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DECEMBER 19, 2014

VIA: HAND DELIVERY

Jon R. Gundry, Superintendent
Santa Clara County Office of Education
1290 Ridder Park Drive
San Jose, CA 95131-2304

***Re: Voices College-Bound Language Academy at Morgan Hill Charter Petition
Appeal to the Santa Clara County Board of Education***

Dear Superintendent Gundry:

This letter is to inform you that Voices College-Bound Language Academy at Mt. Pleasant ("Voices MP" or the "Charter School"), which will be operated by Voices College-Bound Language Academies ("Voices") hereby appeals the denial of its charter petition by the Mt. Pleasant Elementary School District (the "District") to the Santa Clara County Board of Education (the "County Board"), as provided for in Education Code Section 47605(j)(1) and Title 5, California Code of Regulations Section 11967(a). Title 5, California Code of Regulations Section 11967(b), and Santa Clara County Office of Education ("SCCOE") policy requires that a charter school whose petition has been denied and that wishes to appeal its petition to a county board of education must send the following information within 180 days after the denial action:

- (1) A complete copy of the charter petition as denied by the District, including all appendices and the signatures required by Education Code Section 47605(a). The charter petition is attached under Binder Tab 1.
- (2) Evidence of the District governing board's action to deny the petition (e.g. meeting minutes) and the governing board's written factual findings specific to the particular petition, when applicable, setting forth specific facts to support one or more of the grounds for denial set forth in Education Code Section 47605(b). Attached under Binder Tab 2, please find:
 - a. A letter indicating that the minutes will be forwarded once available.

- b. District staff report containing findings for denial of the charter renewal petition.
 - c. The Charter School's response to the District's findings for denial of the charter renewal petition.
- (3) Notice of Changes to the petition necessary to reflect the County Board as the authorizer. (Attached under Binder Tab 3.)
 - (4) Completed Forms (SCCOE Charter School Review Matrix). (Attached under Binder Tab 4.)
 - (5) A signed certification stating that the petitioners will comply with all applicable law. (Attached under Binder Tab 5.)

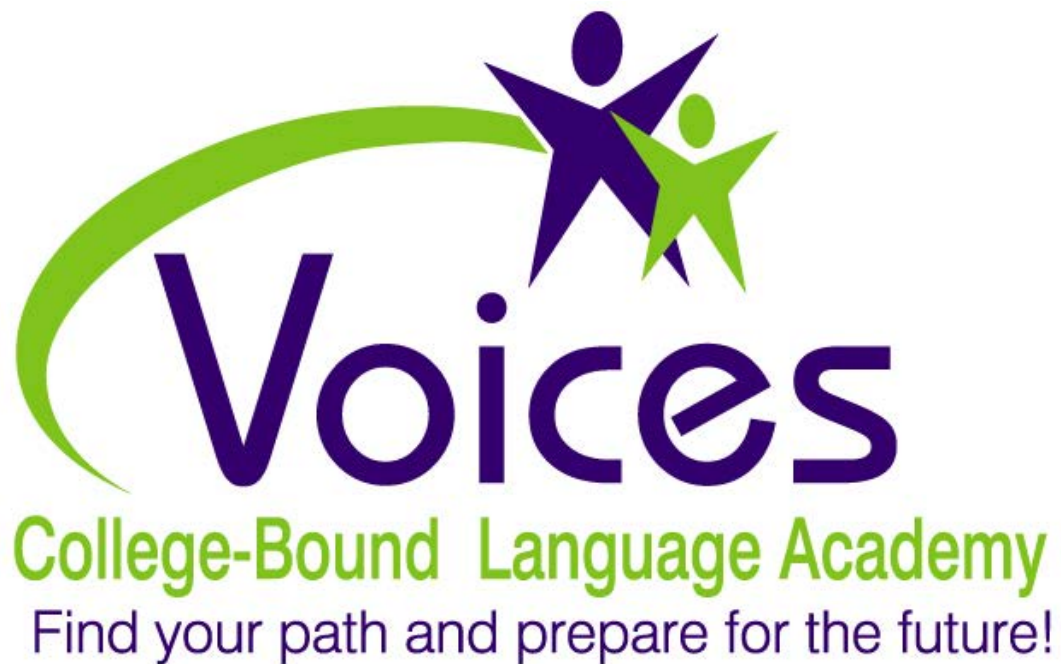
The Petitioners are requesting a five year term commence on the date of approval. The earlier term start date will enable Voices to start receiving PCSGP funding. As the County Board and SCCOE consider the Voices MP charter petition appeal, we hope that you will consider the substantial commitment Voices has shown to serve the students of Mt. Pleasant.

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

* * *

We look forward to working with the County Board and SCCOE during consideration of the charter petition. Please feel free to contact me at any time (fteso@voicescharterschool.com; 408-361-1960) if you have any questions.

Sincerely,



At Mount Pleasant

Charter Petition

Submitted to the Mount Pleasant Elementary School District

For the term July 1, 2015 through June 30, 2020

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9/9/2014

Betty Martinez
Board President
Mount Pleasant Elementary School District
3434 Marten Ave.
San Jose, CA 95148

Dear Mrs. Martinez:

We hereby submit a petition for Voices College-Bound Language Academy at Mount Pleasant and request that the staff and governing board of the Mount Pleasant Elementary School District review and grant the charter pursuant to the process and timelines specified in Education Code 47605.

The petition contains all compulsory elements and demonstrates that Voices College-Bound Language Academy at Mount Pleasant Elementary meets and exceeds the charter petition criteria. The Charter Schools Act provides that a charter petition must be granted by a chartering authority, so long as it contains all required elements and affirmations specified in the Act. (Education Code Section 47605(b).)

Applicable law specifies that the chartering entity should be guided by Legislative intent, which encourages the establishment of charter schools: “the governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings...”

- “The charter school presents an unsound educational program...”
- “The petitioners are demonstrably unlikely to successfully implement the program...”
- “The petition does not contain the number of signatures required...”
- “The petition does not contain an affirmation of each of the conditions described...”
- “The petition does not contain reasonably comprehensive descriptions of the required 16 elements”

Though we have a well-rounded group of individuals assisting in this effort, and many individuals have signed the enclosed petition, I have been selected by the group to act as the Lead Petitioner and will serve as the group’s liaison for all communications during the review and approval process.

We look forward to the hearing and approval process. We understand that a public hearing of this charter petition will be held 30 days and that a decision to grant or deny the charter will occur within 60 days of receipt of petition as required by the Charter Schools Act. Please do not hesitate to contact me if you or any other board members have any remaining questions or concerns. We would be pleased to meet with you or any other board member and request an opportunity to respond to or answer any outstanding questions or concerns prior to the hearing or decision.

Respectfully,

Frances Teso
Lead Petitioner

Voices at Mount Pleasant Elementary Advisory Team

The Advisory Team has consulted with and advised the Lead Petitioner in development and writing of the charter petition for Voices MP.

Sara Reyes, Catholic Charities Director and Voices Board Member:
(Budget, management, governance, youth and community)

Kristen McCaw, CCSA, Director of School Development and Voices Board Member:
(Charter schools, governance, special education, business, budgets, legal)

Juan Carlos Villaseñor, Teacher: *(Latino culture, community organization, parental involvement, education, leadership, dual immersion education)*

Charles Miller, Teacher: *(Latino culture, community organization, parental involvement, education, leadership, dual immersion education)*

Edward Alvarez: *(High school development, finance, legal, higher education)*

Dr. David P. Lopez, Ed.D.: *(Higher education, human development, corporate and educational collaboration, parent education/empowerment, Hispanic students, research and development, educational administration)*

Frances Teso, Voices College-Bound Language Academies CEO: *(Elementary education and child development, dual immersion, charter school leadership, staff development, curriculum and instruction)*

Advisory Team Biographies can be found in Appendix C.

Executive Summary

The vision for Voices College-Bound Language Academy (“Voices Flagship”) was born out of the belief that every child has the right to an excellent education. Starting with a core group of educators committed to educational equity, we designed a school where all children could learn at high levels.

The Flagship school is located within the boundaries of the Franklin-McKinley School District (“FMSD”) in San Jose, California. Authorized in March 2006, it was the first charter school approved by the FMSD. We have enjoyed a positive and productive relationship working with the FMSD Board and staff under the leadership of Superintendent Dr. John Porter, whose progressive and child-first philosophy, has cultivated a space for public school choice that has ultimately benefits *all students... FMSD or charter.*

We have a developed a district-charter school compact with FMSD and are working collaboratively on such topics as:

- Effective services and support for special education
- Strategic facilities planning
- Collaborative outreach to families for student recruitment
- Joint approach to creating high quality seats
- Common metrics and common goals for all schools
- Students transfer process across partner schools
- District and charter school teacher development
- Parent engagement training

Overview

Voices Flagship school is unique in that it is one of the top three performing dual-language schools in California, and has consistently posted high API scores. Both English and Spanish speaking students learn mostly in Spanish the first few years of school and then switch to English in the latter years, resulting in bilingual students who achieve at high levels. Historically, Latino, Spanish-speaking students make up the majority of the student population. A large percentage of the students receive free or reduced lunch benefits and since commencing administration of our special education program we have increased our SPED population from 3% to 7% the last two years.

Key Design Elements

There are four things that we execute exceptionally well and that have directly lead to desired results: great teaching, strong school culture, serving English Learners, and using data to drive all decision making.

Great Teaching

Voices Flagship’s chosen culturally relevant instructional approaches enable the school’s students to achieve the objectives specified in the charter and master the academic content standards in key curriculum areas (dual language program, standards-based, researched-based pedagogy, differentiation and personalization for all students, problem-solving curricular focus, higher order, critical-thinking development, skills development, college/professional theme, essential questions).

Teachers and administrators together research and choose curricula, programs and supplements that meet the needs of students as needed, so long as they align with Voices Flagship’s philosophies, approaches, and program, mission, and charter guidelines. Please see Appendix A for Proposed Curriculum/Programs (subject to change based on student needs). Across the grades, we seek to balance more progressive teaching strategies, which are linked to student engagement and motivation, with more traditional strategies, which are required for success in higher education.

Strong School Culture

We have created a purposefully structured environment marked by rules, rituals, and routines. In order for learning to take place, the school environment needs to be safe for both staff and students alike. There are clear expectations for behavior and consistent approach to school discipline with our School-Wide Behavior Plan and we meet the social/emotional needs of our student body through a character building focus with a character building program.

Serving Language Learners (English and Spanish)

Teachers are trained to use appropriate differentiated instruction to help students reach English language proficiency. Foremost, Voices Flagship meets the needs of English Learners by implementing a cutting-edge, data-driven Two-Way Dual Language Program.

We offer an 80:20 Dual Immersion model. The 80:20 refers to 80% of instruction in Spanish and 20% of instruction in English in Kindergarten. The percentage of English instruction increases by 10% per year until reaching 50:50 in third grade. Thereafter the 50:50 model remains in place until 8th grade.

English Learners (EL) receive one hour daily structured English Language Development (ELD). The goal is to develop English proficiency and to address the four domains (reading, writing, listening and speaking) of language development. For this part of the instructional day, students are taught at their assessed level of English proficiency to ensure they develop a solid English language foundation and are continually challenged to stretch their ability to use language flexibly¹. Effective ELD instruction supports achievement in other content areas by teaching students the language skills to successfully engage in content learning (forms). It helps equip students with the language needed to express the sophistication of their thinking (function).

Data Driven Decision Making

Decisions to modify or redirect classroom strategies, program and/or material resources during the school year are made by the classroom teacher, whole instructional staff, and instructional leader as appropriate. Decisions are made on a daily basis to guide instruction, on a biannual basis to diagnose program trends, on an annual basis to evaluate program effectiveness, and by the board to make fiscal and policy decisions.

Teachers administer cumulative standards-based interim assessments in math, language arts, writing, and science (grades 5th-8th) a minimum of three times per year. Following each assessment, teachers analyze and share data with teaching and administrative staff and to develop plans for re-teaching.

Data gathered about individual students, teachers, and scores from both interim assessment and standardized tests are used to drive future professional development, curriculum selections and programmatic changes.

Results and Accomplishments

At Voices Flagship we have a laser-like focus on student results, closing the achievement gap, and exceeding expectations. The following charts show a ranking of Mount Pleasant Elementary School District (“MPESD”) schools compared to California and to Voices Flagship based on 2013 API Schoolwide, Hispanic and English Learner subgroup scores and RFEP rates. All schools in California receive an API score. The API is a single number, ranging from a low of 200 to a high of 1000, which reflects a school's, an LEA's, or a student group's performance level, based on the results of statewide testing. Its purpose is to measure the academic performance and growth of schools. The state has a set a goal of 800 for schoolwide and subgroup performance

¹ Ong, Faye. *Improving education for English learners: research-based approaches*. Sacramento: California Dept. of Education, 2010. Print.

