Rama Kulkarni Signature  Date: 12/3/10 Phone # 408-244-6775

Name: Maira Edelman Signature  Date: 12/3/10 Phone # 408-278-9068


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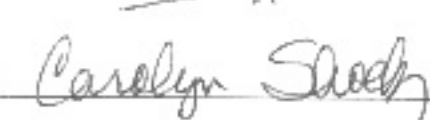
Name: KIAN FAR KAVAN Signature:  Date: 12/2/10 Phone #: 408 402 5330

Name: Jeff Ball Signature:  Date: 4-20-10 Phone #: 408-369-1999

Name: THAI NGUYEN Signature:  Date: 12/04/10 Phone #: 408-296-6740

Name: Eugene Nestorovich Signature:  Date: 12/3/10 Phone #: 408-409-6617

Name: SHRUTI NARAIN Signature:  Date: 12/5/10 Phone #: 408-243-5047

Name: Carolyn Shockowitz Signature:  Date: 12-3-10 Phone #: 408-858-3550

Name: Diane Schouten Signature:  Date: 12/3/10 Phone #: 408-296-3550

Name: Stefanescu Signature:  Date: 12/3/10 Phone #: 408-249-2262

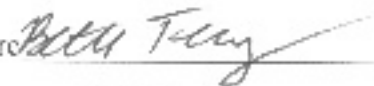
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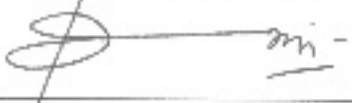
Name: BEH TERNY Signature:  Date: 12/3/10 Phone #: (408) 358-2037

Name: IZTOK STAJNER Signature:  Date: 12-3-10 Phone #: 408-410-1162

Name: Zschapel Signature:  Date: 12/3/10 Phone #: 408 378 3792

Name: ERIKA CASALINO Signature:  Date: 12/3/10 Phone #: 408 504 5635

Name: Lisa Armenta Signature:  Date: 12/3/10 Phone #: (408) 865-0435

Name: Rani Aviananda Signature:  Date: 12/3/10 Phone #: 408.834.0057.

Name: Suzy Fredrickson Signature:  Date: 12/3/10 Phone #: 408-378-1586

Name: Mandy Miller Signature:  Date: 12/3/10 Phone #: 408 378 5723

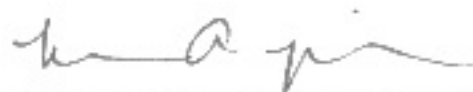
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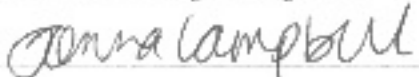
By the Lead Petitioner:


Name: Theodore Timpson

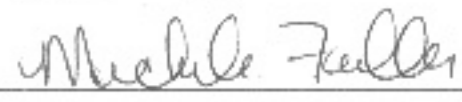
Signature:

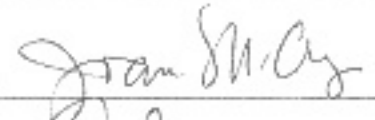


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Name: Donna Campbell Signature  Date: 12/3/10 Phone # 364-1386

Name: Colleen Malone Signature  Date: 12/7/10 Phone # (408) 241-4284

Name: Michele Fuller Signature  Date: 12/3/10 Phone # 408 246-0646

Name: Joan McCreary Signature  Date: 12/3/10 Phone # 408-896-6262

Name: Colette Mount Signature  Date: 12/3 Phone # 249-2838

Name: Jason Scott Signature  Date: 12/3 Phone # 650 417 5600

Name: Albert Balistreri Signature  Date: 12/3 Phone # 408-374-7538

Name: CANH V. LE Signature  Date: 12/03 Phone # 408 316 1836

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Signature:



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Name: Debra Martin Signature:  Date: 12/3/2010 Phone #: 408-265-6592

Name: Alla Konyashina Signature:  Date: 12/3/2010 Phone #: 408-480-2994

Name: Diane Tripousis Signature:  Date: 12/3/10 Phone #: (408) 243-0512

Name: Yongjun Zhang Signature:  Date: 12/3/10 Phone #: (408) 598-2584

Name: Lynne Martinez Signature:  Date: 12/3/10 Phone #: 408-316-0317

Name: Mari Houssni Signature:  Date: 12/3 Phone #: 1 281-4146

Name: Leora Rivere Signature:  Date: 12/3/10 Phone #: (408) 540-8057

Name: Angela Cooper Signature:  Date: 12/3/10 Phone #: 408-204-1045

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Name: Lorena Chiu Signature: *Lorena Chiu* Date: 10/29 Phone # 408 406 2298

Name: Neri Choma Signature: *Neri Choma* Date: _____ Phone # _____

Name: Vaishnavi Sridhar Signature: *Vaishnavi Sridhar* Date: 10/29 Phone # 408-865-0648

Name: Hua Wen Signature: *Hua Wen* Date: 10/29 Phone # _____

Name: Simone Lopez Signature: *Simone Lopez* Date: 10/29 Phone # _____

Name: *Lisa Lopez* Signature: *Lisa Lopez* Date: 10/29 Phone # _____

Name: Scott Shum Signature: *Scott Shum* Date: 10/29 Phone # 408-429-3722

Name: Christine Signature: *Christine* Date: 10/29 Phone # 408 474 9106

PREETA *Preeta Patel*

1st grader


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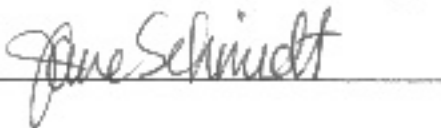
Name: Debra Townley Signature:  Date: 10-18-10 Phone # 408-209-9041

Name: Wendy Chellew Signature:  Date: 11-18-10 Phone # 408-440-0460

Name: Melissa Singh Signature:  Date: 11/19/10 Phone # 408-472-4331

Name: Michelle Baker Signature:  Date: 11-19-10 Phone # 408 439 1095

Name: Michelle Geary Signature:  Date: 11-19-10 Phone # 408-229-2309

Name: Jane Schmidt Signature:  Date: 11-7-2010 Phone # 408-374-2259

Name: _____ Signature: _____ Date: _____ Phone # _____

Name: _____ Signature: _____ Date: _____ Phone # _____


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✓ Name: Lara Sutherland Signature:  Date: 10/14/10 Phone # (408) 873-1687

Name: _____ Signature _____ Date: _____ Phone # _____

Name: _____ Signature _____ Date: _____ Phone # _____

Name: _____ Signature _____ Date: _____ Phone # _____

Name: _____ Signature _____ Date: _____ Phone # _____

Name: _____ Signature _____ Date: _____ Phone # _____

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