Figure 1.0 - Ranking of 2013 MPESD Schools' Schoolwide API Compared to California and to Voices Flagship (elementary and middle schools)²

School Name	Schoolwide API
Voices College-Bound Language Academy	898
Ida Jew Academies	825
Valle Vista Elementary	794
State-Wide	790
Robert Sanders Elementary	755
Mt. Pleasant Elementary	731
August Boeger Middle	718

Figure 1.1 - Ranking of 2013 MPESD Schools' Hispanic Subgroup API Compared to California and to Voices Flagship (elementary and middle schools)³

School Name	Hispanic API
Voices College-Bound Language Academy	894
Ida Jew Academies	811
State-Wide	743
Robert Sanders Elementary	735
Valle Vista Elementary	719
Mt. Pleasant Elementary	713
August Boeger Middle	678

² <http://dq.cde.ca.gov/dataquest/Acnt2013/2013GrthAPIDst.aspx?allcds=4369617>

³ <http://dq.cde.ca.gov/dataquest/Acnt2013/2013AYPDst.aspx?allcds=4369617>

Figure 1.2 - Ranking of 2013 MPESD Schools' English Learner Subgroup API Compared to California and to Voices Flagship (elementary and middle schools)⁴

School Name	English Learner API
Voices College-Bound Language Academy	889
Valle Vista Elementary	817
Ida Jew Academies	815
Robert Sanders Elementary	743
Mt. Pleasant Elementary	735
State-Wide	717
August Boeger Middle	703

Figure 1.3 - Ranking of 2013 RFEP Rates

Educational Entity	RFEP rates ⁵
Voices College-Bound Language Academy	36%
State-Wide	19%
Mount Pleasant Elementary School District	15%

Voices Flagship is committed to serving the needs of all students regardless of their proficiency levels or gaps. A random drawing is held that does not allow for preferences based on privilege, IQ, parent education levels, etc., nor do we require entrance exams. Historically, most students entering kindergarten show significant gaps based on initial reading levels and diagnostic assessments in the first months of kindergarten.

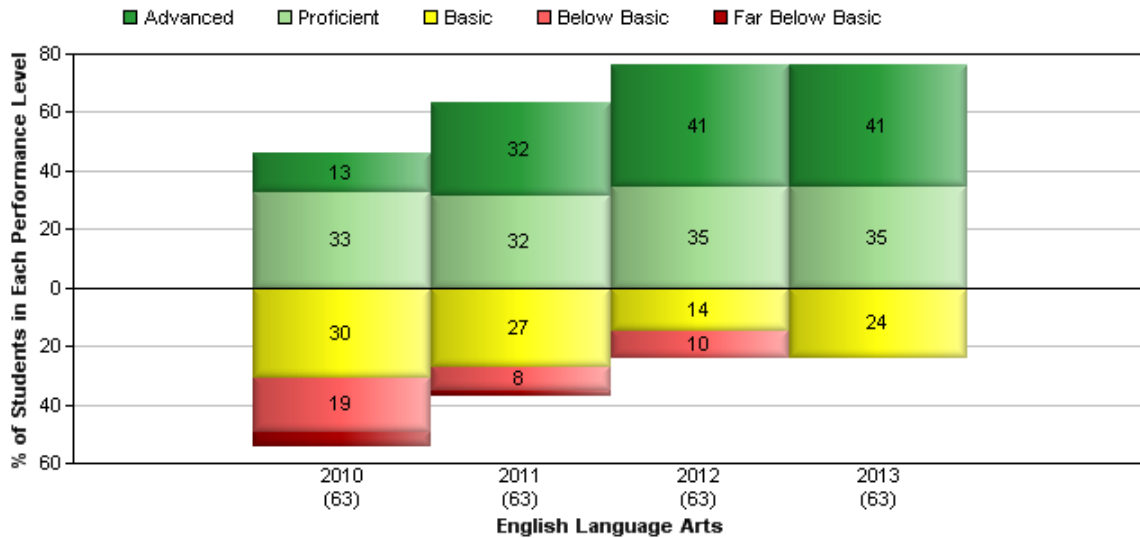
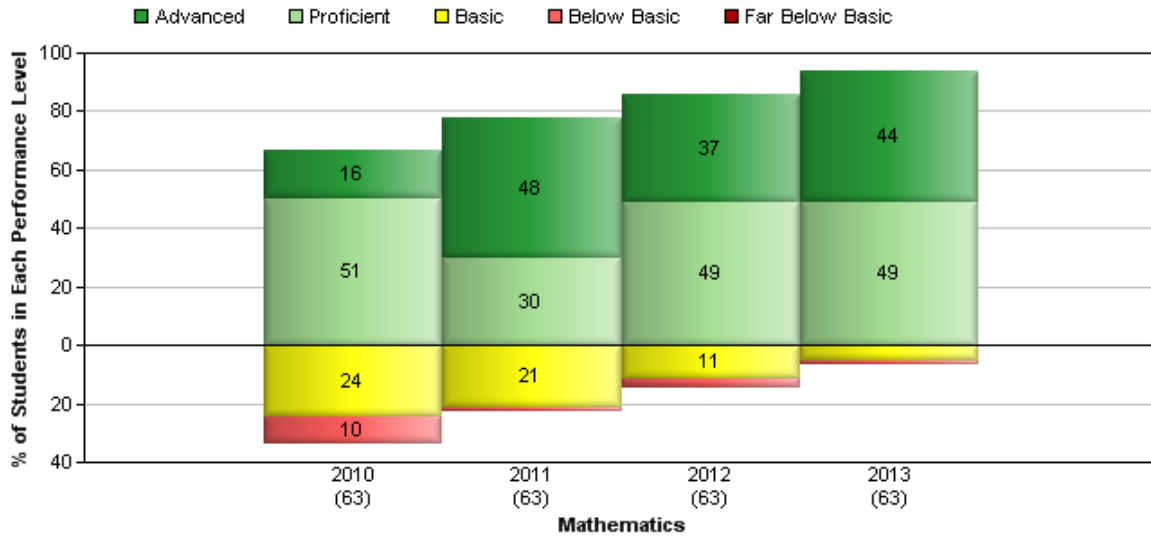
Moreover, over the past years, Voices Flagship has reduced the number of students at Far Below Basic, Below Basic, and Basic while simultaneously increasing the number of Proficient and Advanced students on the STAR, in effect closing the achievement gap at Voices. The chart below shows **matched cohort groups** (the same students) over time:

⁴

<http://dq.cde.ca.gov/dataquest/Acnt2013/2013GrowthDstApi.aspx?cYear=&allcds=4369617&cChoice=2013GDst2>

⁵ <http://dq.cde.ca.gov/dataquest/Acnt2013/2013GrowthDstApiDC.aspx?allcds=4369617>

CST Growth 2010-2013



We also made the list of the Top 20 Elementary Schools with the largest API gain in Santa Clara County; and rank as the top performing Dual Immersion School in California when compared to similar schools! Other Voices Flagship accomplishments include:

- State Title I Academic Achievement Award (2014)
- WASC Accreditation (6 year)
- California Distinguished School (2012)

- 2nd Highest Latino 2013 API in Santa Clara and San Mateo Counties⁶
- 3rd Highest Elementary School for ELs 2013 API in Santa Clara and San Mateo Counties
- 3rd Highest Elementary School for low-income students 2013 API in Santa Clara and San Mateo Counties
- FMSD High Performing Award
- FMSD Significant API Growth-Six Years Award
- FMSD District Empowerment School Award
- SJ2020 goals for closing the achievement gap- ELA and Mathematics

Other evidence of Voices Flagship’s success can be measured by the demand for our program from local and surrounding districts. Our current waiting list in grades K-8 stands at over 500 students. Moreover, parent satisfaction results are extremely positive. In the 2013-14SY, 99% of parents responded that the bilingual program is very effective and 98% answered that the school sets high academic standards and meets the individual academic needs of their child. Furthermore, Voices Flagship’s commitment to its school-wide discipline plan, values, character development, parent involvement and high expectations have led to zero (0) expulsions in the Voices Flagship’s seven year history and a low incidence of only six suspensions in the last seven years (≤ 2 days).

Voices Flagship Fiscal Accomplishments

- Maintained strong reserves every year, in spite of regular state budget cuts and deferrals
- Has secured a \$350,000 working capital line of credit (that has never been utilized)
- Fund balance of 2.04M for year ended June 30, 2014
- Received the California Department of Education Public Charter School Grant Program Implementation Grant in the amount of \$440,024.
- Qualified and received the CDE startup loan in the amount of \$250,000.
- The CSGF has awarded Voices Academies a 450k grant for network expansion under the Emerging Growth Fund
- Awarded approximately 8.4 million dollars for facilities construction (50% grant/50% low interest loan). We went through rigorous vesting and were one of only a few in the state to be awarded a facility award from the Charter School Facilities Program (see Appendix D).

⁶ See Appendix AL for Broken Promises Report

Impetus of Voices Mount Pleasant Elementary

In June 2014, National Hispanic University representatives began discussion with the Executive Director to pursue a school in the Mount Pleasant School District of San Jose that would be part of its “cradle to college” initiative, now called The Center for Latino Education and Innovation⁷. After discussions with Dr. David Lopez (NHU Chancellor) and Mr. Edward Alvarez (NHU President), it was agreed by all parties that Voices would serve the best cultural and philosophical fit and it was invited to pursue establishing a school on the NHU campus.

Soon afterwards, Mrs. Teso met with Mrs. Engle (MPESD Superintendent), Dr. Lopez, and Mr. Alvarez to discuss the new initiative and it was agreed that open lines of communication would be established, including sending parts of the petition for comment, suggestion, and review by the superintendent.

Collaboration with The Center for Latino Education and Innovation

Background

The NHU Foundation has created the Center for Latino Education and Innovation (CLEI) to touch the lives of our Latino students in a unique setting. The CLEI is a partnership of higher education and pre-K through high school partners in East San Jose that will advance educational opportunities for our Latino students and families.

Founded on the principle of “Familia”, the Center will advance national research, policy, and practice related to Latino student and family wellbeing in the United States with a focus on reforming education from teacher training programs to the K-12 classroom. The Center will innovate change by touching lives- the lives of Latino children and families and their teachers.

Mission

The mission of the Center is to become the premier institution for training credentialed teachers who can address the Latino education crisis. The Center will do this by bringing teacher education programs, higher ed, K-12 and researchers together in one building to create a supportive environment for students and teachers. The Center also plans to identify best practices for teaching our Latino youth. By sharing these practices with educators in the field, we will effectively shatter the achievement gap for our Latino students.

⁷

<https://www.youtube.com/watch?v=mosRdhJYILI&feature=youtu.be&list=UUuMbNv6DYU4XiKrMJpfyV-Q>

Vision

The vision of the Center is to integrate research, policy, teaching and learning to holistically address the Latino educational crisis and to provide solutions that will transform the education of Latino students that are replicable nationwide. We strive to successfully shatter the achievement gap for Latinos in this country.

Components

The CLEI will be comprised of the following components:

(1) Hispanic Education Research & Policy

The CLEI will be the most comprehensive source of research and information nationally on educational attainment and academic achievement patterns and trends for the rapidly growing and diverse Hispanic population in the United States. The CLEI will work closely with public and education policymakers to develop policies and practices that provide educational equity in school systems with large Hispanic populations.

(2) Hispanic Higher Education Programs

The CLEI for Hispanic Educational Advancement will collaborate with other academic institutions to offer premier postsecondary educational programs that are linguistically and culturally responsive. The first member of this alliance is the Santa Clara University School of Education, Counseling and Psychology. SCU will offer a Masters of Arts in Teaching/Teaching Credential (MATTC) with a special emphasis on Hispanic students and their families. SCU students in this program will develop the knowledge, skills, and dispositions to work effectively with low-income English language and dual language learners. Graduates will gain an understanding of the nexus between identity, language, and socio-cultural impact of communities on student learning and community building. In order to provide this knowledge and teaching effectiveness, programs are designed with an appropriate clinical model grounded in the schools that are underserved and particularly attended by Hispanic students. These include placements of teacher candidates in the schools mentioned below.

(3) Pre-school through 12th Grade Schools

The Pre-school through 12th Grade Schools will incorporate high standards, equity, and parent engagement through the innovative use of research and best practices in a dynamic learning environment. This educational pipeline couples with best practices will be research and data driven and provide guidance and advice on the design, testing, and evaluation of new or modified education strategies for raising Hispanic educational attainment and academic achievement.

Using the Pre-school through 12th grade schools as laboratories, the Center for Latino Education and Innovation will be the most comprehensive source of research and information on the development of teaching/ learning strategies and training programs serving Hispanic students.

The CLEI, ultimately, will design and implement a data driven and best practices educational system and academic pathway to successfully guide and prepare Hispanic

students from preschool to college. Parent engagement and empowerment is also a key component to student academic success. Therefore, the CLEI will research, support, and encourage Hispanic parents to fully participate and engage as leaders in their children's education.

Affirmations and Assurances

As the lead petitioner, I, Frances Teso, hereby certify that the information submitted in this petition for a California public charter school temporarily named Voices College-Bound Language Academy at Mount Pleasant Elementary District (“Voices MP” or the “Charter School”), and to be located within the boundaries of the Mount Pleasant Elementary School District (“MPESD” or the “District”), is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including , but not limited to:

1. The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
2. The Charter School shall not charge tuition, or fees, for educational activities. [Ref. Education Code Section 47605(d)(1)]
3. The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other 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)]
4. The Charter School will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, 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)]
5. The Charter School will be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
6. The Charter School will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
7. The Charter School will admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random

drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [ref. Education Code Section 47605(d)(A)-(C)]

8. The Charter School will 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 (IDEIA) and the Individuals with Disabilities in Education Improvement Act of 2004.
9. The Charter School will ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. California Education Code Section 47605(I)]
10. The Charter School will at all times maintain all necessary and appropriate insurance coverage.
11. The Charter School shall comply with the Ralph M. Brown Act.
12. The Charter School shall comply with the Political Reform Act.
13. The Charter School shall comply with all applicable portions of the elementary and Secondary Education Act.
14. The Charter School shall comply with the Public Records Act.
15. The Charter School shall comply with the Family Educational Rights and Privacy Act.
16. The Charter School 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).
17. If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]

18. The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
19. The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. California Education Code Section 47605(c)]
20. The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]
21. The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]
22. The Charter School shall meet or exceed the legally required minimum of school days.[Ref. Title 5 California Code of Regulations Section 11960]
23. The Charter School embraces Section 47601 of the Education Code which establishes the intent of the Legislature to establish and maintain charter schools as a method to accomplish all of the following:
 - Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
 - Improve pupil learning.
 - Encourage the use of different and innovative teaching methods.
 - Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
 - Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
 - Hold charter schools accountable for meeting measurable pupil outcomes, and provide schools with a method to change from rule-based to performance-based accountability systems.
 - Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

Lead Petitioner Signature

Date

Element 1: Educational Philosophy and Program

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

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

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

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

Mission

Voices College-Bound Language Academy at Mount Pleasant Elementary will prepare all students for the challenges of higher education through the context of an academically rigorous dual-language program. In addition we will ensure students demonstrate high academic achievement and apply critical thinking skills while making sense of their role within their own culture and the greater society.

Vision

All students graduating from Voices College-Bound Language Academy at Mount Pleasant will possess the knowledge, skills and confidence to succeed in any career path they choose to pursue in life by mastering academic standards and developing a deep understanding of subject matter. Students will have a heightened awareness of the endless possibilities for their future and will be able to think critically by asking the right questions, especially when confronted with the status quo.

With the guidance of teachers who are dedicated to being active participants in a professional learning community driven by student learning and parents who work in partnership with the Charter School, students will have a lifelong intrinsic desire to learn

and a sense of social responsibility to make their communities better for those that come after them.

Ultimately Voices College-Bound Language Academy at Mount Pleasant will be a place where:

1. All adults believe **all** students can learn and achieve at high academic levels
2. All students are achieving at levels superior to state standards
3. All students are bilingual, bi-literate and bicultural
4. All students are strong communicators
5. All students realize their power to construct a new reality for themselves and their communities
6. All teachers provide differentiated instruction that is standards based and founded on best practices
7. All teachers' collaboration, planning, and instruction is driven by analysis of student achievement data.

Values and Culture

Voices College-Bound Language Academy at Mount Pleasant will exemplify a new culture of teaching and learning. All stake-holders will see themselves as both teachers and learners. For example, teachers will have daily dedicated time for professional development and will share best practices and lessons learned with the professional community. Students will be focused on learning and achievement. Parents will develop their skills and knowledge and learn how to best support their children on their academic journey to college. Parents will be warmly welcomed to share their expertise and experiences to enrich our school.

The Voices MP culture will be driven by our values and mission. Our culture, academic programs and even conduct system will all support the qualities necessary for personal and professional success. Such qualities include:

- **Personal Responsibility:** Teachers, parents and students will be held up to the highest expectations of personal responsibility. The saying “No Excuses” will influence our practices. Although times may be trying and outside influences seem overwhelming, we will look within ourselves to take responsibility for our actions. For instance, teachers will not make excuses for low student achievement, students will not make excuses for lack of effort, and parents will not make excuses for truancy. Only then can we move forward and make positive

change. Likewise, all stakeholders will understand that they have a personal responsibility to help others and to share their expertise and talents with others.

- **Absolute Determination:** We each will look within ourselves to overcome obstacles. Taking into account that many Voices MP students and families may face adversity, they will discover that through perseverance these challenges can be overcome. Students will understand that nothing is beyond their reach. They all have potential; they only need apply the effort to make their dreams reality.
- **Community:** No one at Voices MP is ever alone. Together, parents, teachers and students will accomplish great feats. The notion that despite our differences and diversity, we are all moving towards the same vision of high student achievement will unite us. For instance, to achieve the Charter School's mission, teachers will work collaboratively; parents and teachers will work as partners; and students will support each other.

Students to Be Served

Voices MP plans to serve approximately 504 students in grades Transitional Kindergarten ("TK")⁸-8 with full build out in year 8, and will open with students in grades TK/Kinder and first grade. After year one, we intend to grow by one grade level per year to serve students in grades TK/Kinder to eighth grade. The Charter School intends to open with 56 TK/kindergarten students and 56 first graders (charter schools are not bound by the LCFF grade span adjustment model). Please see Appendix B for School Services of California Publication. Nonetheless, we mitigate class sizes by providing an Associate Teacher (paraprofessional) in all classes TK/K-4th grades which decreases the adult/student ratios. This growth plan will allow the Charter School to create a cohesive culture and coherent curriculum and instructional program.

⁸ If the Charter School receives apportionment for students in a transitional kindergarten program, it shall offer transitional kindergarten, the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate.

Figure 1.4 - Voices Projected Enrollment by Grade

Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
TK/K	56	56	56	56	56	56	56	56
1	56	56	56	56	56	56	56	56
2		56	56	56	56	56	56	56
3			56	56	56	56	56	56
4				56	56	56	56	56
5					56	56	56	56
6						56	56	56
7							56	56
8								56
Totals	112	168	224	280	336	392	448	504

The student population enrolled at Voices MP will be representative of Mount Pleasant Elementary’s general population. As such, Voices MP will strive to reflect Mount Pleasant Elementary’s diversity, from socioeconomic, racial, linguistic, and cultural perspectives and will support and build community.

Per DataQuest⁹ in 2013-14, 71% of the district student population is Hispanic, 3% is White, 13% is Asian, 3% is African American, 3% is Filipino, and 6% is other or declined to state.

CALPADS report indicates that 49% of MPESD students were English Learners in 2012-13¹⁰. And per DataQuest¹¹ 83% of its EL’s are Spanish speakers, 11% Vietnamese, 2% Filipino, and 3% other language.

As a non-selective public school, Voices MP is tuition-free and admits any student

⁹ <http://dq.cde.ca.gov/dataquest/Enrollment/EthnicEnr.aspx?cChoice=DistEnrEth&cYear=2013-14&cSelect=4369617--Mt.%20Pleasant%20Elementary&TheCounty=&cLevel=District&cTopic=Enrollment&myTimeFrame=S&cType=ALL&cGender=B>

¹⁰ <http://dq.cde.ca.gov/dataquest/Acnt2013/2013GrowthDstApiDC.aspx?allcde=4369617>

¹¹ <http://data1.cde.ca.gov/dataquest/SpringData/StudentsByLanguage.aspx?Level=District&TheYear=2013-14&SubGroup=All&ShortYear=1314&GenderGroup=B&CDSCCode=43696170000000&RecordType=EL>

regardless of ethnic, socioeconomic or religious background. Voices MP will serve all families that submit an application for their children in corresponding grades up to our enrollment capacity. A public random drawing will be held should the number of applications received exceed the number of available spaces.

We will work in tandem with parents, community members, and the MPESD to realize the mission of the school.

The Need for Voices MP

According to a national survey of Latinos by the Pew Hispanic Center, a project for the Pew Research Center, nearly nine-in-ten (89%) of Latino young adults say that a college education is important for success in life, yet only about half that number-48%-say that they themselves plan to get a college degree.

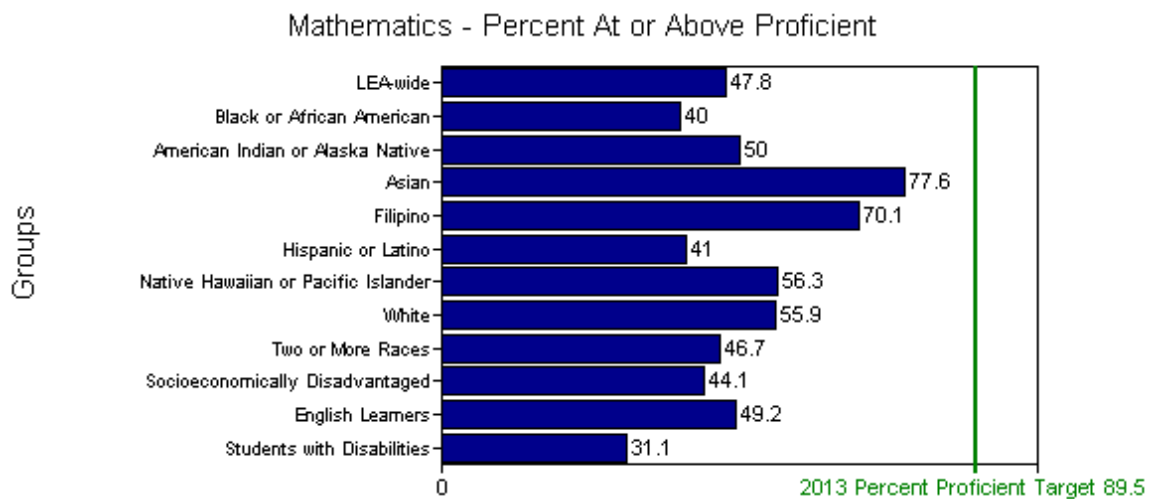
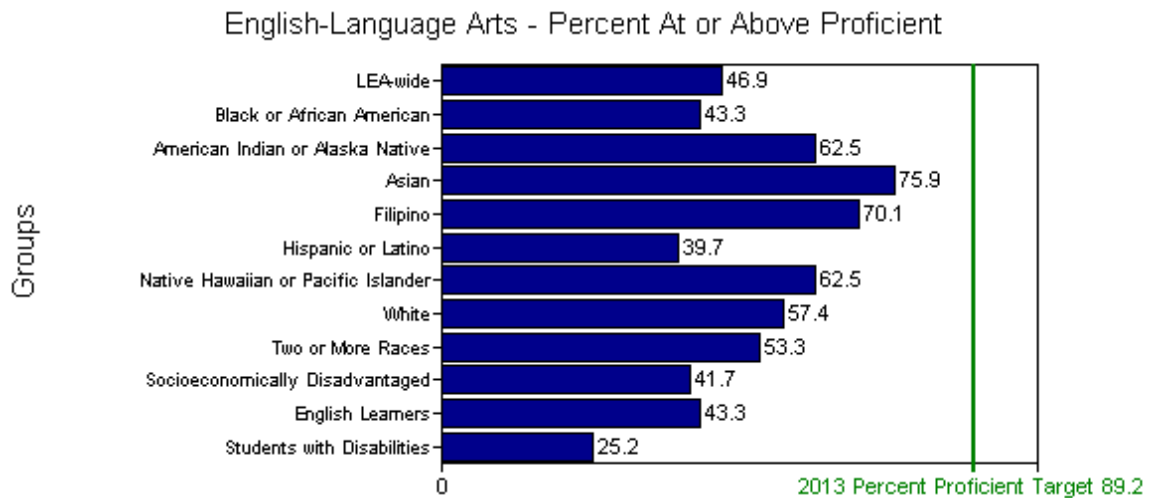
The reasons for the disparity in understanding the value of a college education and expectation of actually attending college cited by Latinos surveyed include financial hardship, poor English skills (especially among foreign-born respondents), lack of parent engagement, and poor teachers. The challenge for educators is to overcome the issues raised by Hispanics in the survey, especially as 35% of all Latino youths in the United States are foreign-born according to the Pew Hispanic Center. The survey also provides schools systems with opportunities.

The following key findings demonstrate that Latino students and families value the importance of education:

- 89% of Latinos agree that a college degree is important for getting ahead in life, greater than the share (74%) of the general public.
- Young Latinos (89%) are more likely than all young people (84%) to agree that a college degree is important for getting ahead in life than all young people ages 16 to 25.
- Virtually identical shares of Latino adults ages 26 and older (88%) and all Latinos ages 16 to 25 (89%) say a college degree is important for getting ahead in life.
- More than three-quarters (77%) of Latinos ages 16 to 25 say their parents think going to college is the most important thing to do after high school. Just 11% say their parents think getting a full-time job after high school is the most important thing to do.

Although Voices MP will be open to any student, we are committed to providing educational opportunities and choice to those students who are underachieving in the Mount Pleasant Elementary District and surrounding areas (e.g. Hispanic students, students from disadvantaged socio-economic backgrounds, students with disabilities, and English-language learners), with particular efforts made to recruit students who are not succeeding in traditional public schools. MPESD is currently a Year 3 Program

Improvement (“PI”) District¹² with an achievement gap between Asian and White students compared to Hispanic students, Socioeconomic disadvantaged students, and ELs in both ELA and Math¹³. The following charts demonstrate MPESD student data.



Mt. Pleasant Elementary School District Schools

Voices MP will be geographically located within the attendance boundaries of the MPESD. We will primarily seek to serve students within the District.

¹² <http://dq.cde.ca.gov/dataquest/Acnt2013/2013APRDstpireport.aspx?allcds=4369617>

¹³ <http://dq.cde.ca.gov/dataquest/Acnt2013/2013APRDstAYPChart.aspx?allcds=4369617>

School	PI YR	State Rank	Similar School Rank	% FR/Red.	% Hispanic	% schoolwide math proficiency	% schoolwide ELA proficiency
Mt. Pleasant Elementary	5	2	5	86%	86%	49%	36%
Robert Sanders	2	3	8	80%	77%	51%	40%
Valle Vista	Not Title 1	5	3	57%	50%	58%	53%
Ida Jew	Not Title 1	6	9	77%	77%	63%	59%
August Boeger Middle	Not Title 1	2	3	76%	73%	31%	42%

All schools in California have been ranked compared to 100 other schools with similar demographic characteristics, educational challenges and opportunities. Schools are then ranked into deciles receiving a 1 (low) – 10 (high).

Voices Alignment with Mount Pleasant Elementary School District Goals

Our proposed school directly supports the MPESD Goals¹⁴:

“All students will demonstrate academic skills, knowledge and motivation for successful completion of high school and be ready to enter college and/or workforce. All students will be able to access, analyze, and apply new information for ongoing learning. All students will demonstrate responsibility for improving our community and environment. All students will learn in a supportive environment that celebrates diversity and acceptance for personal goals and dreams.”

The Charter School will provide a free, quality choice option with a research-based rigorous academic and culturally responsive approach; ensuring all students reach equally ambitious expectations for achievement.

New Professional Opportunities for Teachers

It is legislative intent to establish charter school to offer new professional opportunities for teachers. The Center for Latino Education and Innovation will use Voices MP as a clinical setting for student teacher placement. It is the aim of Voices to use the teacher educational program as a primary recruiting source for new charter school teachers. This

¹⁴ <http://www.mountpleasant.k12.ca.us/>

symbiotic relationship will ensure top teachers familiar with culturally relevant practices and techniques are placed with the high need students as well as offer teachers an environment where they can be creative and exercise these best practices with full support of administration.

District-Charter Collaborative Opportunity

Voices acknowledges that it is hard to serve ELs and to close the achievement gap. That is why we believe it is so important that charter schools and districts share information about how to do so. Our desire is to work with the district by engaging in regular two-way discussions, sharing successful practices with each other, and developing an innovative partnership will ultimately lead to success for all students.

Parent and Community Outreach

We will conduct outreach and host information sessions to engage parents and community members in the outreach process, and we have a plan for continued outreach as we progress through school planning and start-up phases (see more in Element 7: Means to Achieve Racial and Ethnic Balance section). We have found overwhelming support for Voices MP demonstrated in the following manners:

Teacher petition: We have met the charter petition requirements of Education Code Section 47605(a)(1)(B) with the signatures of California credentialed teachers who expressed meaningful interest in teaching at Voices MP. See teacher petition signatures attached as Appendix E.

Community support: Over 500 San Jose families have submitted applications for Voices and are currently on the Flagships' waiting list. Voices at MP will be accessible to many of these families. Additionally, individuals and community organizations have submitted letters of support for Voices MP and are included in Appendix F.

We will also continue to reach out to the MPESD Trustees and Superintendent and remain committed to working collaboratively to serve in the best interest of all of Mount Pleasant Elementary students and to develop a level of collaboration that may serve as a model for other charter-district relationships in the state.

Description of How Learning Best Occurs

In order to be prepared to be successful and compete in the future, our students must acquire different habits of mind, centered on critical thinking and problem solving, and meet more rigorous academic expectations. We will prepare our students for this new

world and economy by providing educational opportunities based on the following research –based pedagogical principles:

- ❖ *State Standards-Based:* To adequately prepare students for academic success as measured by state indicators, our students will be fully immersed in the articulated Common Core State Standards (adopt instructional materials, and align assessments that will allow the Charter School to implement the Common Core State Standards). (Ainsworth, 2003)
- ❖ *Multilingual:* Research demonstrates that virtually all children, are capable of acquiring multiple languages and benefit from bilingual instruction. (Ovando & Collier, 1998; Cummins, 1986; Lindholm-Leary, 2001; Snow, 1990)
- ❖ *Cognitive:* The most powerful learning comes from developing sophisticated understanding of concepts and higher order thinking associated with various fields of inquiry. (Bruner, 1966 & 1996; Wiggins &McTighe, 2005)
- ❖ *Developmental:* Schooling matches its activities to the developmental level of children and then accelerates learning. Teachers must “hook” students when necessary content does not naturally pique student interest. (Bruner, 1966 & 1996; Piaget 1969; Wiggins &McTighe, 2005)
- ❖ *Rigor:* Students learn best when faced with genuine challenges to think about new interpretations and possibilities, to see patterns and interpret them. (Doll, 1993; Bruner, 1966; Cole & Vygotsky, 1978; Wiggins & McTighe, 2005)
- ❖ *Critical Thinking:* Children should be taught how to think and be offered questions to think about. Through authentic dialogue students develop an awareness of reality and bias which then helps them examine new possibilities. (Burbules, 1993; Cortes, 1986; Freire, 1996; Olsen & Astington, 2010; Shor, 1992; Wiggins & McTigh, 2005)
- ❖ *Reflective:* Ample opportunities for learners to look back, to reflect, and to debrief about both what they know and don’t yet know must be provided. (Dewey, 2004; Doll, 1993; Freire,1996)

- ❖ *Authentic:* Real, rich, complex ideas and materials are at the heart of the curriculum because active, hands-on, minds-on, concrete experiences are the most powerful form of learning. Children learn best when they encounter whole, real ideas, events, and materials in purposeful context and not by only studying sub-parts isolated from actual use. Content is made relevant by making connections to life outside the classroom (Doll, 1993; Gardner, 1991; Piaget, 1969; Wiggins & McTighe, 2005)

- ❖ *Collaborative:* Cooperative learning activities tap the social power of learning especially for children learning a second language. Learning is socially constructed; students working together collaboratively in a variety of different groupings maximizes learning for all students regardless of their achievement levels (Cummins, 1986; Lindholm-Leary, 2001; Slavin, 1983; Vygotsky, 1978, 1990)

- ❖ *Recursive:* Ideas, concepts and themes are not just taught once and forgotten. They are revisited throughout a child's education, building understandings into more sophisticated levels each time. (Bruner, 1966; Dewey, 1971; Doll, 1993; Piaget, 1969; Whitehead, 1967; Wiggins and McTighe, 2005)

- ❖ *Transformational:* Children do not just receive knowledge; they create it within the cognitive systems they encounter; fostering new ways to see and do things. (Doll, 1993; Freire, 1996, Bruner,1966; Shor, 1992)

- ❖ *Development of Character:* The classroom and school are model communities where students learn the skills and practices they need to live as productive citizens of the greater community. Students learn to take full responsibility for their own learning. (Komarnick, 2004; Kohn, 1993)

- ❖ *Culturally Responsive Practices:* The academic achievement of these students [diverse, racial, ethnic, cultural, linguistic, and social-class groups] will increase if schools and teachers reflect and draw on their cultural and language strengths. (Gay, 2000; Delpit 1995, Nieto, 2010).

- ❖ *Parent and community involvement:* Students are successful when they are supported by caring adults and when school and home work as partners to set high expectations for student behavior and achievement (Brandt, 1989; Delgado-Gaitan, 1990)

What It Means To Be an Educated Person in the 21st Century

The skills needed in tomorrow's society are different from those traditionally afforded to children of color in underserved school communities, and the level of competency required is higher than ever before. An educated person in the 21st Century is a bilingual, technologically competent, lifelong learner, has a global perspective, and is enthusiastic about acquiring new knowledge and applying it to novel situations. She/he is self-motivated and able to make informed life decisions based on awareness and understanding of all of life's possibilities. She/he is an active citizen in the community who is open-minded and values multiple perspectives and diversity.

Having a global perspective means learning more than one language and learning about other people in our world, while thinking with a critical mind. According to AB 815, (2011):

- The study of world languages in elementary and secondary schools should be encouraged because it contributes to a pupil's cognitive development and to our national economy and security.
- Proficiency in multiple languages is critical in enabling California to participate effectively in a global political, social, and economic context, and in expanding trade with other countries.
- The demand for employees to be fluent in more than one language are clear: access to an expanded market, allowing business owners to better serve their customers' needs, and the sparking of new marketing ideas that better target a particular audience and open a channel of communication with customers.
- The benefits to employers in having staff fluent in more than one language are increasing both in California and throughout the world.
- It is the intent of the Legislature to promote linguistic proficiency and cultural literacy in one or more languages in addition to English and to provide recognition of the attainment of those needed and important skills...

Additionally, our vision of what it means to be an educated person in the 21st century and our entire program of study is strongly supported and aligned by the "thinking" and academic skills outlined in the Common Core State Standards ("CCSS"), the California

Next Generation Science Standards, and the National History Standards¹⁵.

An educated person in the 21st century can¹⁶:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Read and comprehend complex literary and informational texts independently and proficiently.

¹⁵ <http://nchs.ucla.edu/Standards/>

¹⁶ <http://www.cde.ca.gov/re/cc/>, English Language Arts and Literacy in History/Social Studies, Science, and Technological Subjects, Publication Version; Mathematics, Publication Version with February 2014 Corrections; <http://www.cde.ca.gov/pd/ca/sc/ngsstandards.asp>

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Draw evidence from literary and/or informational texts to support analysis, reflection, and research.
- 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
- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- 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.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression
- Develop and use models
- Analyze and interpret data
- Use mathematics and computational thinking
- Construct explanations and design solutions
- Obtain, evaluate, and communicate information
- Understand that scientific knowledge is based on empirical evidence
- Engage in argument from evidence
- Ask questions and define problems
- Plan and carry out investigations
- Understand that scientific models, laws, mechanisms, and theories explain natural phenomena

- Chronological thinking
- Historical comprehension
- Historical analysis and interpretation
- Historical research capabilities
- Historical issues-analysis and decision-making
- Personal responsibility
- Caring for others and for the community
- Leadership

Moreover, students who are college and career ready¹⁷:

Demonstrate independence. Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are independently able to discern a speaker’s key points, request clarification, and ask relevant questions. They build on others’ ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of Standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

They build strong content knowledge. Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

Respond to the varying demands of audience, task, purpose, and discipline. Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect

¹⁷ <http://www.cde.ca.gov/re/cc/>, English Language Arts and Literacy in History/Social Studies, Science, and Technological Subjects, Publication Version

meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

Comprehend as well as critique. Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author’s or speaker’s assumptions and premises and assess the veracity of claims and the soundness of reasoning.

Value evidence. Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others’ use of evidence.

Use technology and digital media strategically and capably. Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn through technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and media and can select and use those best suited to their communication goals.

Understand other perspectives and cultures. Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different from their own.

Make sense of problems and persevere in solving them. Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or

trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Reason abstractly and quantitatively. Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Construct viable arguments and critique the reasoning of others. Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Model with mathematics. Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends

on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well-remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$.

They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic

expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .

Look for and express regularity in repeated reasoning. Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

It is the goal of the Charter School to enable students to become self-motivated, competent, lifelong learners.

Overview of Curriculum and Instructional Design

Powerful, applicable and relevant learning for all students is Voices MP's goal. A "minds-on" curriculum, acceleration, ongoing assessments and meaningful parent engagement are the means. Voices MP's chosen instructional approaches will enable the Charter School's students to achieve the objectives specified in the charter and master the academic content standards in core curriculum areas as adopted by the State Board of Education and meet the social/emotional needs of our student body through:

- Using Research-Proven Instructional Models
- Sharing Best Practices for Student Success
- Focusing on Core Content and Standards-Based Curriculum
- Providing Academic and Support Services for Struggling Students
- Having a Results Matter Philosophy
- Building a Professional Learning Community (PLC)
- Enabling Character Education and remaining College-Bound Focus

As a result of these approaches, our students will not only meet program goals and assessment targets, but also become literate, self-motivated, ambitious, life-long learners. Teachers and administrators together will research and choose curriculums, programs and supplements that meet the needs of students ensuring that they align with the Charter School's philosophies, academic approaches, program, and mission. Across all grades, Voices MP will seek to balance more progressive teaching strategies, linked to student engagement and motivation, with more traditional strategies, required for success in higher education.

Research-Based Instructional Models and Pedagogy

All of Voices MP's instructional models and instructional techniques have been chosen because they are research-based and have been proven to be best practices for English learners and students of color. Teachers will successfully address students' needs and preferred modes of learning, while students have an opportunity to access rigorous content and use expressive and receptive skills in a highly academic manner. The instructional models and techniques include:

Dual Immersion Program

Foremost, Voices MP meets the needs of our English Learners by implementing a Two-Way Dual Language Program. Research has shown that Dual Language Programs are the only English Language Development models found to assist students to fully reach the 50th percentile or above in both their primary language (L1) and second language (L2) in all subjects. In addition, the Dual Language program also allows students to maintain that high level of achievement and to reach even higher levels through the end of K-12 schooling. Research findings also demonstrate that a quality dual language program must include all of the following instructional components to reach these results.

- a socio-culturally supportive school environment
- an incorporation of multiculturalism into instruction and materials, including student's values and ways of learning. Students work collaboratively and learn together.
- an additive bilingual environment
- ensure that all students maintain their home language while acquiring a second.
- support of all learners to reach high academic achievement while nurturing and supporting them. Every adult is committed to the belief that all children can learn at high levels.
- a celebration of diversity in all its forms

The highly regarded longitudinal research of Wayne Thomas and Virginia Collier states (See Appendix G for more research):

One-way and two-way developmental bilingual education programs (or dual language, bilingual immersion) are the only programs we have found to date that assist [EL] students to fully reach the 50th percentile in both L1 (primary language) and L2 (language being learned) in all subjects and to maintain that level of high achievement, or reach even higher levels through the end of schooling. The fewest dropouts come from these programs.

Dual immersion programs were the only program models that closed the achievement gap even when taking into account high student mobility, English language acquisition, ethnicity and parent education levels and SES.

Bilingually schooled students outperform comparable monolingually schooled students in academic achievement in all subjects, after 4-7 years of dual language schooling.

Native-English speakers in two-way bilingual immersion programs maintained their English, added a second language to their knowledge base, and achieved well above the 50th percentile in all subject areas on norm-referenced tests in English. These bilingually schooled students equaled or outperformed their comparison groups being schooled monolingually, on all measures.

In addition, more recently, the California Department of Education commissioned and published a report outlining the significant progress in the field of English Learner Education¹⁸. The intent of this report was to gather the most prominent researchers in the field of English Language learning to offer a comprehensive review and analysis of the strongest research evident currently available to inform instructional practices for English learners. The report cites the following benefits of a dual language education:

- Globalization:** Educational programs that afford students opportunities to acquire English and other languages and to become familiar with other cultures are better suited to offering graduates a premium in the global village.
- Neurocognitive Advantages:** A bilingual advantage has been demonstrated consistently by individuals competent in completing tasks or solving problems when competing information is available.

¹⁸ Improving Education for English Learners: Research-Based Approaches, California Department of Education(2010)

•The Home language Advantage: English learners with advanced levels of competence in certain aspects of the home language demonstrate superior achievement in English Literacy compared with English learners who lack or have lower levels of competence in these home language abilities.

•Schooling and Cultural Competence: Dual language programs provide students with communication skills and cultural awareness that facilitate intergroup contact and appreciation.

Systematic ELD

English Learners (ELs) will receive daily structured English Language Development (ELD) for 60 minutes per day, which is 50% more than required by the state. Teachers make connections with content and make “input comprehensible.” We will use the Systematic ELD Framework and curriculum to develop English proficiency and to address the four domains (reading, writing, listening and speaking) of language development.

Systematic ELD instruction is part of a comprehensive program for English Learners. The purpose of dedicated ELD instruction is to develop a solid foundation in the English language and to increase students' ability to communicate for a range of purposes. Effective ELD instruction supports achievement in other content areas by teaching students the language skills to successfully engage in content (academic) learning. It helps equip students with the language needed to express the sophistication of their thinking.

Systematic ELD will be taught daily, during time specifically dedicated to teaching English. It follows a developmental scope and sequence of language skills that includes substantive practice to ensure that students develop fluency and accuracy. For this part of the instructional day, students will be taught at their assessed level of English proficiency to ensure they develop a solid English language foundation and are continually challenged to stretch their ability to flexibly use language as recommended by the California Department of Education¹⁹. See Appendix H for Sample ELD Lesson Plan.

Systematic English Language instruction:

- Explicitly teaches language by assessed proficiency level
- Emphasizes oral language development (listening and speaking) through carefully structured, purposeful and engaging interactions

¹⁹ Improving Education for English Learners: Research-Based Approaches, California Department of Education(2010)

- Emphasizes application of language skills through reading and writing
- Lays out a scope and sequence of grammatical forms and sentence structures needed to communicate for a range of purposes (functions)
- Teaches vocabulary for social and academic purposes moving from general to increasingly precise words
- Provides ample oral and written practice for application of newly taught language in authentic contexts
- Does not replace literacy or other content instruction, but rather equips English Learners with the language they:
 - Are not likely to learn outside of school,
 - Will not be taught in any other content area, and
 - Are expected to use every day for academic and real life purposes.

Students that are English proficient receive English Language Arts Instruction (ELA) during the time that their peers are receiving Systematic ELD instruction. ELs also receive ELA instruction with their peers in the self-contained classroom before the afternoon switch and extensions in their ELD class. Furthermore, as a dual immersion school, teachers will also utilize this model to provide Spanish Language Development for our Spanish learners (SLs).

Balanced Literacy

Voices will have a balanced literacy program of instruction and assessment organized around the Common Core State Standards. It is the aim of the Voices MP program that all children will be literate readers and writers in their primary language by third grade. These children will also demonstrate a love of reading and writing for pleasure, proficient use of reading and writing for academic learning, and proficient reading, writing and speaking in two languages, English and Spanish, by eighth grade

The elements of balanced literacy are not fixed and separate, and activity in the classroom moves smoothly around them. Each element requires a different level of support from the teacher and respects the level of control or independence of the children. For example, the teacher is in full control of reading aloud although the children are actually listening, commenting, and joining in on familiar parts. In independent reading, the child is in full control of the process, with little or no teacher support. The same applies to the different contexts for writing.

Literacy instruction is characterized by teaching students to use reading and writing processes through:

Balanced Literacy	We do this by creating an environment where children see themselves as readers and writers, thinkers, listeners and talkers. We are trying to instill in them a great love of learning. The balanced literacy framework provides the structure to make this all happen.
Reading aloud	Reading aloud is the foundation of the early literacy framework. By being immersed in a variety of well-chosen texts children not only learn to love stories and reading but they also learn about written language.
Word Study: (Sight words, Phonemic awareness, Phonics, Vocabulary)	Word study refers to deliberately investigation words. It occurs in settings where the teacher directs children's categorization and understanding of how words work through routines, direct instruction and word sorts. Teachers provide whole group, small group and center instruction throughout the literacy period. Teachers avoid giving rules, work towards automaticity and flexibility and constantly return to meaningful texts and prompt students to use new knowledge in reading and writing settings.
Shared reading	Designed to be used with the whole class or a small group, this activity provides many opportunities for incidental leaning about the way written language works. The context created by shared reading is totally supportive of young readers as they begin to attend to the details of print while still focusing on meaning and enjoyment. In shared reading, emerging readers get a chance to behave like readers and learn the process.

<p>Guided reading</p>	<p>Guided Reading places the child in a more formal instructional situation. It is the foundations of the literacy curriculum. The teacher works with a small group who has similar reading processes. The teacher selects and introduces new books and supports children reading the whole text to themselves, making teaching points during and after the reading. It gives the child the opportunity to problem-solve while reading for meaning.</p>
<p>Independent reading</p>	<p>Children read on their own or with partners from a wide range of materials. Reading and re-reading a familiar text has been shown to support young children’s learning to read. The reader independently solves problems while reading for meaning.</p>
<p>Readers Workshop (K-3) and Literature Circles (4-8th)</p> <p>See Appendix I for configurations.</p>	<p>Readers workshop and literature circles build on an effective reading process and allows students to use strategies in an effective way. Through conversations, students extend meaning of texts and make connections. The meaning students construct as they listen to one another's interpretations is greater than any of them could construct alone.</p>
<p>Shared and Interactive writing</p>	<p>Interactive or shared writing provides authentic setting within which the teacher can explicitly demonstrate how written language works. First, the teacher and students work together to discover a reason for writing. Once the purpose is established, the teacher helps students gain control over the conventions of print that writers need in order to be able to communicate their messages in written language.</p>

Writers workshop	Guided writing or writer workshop is another way for teachers to help children learn to write, but in this case the children are constructing their individual pieces of writing with teachers (and eventually) peer guidance, assistance, and feedback. The teacher may have individual conferences with children or call them together first for a mini lesson on an aspect of writing from topic selection to composition to punctuation to letter formation.
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Children will read from a variety of reading materials that include leveled and/or decodable books, anthologies, original works, magazines, reference books/materials, digital material, newspapers, and text books. Reading instruction will emphasize expository text. Teachers will use teaching strategies that make grade level content accessible to all students, regardless of reading level (universal access). Through professional development and coaching, teachers will modify and acquire new instructional strategies to ensure the most effective instruction for these children. Teachers will also research and recommend other curricula to support and supplement the program.

The writing curriculum emphasizes expository writing. Studies have shown that a common element among 90/90/90 schools is the emphasis of expository writing across content areas. These are schools that were identified because they are at least 90% combined minority; at least 90% free or reduced lunch qualified students, and at least 90% successful on standardized assessments. See Appendix J for summary of 90/90/90 schools research.

Balanced Mathematics

A balanced approach to math will include opportunities for students to develop conceptual understanding, procedural fluency, and mathematical reasoning/problem-solving skills as well as to communicate precisely about their mathematical understanding. Mathematical understanding and reasoning will always be prioritized before introducing algorithms or steps for solving a problem.

Understanding by Design (UbD)

Knowing or being able to do something does not guarantee that we understand it. We truly learn and retain more when we can reflect upon, internalize, and apply (transfer) the

content we are being taught. Understanding is the ability to transfer learning to new, different and unique experiences. UbD allows us to avoid the “inch deep, mile wide curriculum.” UbD is a framework for project based learning. The primary goal of UbD is student understanding, the ability to make meaning of Big Ideas and transfer their learning. Teachers guide students to these understands and set a purpose for learning by using Essential Questions²⁰ such as:

- From whose viewpoint are we seeing or reading or hearing this? From what angle or perspective?
- How do we know when we know? What’s the evidence, and how reliable is it?
- How are things, events or people connected to each other? What is the cause and what is the effect? How do we fit together?
- What’s new and what’s old? Have we run across this idea before?
- So what? Why does it matter? What does it all mean?

Teachers develop science and social studies units and projects based on CCCS, the Next Generation Science Standards, the National History Standards²¹ and the California History content standards using the UbD® Framework. Students learn content in depth and have an opportunity to demonstrate understanding through performances of understanding. Additionally, students apply other content knowledge and skills (e.g., math, language arts, art, speaking, performing) to make their projects truly integrated. These performances of understanding are shared with parents and the wider community through exhibition projects and assessed through teacher created school wide rubrics that will measure understanding, presentation, and skill proficiency (see Appendix K for sample rubric). Every unit has technology components that assist students in learning and in expressing their understandings. See Appendix L for Sample UbD Unit.

Sheltered Instructional Observation Protocol (SIOP)

The SIOP Model (Echevaria, Vogt & Short) was developed to provide teachers with a well-articulated, practical model of sheltered/SDAIE instruction. The intent of the model is to facilitate high quality instruction for English Learners in content area teaching. However, as a dual immersion school we also utilize this model to provide sheltered instruction for Spanish Learners (SLs).

²⁰ Deborah Meier; Central Park East Secondary School in New York

²¹ <http://nchs.ucla.edu/Standards/>

The SIOP Model is based on current knowledge and research-based practices for promoting learning with all students, especially language learners. Critical features of high quality instruction for language learners are embedded within the SIOP Model.

Its effectiveness was validated by a research study conducted through Guarino, et al (2001), who determined that it was a highly reliable and valid measure of sheltered instruction.

This learning environment values the student, provides authentic opportunities for the use of academic language, and maintains the highest standards and expectations for all students. In addition, it fosters voice and identity. Moreover, professional development time is dedicated each year to the understanding of language acquisition strategies, research inquiry, data analysis, and lesson planning and execution in regards to the needs of second language learners.

Socratic Seminars (middle school)

Socratic seminars are a collaborative intellectual dialogue facilitated with open-ended questions about text. Socratic Seminars are a way for students to formulate a deeper understanding and engage in critical conversations about literature. By giving students the opportunity to engage in open-ended discussions, Socratic Seminars provide students with opportunities to clarify the meaning and formulate their own ideas about texts. During the Seminar, students construct meaning by actively listening, participating, analyzing, and interpreting texts. Students are encouraged to share different points-of-view, ask questions, and answer questions presented by their class peers. It is important to clarify that during a Socratic Seminar the teacher does not lead the discussion; instead, he or she takes the role of a facilitator, refocusing the conversations if needed. Discussions are never about right or wrong answers, nor are they a debate. It is a time for students to exchange ideas, think aloud and share their thinking in a meaningful and thoughtful manner.

Additionally, Socratic Seminars foster the idea of respect by encouraging students to listen to other's perspectives and accepting various points-of-view. Students are instructed to follow discussion norms that everyone understands and has agreed to follow. By being part of a Seminar, students have to demonstrate a level of maturity that will be expected of them in high school and in college. Being able to participate in high-level discussions is a skill they will carry for the rest of their academic career.

Shared Best Practices for Student Success

Voices MP will offer site-based instruction and offer a minimum of at least 175 days of instruction per year (Education Code Section 47612(d)(3)). Please see Appendix AM for a sample school calendar. We will also employ a staffing model that provides extra support and reduces the adult to student ratio, especially in the early grades.

Figure 1.7 - Basic Staffing Models

Staff	TK/Kindergarten	1 st -4 th Grade	5 th -8 th Grade
Base Staff (per classroom)	One teacher One FT Associate Teacher	One teacher One PT Associate Teacher	One teacher One PT Associate Teacher (shared between all classes) One School Assistant
Support Staff (as required per IEP)	Educational Specialist SPED Associate Teacher		

Extended Learning Time

It is our belief that the vast majority of low academic achievement from students is due to a lack of exposure to high quality instruction and challenges, not due to ability. Therefore, we provide more instructional minutes than are required by the State (Education Code Section 47612.5(a)(1)) each school year by instituting a regular school day that runs from 8:00am to 4:00pm for all grades. See Appendix M for Instructional Minutes calculation and Appendix N for sample bell schedule, which shows that Voices exceeds state mandated minimum minutes for grades spans TK-K, grades 1 to 3, and grades 4 to 8.

Time on Task

We believe that students who are behind need “more, faster rather than less, slower”. Students are expected to be engaged 100% of the time in all lessons and work.

Daily schedules are strategically and coherently allocate the time and resources necessary to meet goals. Teachers prioritize and align instructional time with goals. They adjust, add, or eliminate what is needed. Aligning instructional time based on the needs of our students keeps teachers from allotting time based on personal preferences, ideologies or even curricula. We ensure time is used in the most effective way and schedule check-ins during data meetings and whole-school interim data analysis (Results Oriented Cycle of Inquiry- ROCI) to ensure acceleration toward goals.

Differentiated Instruction

Differentiated instruction is matching instruction to meet the different needs of learners (high and low) in a given classroom. We have found that the range of instructional need within one classroom is wide. In order to accommodate these instructional needs, teachers plan for small group and 1-1 instruction as well as ample learning center time. Differentiated instruction is implemented during the regular school day, in all instructional blocks, throughout all content. Differentiated instruction is made possible because of the use of mini-lessons and direct instruction, which frees up time for differentiation while students are in the You-do phase. Also facilitating differentiation are our paraprofessionals (Associate Teachers). These highly qualified individuals also work with small groups and 1-1 as well as supervise whole group learning while the teacher works with the students needing the most attention.

Cooperative Learning

Cooperative learning is a teaching/learning technique where students interact with each other to acquire and practice subject matter and to meet learning goals. Teachers provide deliberate opportunities for students learning language (both ELs and SLs) to interact linguistically with native speaking peers for optimal language development. It is a formal way of structuring activities in a learning environment and is achieved by moving from rote learning to learning how to think critically. A main goal is cooperation versus competition or individualism. Cooperative learning has also been shown to be an excellent instructional strategy for students of color (field dependency).

Direct Instruction

Direct Instruction has been proven to be especially successful with socioeconomically disadvantaged, English Learners and academically struggling students because it is explicit, organized, and predictable. Direct Instruction assists students through a specific design that focuses on getting initial learning into short term memory. When the design is followed, the student will be able to master new learning. Active practice assures transfer of new learning into long term memory. Direct instruction is characterized by five phases at Voices MP:

1. Orientation
2. Presentation (I do)
3. Highly Structured Practice (we do)
4. Guided Practice (we do)
5. Independent Practice (you do)

Prove It!

Students are expected to justify their answers and opinions by citing evidence. Teacher asks student to explain their answers whether they are correct or not when answering orally and in writing on assessments, assignments and essays. As student's progress they are taught how to hold each other accountable by posing similar questions to classmates during any classroom discussions, literature circles and Socratic seminars.

Focus on Core Content and Standards-Based Curriculum

Standards Deconstruction

Educators at Voices MP deconstruct their grade's standards with their grade level partners throughout the year. In order for students to truly master each standard, they must be taught the sub-skills, knowledge and language that lead to proficiency. Teachers break down complicated standards and understand every aspect within that standard. In doing so, teachers identify what students should know and be able to do, create manageable and/or smaller objectives to teach and more efficiently plan instruction. Standards deconstruction leads to clearer lessons and a deeper learning.

Backwards Map

An integral part of the teacher-created curriculum at Voices MP is the Backwards Map. Teachers work together to break down or group standards and map them across the year before the school year begins. They create long-term plans, paying attention to the rigor, the expected length of each unit and how standards build upon each other. This Backwards Map allows teachers to adequately allocate instructional time for each standard and interim assessment. The Backwards Map also assists teachers in aligning school adopted curriculum or resources to the content standards. A sample Backwards Map can be viewed in Appendix R.

Literacy

The literacy program at Voices MP will incorporate all of the recommendations originally published by The National Reading Panel (NRP)²² and more recently updated by the National Institute for Literacy (NIL), the National Institute of Child Health and Human Development, and the U.S. Department of Education²³. The NRP and NIL summarizes what research has discovered is necessary to successfully teach children to read. It identified key skills and scientifically based instructional practices central to reading achievement. According to the NRP and NIL, the five areas of reading instruction are:

Phonemic Awareness: The understanding that sounds of spoken language work together to make words. Phonemic awareness instruction helps children learn to read and improves their reading comprehension because they must be able to read words rapidly and accurately. It also helps children learn to spell because they are able to relate the sounds to letters as they spell words.

Phonics: The relationship between the letters of written language and the individual sounds of spoken language. Systematic and explicit phonics instruction significantly improves word recognition and spelling, as well as improves reading comprehension.

Fluency: The ability to read a text accurately and quickly with expression and meaningful phrasing. Fluency provides a bridge between word recognition and comprehension. Because fluent readers do not have to concentrate on decoding the words, they can focus their attention on what the text means.

Vocabulary: Knowledge of the words needed to communicate effectively (listening, speaking, reading, writing). Vocabulary is very important to reading comprehension because readers cannot understand what they are reading without knowing what most of the words mean. Most vocabulary is learned indirectly and some must be taught directly.

Text comprehension: Text comprehension is important because it is the reason for reading. Students are taught reading strategies through direct and explicit methods. These include monitoring comprehension, using graphic organizers and semantic

²² National Reading Panel (2000); Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction--Reports of the Subgroups.

²³ Eunice Kennedy Shriver National Institute of Child Health and Human Development, NIH, DHHS. (2001);Put Reading First: The Research Building Blocks for Teaching Children to Read (N/A). Washington, DC: U.S. Government Printing Office.

organizers, answering questions, generating questions, recognizing story structure and summarizing to access grade-level content through reading.

Literacy in Upper Grades

English Language-Arts in the upper grades will aim to create high-rigor environments where students are deeply analyzing, deconstructing, and evaluating texts while using writing as a tool of creation in which students express their knowledge, opinions, and criticisms. As students engage in this rigorous process of literacy and writing, Voices MP middle school will also make a deliberate approach to literacy and writing through the mentality of “literacy as power.” Lessons, texts, and discussions are often framed around the following guiding question: “How can reading and writing act as a form of power?” Classes will be theme-based with a strong emphasis on collaborative learning, supports for second language learners, and demanding evidence from students. Moreover, the ELA program frames its themes around developing multicultural understanding in the most critical sense. Students will not only explore the self and culture, but through a variety of specifically chosen texts and high-level discussions students will be encouraged to also explore the power structures and forces that students deal with every day. In this way students will be able to make the connection between literacy, writing, and power; ultimately creating an empowering experience for all involved.

The Voices MP middle school reading program will be critical for the literacy of our students: the rigor and demands on independence increase, moving students along a continuum that prepares them to be high school and college-ready. By using rigorous, engaging, culturally relative, and meaningful texts in skill-based instruction, Voices MP teachers will make the Common Core State Standards accessible to all students, while simultaneously investing them in literary experiences that can transcend the classroom. Voices MP teachers will strive to organize courses with important factors in mind: a scaffolded staircase of complexity and meeting the needs of English Learners. Texts will progress over the course of the year with increasing complexity, both in terms of lexile and thematic understandings. Voices MP teachers will also include a language objective into each lesson, using realia and SIOP strategies to support ELs through rigorous texts (see Appendix O for sample SIOP lesson plan). We want to equip our students with the

close reading skills necessary to deeply examine, comprehend, and analyze texts, while also building the critical thinking skills that will allow students to create bridges between texts they read and technology, popular culture, media, and their own culture. Voices MP teachers will use a balance of genres in literature to foster an intellectual curiosity that will enable students to better understand themselves and the world around them.

The vision that Voices MP middle school has for its writing program is one where students will become unique and engaging proficient writers. This will be done by creating a program that interweaves the Common Core English Language Arts reading, writing and language standards with the Writers Workshop Model. Our writing classes will provide students with an opportunity to create, plan and produce works that reflect the reading-based standards they are identifying and analyzing in the English Language Arts class. Our goal is to provide a rigorous curriculum that will have each student explore writing, innovate their craft, and internalize the writing process in a pragmatic manner. The long-term goal for Voices MP middle school students is that they will push themselves to be creative and critical writers throughout their lives. To achieve this, our writing program will present students with practical world issues that will engage their interest and inspire them to improve the variety of relevant writing projects they will work on. These writing projects will reflect the enthusiasm, professionalism, understanding and application that must be present in any rigorous writing process. Furthermore, we believe that all forms of media should be valued and therefore, our writing program will teach students the various ways a professional writer can present, publish, and defend his or her work to a broader community.

The structure of the writing program at Voices MP will have the teacher take on the role of a writing coach. The writing coach will model professionalism and effective peer editing collaboration. By introducing, modeling and showing enthusiasm for the tools, strategies and procedures that professional writers use to improve their craft, teachers will equip each student the essentials of good writing. Focused mini-lessons that employ effective teaching strategies, noting down observations made during check-ins and conferences, giving ample writing time to have students work at their own pace, and providing an equitable sharing space to reinforce a positive collaboration are the major

components of the writers workshop which will ensure an engaging writing environment. The teacher will model and guide each student to become a peer editor whom seeks to give constructive suggestions instead of direct corrections. The end goal of the writing program is to instill in our students a true appreciation of writing that is reflected in the enthusiasm, professionalism, and critical lens they use when working on their writing. Our young writers will demand excellence from themselves as they seek to improve their voice, ideas, organization, word choice, sentence fluency, and conventions. Voices MP middle school students will leave with the understanding that when they improve their craft, they are giving themselves more opportunities to communicate their unique voice in an engaging and evocative way through the power of the written word.

Math

The mathematics program at Voices MP will be one of assessment and instruction organized around the Common Core State Standards. The goals of this program will be to have students apply their ever-increasing mathematical knowledge and skills to novel context and increasingly sophisticated mathematical problems. Students will then use these skills to further their understanding of other related curricular areas, such as science and social science.

The ongoing assessment procedures will monitor each child's level of mathematical understanding and skills (computation, problem solving, and application). The teachers will use internally created formative assessments, school-wide interim and state assessments. Math instruction will be characterized by teaching the children to:

- understand and apply knowledge of numbers
- solve problems
- use skills
- apply math to real-world situations

Voices MP will use school adopted and locally-created curricula aligned with its instructional approaches and CCCS mathematics standards and supplements with lessons as needed from a variety of other “balanced math” sources to create a rich and deep, standards-based math K-8 curriculum as can be seen in Appendix A.

Math in Upper Grades (Grades 6 to 8)

Math in the upper-grades will be approached as a tool and perspective with which students can use to understand, analyze, and deconstruct the world around them. In

addition to embracing and implementing the Common Core State Standards for Mathematical Practice, Voices MP will utilize many of its own practices to create a high rigor, concept-focused mathematics environment.

Students and teachers at Voices MP will approach every topic with a “concept-first” mentality. Teachers will be encouraged to set high expectations for students to understand the concept behind the topic, not simply teaching students how to answer certain types of problems. Students are encouraged to see the importance of perseverance and persistence in mathematics as it is usually through the struggle when true learning occurs. Furthermore, in addition to a “concept-first” approach, teachers and students will spend significant and deliberate time focusing on the processes in mathematics and truly understanding the “why” behind every action. Students will be expected to explain the reasoning behind every mathematical action in writing, orally, and/or algebraically.

Voices MP also takes a unique approach to mathematics in that the connection between language and mathematics is frequently emphasized. All math teachers will utilize SIOP and other language learner strategies in every lesson and every math lesson contains a language objective. Voices MP math teachers will be expected to be knowledgeable of student language development and make language not only a focus but also a priority during math lessons. Students should be learning language skills simultaneously as they are grappling with new math skills.

Lastly, Voices MP strives to empower students to see math as a powerful tool to understand and analyze the world around them. Teachers will often engage with the CCSS Mathematical Practice of modeling as they not only use math to connect to the real-world, but make explicit connections between math and social justice. Upper grades math teachers at Voices will not stop at connecting math to the appealing or the relevant, but they extend this notion by using math to “go beneath surface meaning, first impressions, dominant myths, official pronouncements, traditional clichés, received wisdom, and mere opinions, to understand the deep meaning, root causes, social context, ideology, and personal consequences of any action, event, object, process, organization, experience, text, subject matter, policy, mass media, or discourse.” (Shor, *Empowering Education*, 129) Math is more than equations and word problems. Math requires deep, critical thinking and can be used to better understand the intricacies of the world around us.

Science and Social Studies

Besides being incorporated into the core curriculum through an emphasis on expository reading and writing, science and social studies will be presented to the students in integrated, thematic units of instruction. Voices MP increases the complexity and depth of these units by using the curriculum design process Understanding by Design® for both

science and social studies. This framework allows teachers to design curriculum, assessment, and instruction focused on developing deepening understandings of important ideas. Students will then demonstrate the sophistication of their understanding through explanation, interpretation, application, perspective, empathy and self-knowledge in exhibition projects, otherwise known as performances of understanding.

Science and Social Studies in Upper Grades (Grades 6 to 8)

The Voices MP approach to Science and Social Studies is one that fosters a critical mindset in an effort to promote higher order thinking and global awareness. Each unit revolves around a big idea, allowing students to connect specific content to overarching stories and themes. The big idea acts as a focused reference point throughout the unit for which students can refer to. Teachers will ensure that big ideas not only invoke curiosity and understanding in the content area, but they also allow students to more closely analyze current social and global issues.

Throughout the thematic units, teachers will systematically introduce new material so that students are constantly engaging with the Voices MP middle school 5 Power Mindsets:

- Explain (Explica) – Students will be able to express and summarize understanding of a topic
- Analyze (Analiza) – Students will be able to make connections and formulate opinions with regards to a topic or theme
- Evaluate (Evalua) - Students will be able to make assertions about validity, relevance, and/or quality of a work, idea, or topic.
- Justify (Justifica) - Students will be able to defend assertions by providing textual evidence, life experience, or statistical data.
- Create (Diseña) – Students will be able to demonstrate understanding through presentations, skits, essays, engineer design, or any other rigorous performance task.

This process aims to deepen student knowledge about historical and scientific thinking by providing these scaffolded yet rigorous steps towards a critical understanding of a topic. These mindsets are utilized across all content areas with the hope that students can internalize and apply it throughout their academic career.

The five power mindsets aim to develop students who not only think critically, but have also acquired the type of higher order thinking needed to succeed in their future academic and professional career. Teachers will encourage students to engage in the material through different lenses in an effort to promote student thinkers who can engage in a variety of topics. This approach is evident in assessments as teachers have deviated from

the traditional multiple choice and fact-recall assessments. Science and Social Studies assessments are deliberately designed to allow opportunities for students to demonstrate higher order thinking.

In specifically the Sciences, Voices MP will utilize the Process of Engineer Design as students participate in experiments and projects. Students will be encouraged to learn about key scientific concepts through experimentation, design, re-design, and creating. For example, to culminate and demonstrate understanding of thermal energy students were challenged to create a device that minimizes thermal energy transfer. Projects such as these allow students the opportunity to use their newly acquired knowledge to design, create, and test a product of their own creation. Instruction is also inquiry based as learning revolves around a central question or central experiment.

Voices MP Social Studies classes are designed to prepare students to think like a historian. Historians always approach a topic with curiosity, challenge ideas based on evidence collected, and knowledge gained after exploring multiple sources. Voices MP students are encouraged to question literature and formulate their own ideas of history after having explored different perspectives. Students will study topics by looking at primary, secondary, and many other sources relevant to the topic of study. By using the 5 Power Mindsets, students analyze texts and ideas in detail with the purpose of reaching a high level of understanding. Teachers have designed units that deviate away from the traditional ways of teaching (teacher lectures and students listen) and have created lessons which promote student interaction and have a predominantly hands on approach. Students will be constantly involved in rigorous group activities, which strengthen the idea of cooperative learning, and enforce the importance of teamwork in academic settings. Additionally, students will show their understanding through assessments that address all learning modalities. These assessments can range, but are not limited to, group projects to open ended response questions that test students' knowledge of the content and their analytical skills.

Technology

The Common Core State Standards have introduced a new level of rigor for students. Although the CCSS requires students to be fluent in technology, it is not a skill that is apart from the standards. The technology we wish our students to master is an embedded part of our standards that asks students to use technology as a means to showcase what they have mastered within their learning. Some of the technology enhanced goals we wish our students to master while attending Voices are to demonstrate proficiency in use the use of computers and applications, responsible use of technology, the ability to use technology for research, critical thinking, problem solving, decision making, communication, collaboration, creativity, and innovation.

There are significant ways that technology will assist Voices sustain its vision for student achievement and deliver on its mission’s promise. Community members at Voices are drawn by the Charter School’s college-bound culture and by the prospect of language--having their children growing up knowing two languages rather than one. We understand that by graduating fully bilingual, biliterate, and bicultural, their students will have advantages and pathways to opportunity when navigating the world in their futures.

However, as the world becomes increasingly connected by technology, there needs to be a “third language” that is integral to the fabric of our school: the language of technology. There is huge potential at the intersection of technology and this community’s commitment to language, and we will capitalize on this. Students at Voices MP will not only demonstrate fluency in Spanish and English, but also fluency in technological skill, in order to possess the knowledge, skills, and confidence needed to successfully navigate their educational journeys. Voices MP will provide that “third language” instruction by devoting time and energy to considering the purpose, value, and function of technology within the context of our school. To many, especially in the community we intend to serve, technology is a foreign language. We will create meaningful opportunities for our students to engage with technology in a way that’s going to allow them to find their own voices while pushing their critical thinking.

Goals and Objectives of Technology Integration

- Communication - use technology to expand students’ options for expressing their work and their thinking
 - Writing
 - Presentation skills
- Inquiry
- Engagement
- Differentiation
- Critical thinking & Problem Solving
- Creativity

Figure 1.8 – Proposed Technology Integration Classroom Model

	Elementary (K-5)	Middle school (6-8)
Model	<ul style="list-style-type: none"> ● 1 technology center, during both literacy and math rotations ● Use of laptops during Enrichment 1x/week 	<ul style="list-style-type: none"> ● Each period will be partially whole-class instruction, partially differentiated groups (some students with teacher and others on laptops)

Enrichment

Students will rotate through cycles of enrichment activities (during mid-day block) throughout the year based on their grade level. These non-core courses are directed by Associate Teachers or expert consultants and may include such activities as Fitness Club, storytelling, Brazilian drumming, keyboarding, piñata making, salsa dancing, etc. Throughout the year, many of these activities will be coordinated between the instructor and classroom teacher to integrate into UbD units and classroom themes.

Results Matter

Student Assessment and Mastery

Across the curriculum, teachers will employ both authentic and more traditional assessments of what students know and can do to ensure that students are prepared for the rigors of higher education.

Voices will utilize fall, winter and spring cumulative interim assessments based on standards (ELA, math, reading- English and Spanish, writing- English and Spanish, Science, as well as diagnostics in K-2). After each assessment, teachers will analyze the data and complete an Assessment Analysis and Instructional Plan to map out further instruction and re-teach strategies (See Appendix P for sample ROCI Analysis and Plan sheet). This analysis focuses on the reasons behind wrong answers- that is, concept, vocabulary, or skill. Each assessment is followed by a re-teach period during which teachers have the opportunity to target whole group, small group or individual classroom instruction for any standards students have not mastered. Students needing additional support are referred for school interventions. All data is stored and desegregated by the administration which further measures year-to-year gains and losses.

Results Oriented Cycle of Inquiry (ROCI)

As teachers, we need to learn about what works for our students rather than rely on our prior knowledge of what works for other students. Our goal is to tailor effective instruction for our students based on the facts. Teachers will meet to plan, teach, assess and then analyze and reflect. Twice a year, all teachers will meet to assess and analyze data in relation to goals and benchmarks in a forum facilitated by the principal and instructional coach. Teachers will also take this time to do cross-grade level articulations, share success and failures, fine tune best practices through professional development and make curricular decisions through as shared decision making process. This three day process is then followed by planning sessions and the cycle continues.

Professional Learning Community (PLC)

Essential Components

The founders of Voices saw a need to create a Professional Learning Community (PLC) in which teachers could create a truly collaborative environment. The PLC affords teachers the opportunity to work with like-minded individuals with an undying commitment to professionalism, collaboration and constant learning. Voices is a school based on best practices, innovative initiative and the search for excellence. The school strives to make teaching public by inviting the community and other educators and teachers to observe and learn from us. Likewise, we seek out best practices from the educational community.

Teachers at Voices are drawn by the opportunity to work with like-minded individuals with an undying commitment to professionalism, collaboration and constant learning. Teachers actively and enthusiastically participate in a Professional Learning Community. According to Dufour (2005)²⁴, “teachers in a professional learning community engage in continuous inquiry about teaching. They are researchers, students of teaching, who observe others teach, have others observe them, talk about teaching, and help other teachers. In short, they are professionals.” A professional learning community is characterized by:

- Shared Mission, Vision, Values and Goals
- Collective Inquiry
- Collaborative Teams
- Action-Research Orientation
- Continuous Improvement
- Results Orientation

The PLC is supported by our professional development model, opportunities for daily teacher collaboration/planning, and coaching by the principal who serves as the schools instructional leader.

Besides learning, teachers in a PLC will have the responsibility to teach others and to share/exchange knowledge about best practices. Therefore, teachers have the opportunity and are expected to develop as leaders by:

- Making their teaching “public”;

²⁴ Richard DuFour, Robert E. Eaker, Rebecca Burnette DuFour; On Common Ground: The Power of Professional Learning Communities; National Educational Service, 2005

- Observing and giving each other critical feedback;
- Leading professional development;
- Presenting at professional conferences;
- Welcoming visiting educators and other observers into their classrooms, and
- Mentoring new teachers.

Micro and Macro Grade Level Planning

Boot Camp

New teacher to Voices will spend two weeks immersed in professional development facilitated by the principal, coach, and experienced teachers. This time is allocated to introduce teachers to our shared practices, expectations, and culture. New teachers read research, learn how to implement strategies, and are familiarized with school curriculum and resources (See Appendix Q for sample Boot Camp Schedule).

Summer PD and Retreat

In addition to regular school year professional development, all teachers also engage in a two week summer retreat/in-service. This time is dedicated to understanding and fostering school culture, explicitly stating high expectations for all, curriculum mapping, scope and sequence development, unit development, standards deconstruction and to other yearlong school wide planning. Grade level teams and the faculty as a whole will bond and develop into strong units which support each other through the year. Please see Appendix Q for sample Summer PD Schedule, Appendix R for Sample Backwards Map and Appendix S for Sample Monthly Plans.

Grade level Team Collaboration

When the school is first opened, Voices MP teachers will meet more frequently for professional development with the principal across grade levels. As the school grows and teachers are better able to deconstruct standards, teachers will be given more time to work with their grade level teams to talk about data and look at the results of the learned practices.

As the school grows and teachers acquire a greater need for grade level planning, more and more time will be dedicated to data meetings. The Data Meeting Reflection Sheet will allow team members to maintain a clear focus on that day's objective (See Appendix T). The data sheet is a trustworthy companion to the data meeting. These reflection sheets are turned in to the principal daily who analyzes them for patterns or difficulties that need to be addressed during professional development times or for teams needing extra support so that he/she or a coach can support more intensely.

Teachers will also create common assessments within grade levels in order to analyze the results of specific teaching practices from classroom to classroom and drive conversations about how to improve across the grade level. Discussing the “How” in instruction is a common topic of conversation in data meetings. The data reflection document serves as a guide to allow teachers to question not only what does not work in the classroom, but deeply discuss what does work in the classroom. The data meeting and reflection sheet encourages colleagues to ask themselves why they are, or are not getting results in their own classrooms. Teachers will be open to stepping outside of their comfort zone to make their practice more effective

Mid-Day Block

Teachers at Voices will have the unique opportunity to grow as professionals and to develop as leaders. Teachers will be provided with one hour of professional development or team collaboration (data meetings) four times per week and with one hour of prep time per week. This award winning professional development model called mid-day block was developed by Peggy Bryan, founding principal of Sherman Oaks Dual Language Charter School in San Jose, California. Grade level meetings, prep time and professionals development will happen on a daily basis during this time. Mid-day block not only affords teacher with the time needed to learn and collaborate as professional that has been proven to directly correlate with high student achievement, but also provides time for student intervention and enrichment activities.

Character Education and College-Bound Focus

On My Way to College!

Students of color, in particular, need to focus on higher education at an early age. Nationally, only twenty percent of Latino adults have a postsecondary degree, compared to 36 percent of all U.S. adults. In California, only 16 percent of Latino adults over 25 have an associate or bachelor's degree, compared to 38 percent of all adults in that age group²⁵. Students of Voices need to have a realistic plan, be academically prepared to take on opportunities, and be prepared to overcome any obstacles that stand in their way. Voices will prepare students for higher education and high quality careers from the start of their elementary career. With the motto “Find your path and plan for the future!” Voices will make it known that it’s never too early to plan for your future.

A coordinated K-8 curriculum will help students develop work habits, skills for working with others, communication and presentation skills and the ability to produce quality

²⁵ <http://www.nbcnews.com/news/latino/latino-college-completion-rates-low-despite-enrollment-n80326>

work through their years in school. The link between school-based learning, higher education and professional careers is highlighted.

Through a career studies curriculum called Pathways, students will see the connection between their current learning and future work. The curriculum is based on career majors and connecting school work and learning with the future. The campus culture promotes a college education as a matter of “when,” not “if.” This is built into the school culture and Pathways curriculum. In the upper grades further emphasis will be placed on more specific goals for college and careers.

Parent Engagement

Parents at Voices will be provided with opportunities to learn how to best support the success of their children. We will implement workshops through external agencies like the Latino Family Literacy Project and the Parent Institute for Quality Education (“PIQE”) program. The Parent Liaison (see Process for Parent Involvement) and the principal or designee will deliver workshops of interest to the whole school community such as Bullying, CCCS, and Internet Safety, etc. Furthermore, each grade level team will design and facilitate at least two parent workshops over the year which focus on grade-specific content. Voices workshops are given in English and Spanish and child care will be provided.

Another way that parents are encouraged to participate in their child’s life is through Family Field trips. Each grade level plans at least one trip a year that happens on a weekend. Teachers will choose locations, activities or events that most students in the community would not likely visit or be exposed to. Parents will learn about opportunities in the community to enrich their child’s life and learn along with their children. Teachers will model how to interact with students with high level questions and discussions. Please see Process for Parent Involvement for more precise details regarding parental involvement.

Qualities for Success

Character development is meant to promote self-control and self-confidence. Through the development of character, students learn how to become active participants in a community, to understand their rights and to enthusiastically fulfill their responsibilities as members of society. To do this we incorporate a program to nurture and develop relationships among the school community. Students are also held accountable to respect our Five Personal Rights: I have the right to feel safe, I have the right to learn, I have the right to celebrate my accomplishments, I have the right to be heard, and I have the right to be myself.

In addition to fostering good citizenship, Voices promotes respect for diversity of all people. Students learn that while differences exist, all human beings ultimately have a right to respect and dignity. Students will also learn that diversity and culture come in all shapes and sizes and include but are not limited to race, ethnicity, nationality, language, gender preference, sexual orientation, religion, and ableness. Moreover, diversity and multiple perspectives will be evident in both content and literature. Students will learn how to judge information through a critical lens. That is, learn how to ask themselves essential questions like, “Whose perspective is this? “Is there is another point of view?” and “What do I believe about this?”

Advisory

Middle school tends to be a challenging period where students benefit from the guidance and support of an adult they connect with and trust. At Voices, advisory is not only about helping students adjust to school, but also about creating and encouraging a sense of belonging while developing the six pillars of character (respect, responsibility, caring, citizenship, trustworthiness, and fairness), promoting academic success, developing leadership skills, and exploring life goals.

We use different resources to facilitate powerful discussions and meaningful activities, but also make it a personal affair by encouraging students to share their personal experiences, thoughts, and perspectives, all in a positive environment. Students are given the opportunity to celebrate each other’s accomplishments, to reflect on their mistakes, to set personal goals, to work on their communication and organizational skills, to develop the skills necessary to form strong positive friendships, to grow as leaders, to develop a sense of self and community, to learn about conflict resolution, to laugh with one another, to play with one another, and to learn from one another (See Appendix U sample advisory scope and sequence).

Student of the Month, Character Counts! and Character Violation Tickets

Once per month teachers nominate one student from their class as Student of the Month. This student exemplifies and embodies the character trait being highlighted that particular month. The teacher will write up an accolade to the student which is read by the principal at Plaza and the student receive an "on my way to college" shirt that he or she can wear as part of his or her uniform. The student's picture and accolade also is posted on a wall of fame on the school site.

Every staff member at Voices can pass out Character Counts! and Character violation tickets. The Character Counts! Ticket is given when a student is “caught being good” or for exemplifying one of the Six Pillars of Character. This ticket can then be entered in a raffle for a small prize at Plaza (described below). Parents will be encouraged to praise

their child for remember to be a good citizen. The Character violation ticket is given out if a student is found to have violated one of the Six Pillars of Character. Parents will be encouraged to engage in a decision about making better decisions if their child brings this home.

School-Wide Behavior System

The goal of the school-wide behavior system is to translate negative risk behaviors into positive action strategies thereby increasing a student's prospect of acquiring the fundamental social skills necessary for school success while avoiding disciplinary referrals. The aim is that strength, courage, health and knowledge will emerge for all students who are nurtured and supported. Therefore, students will learn that there are logical consequences for poor decisions. The behavior system is grounded on the notions of personal responsibility and restitution. For instance a child who has hurt another child may have to apologize, call and let his/her own parent know what he/she has done, aid in care for the child or otherwise spend time helping the other child. We believe that parents and school must work together as a team and united front to insure success for students. For that reason, teachers and administrators will communicate school violations to parents. Student habitual violation of rights may result in a Student Success Team Conference with the teacher, parent child and administrator. At that time, a Student Behavior Success Contract will be developed and available support services will be shared and recommended to the parent. The focus will be on helping the student exercise self-control and experience success.

Plaza Communitaria

Voices students and staff will regularly gather for community-building and character development time we call Plaza Communitarian or Plaza. This is an opportunity for whole-school culture and climate building. Plaza typically includes character development via the Six Pillars (caring, trustworthiness, respect, honesty, citizenship, and fairness), birthday celebrations, class college cheer competitions, Student of the Month acknowledgement, Good Character Ticket recognition, Charlie el Mono Cappuccino (A character that helps students learn about different countries in the world in which Spanish is spoken), student performances, and music. Typically we will alternate the language of facilitation between English and Spanish week to week and parents are always welcome and invited to attend.

Plan for Students who are Academically Low Achieving

Students who are academically low achieving are defined as any student scoring below proficient on the California testing system or scoring less than 80% on interim or

formative assessments or not meeting Big Goals (See Appendix V for Sample Big Goals). The ultimate goal at Voices is to focus on prevention, intervention and acceleration for all students. Because we believe that all children can learn at high levels, alternatives and support services within the educational environment will be provided for all students not meeting desired outcomes. We will create an environment in the classroom that is risk-free and developmentally-oriented.

It is also our ultimate objective to close the achievement gap. In order to do this, student learning must be accelerated at every level. Furthermore, our approach is diagnostic in nature with appropriate targeted academic interventions offered primarily during the block schedule. Together, the Intervention Teacher and Educational Specialists will be form a team (that reports directly to the principal and communicates with parents) that coordinates services and schedules for ELs, low and high achieving students, students with Individualized Education Program (“IEP”) and 504 Plans, SSTs, etc. Additionally, Voices will provide a variety of student support services for students who are academically low achieving and will augment and add necessary services as the student needs dictate:

Response to Intervention (RtI)

RtI is a process that provides intervention and educational support at increasing levels of intensity based on the students’ individual needs. The goal is to prevent academic and behavioral problems and intervene early so that students can be successful. The RtI process has three tiers that build upon each other. Each tier provides more and more intensive levels of support. Tier I includes high quality instruction in the general education classroom including differentiation (See Appendix W for sample best practices) and use of diagnostics (see Multiple Measures section below). Tier II includes additional targeted, supplemental instruction/interventions and includes the SST (Student Success Team) process. Tier III includes such supports as intensive interventions, IEP or 504 plans. The school will develop and implement interventions to meet the individual needs of students. See Appendix X for RtI pyramid and parent brochure.

Student Success Team (SST)

Any student requiring additional support and /or challenges (low achieving, behavior, high achieving) will be referred for an SST by the teacher or requested by a parent. The teacher gathers evidence about the student and makes adaptations and modifications for the child in class. The teacher submits a SST referral to the principal. After observations by the principal or coach and any required testing or document collection, the SST team, usually made up of the student’s teachers, parents, and the principal, convenes for the first time. The team will brainstorm strategies for supporting the student both at home

and at school and decides upon a date for the second SST team meeting, by which time all strategies or action items are to be implemented or completed (See Appendix Y). At subsequent SST team meeting, the team decides whether the student has made satisfactory or unsatisfactory progress towards previously established goals. If the progress is unsatisfactory, the SST team continues to meet regularly until the student does not need further support. This cycle continues as needed, with other interventions being tried as needed (reading intervention, math interventions, modifications, challenges, behavior contracts, etc.). If the progress is unsatisfactory and the team is concerned of a suspected disability, the parent shall be offered an assessment plan for evaluation for student eligibility under the IDEA. After testing, the student is determined to be eligible or ineligible for Special Education services. Eligible students receive IEP goals and appropriate services are provided. Ineligible students may continue in the SST process or assessed for 504 eligibility if warranted.

Interventions

Skill specific classes are scheduled to meet the precise needs of the child. Classes range from phonemic awareness to guided reading to vocabulary development to comprehension to number sense. Students will be recommended by teachers based on academic performance. Upon referral, students are given an assessment, such as a running record, spelling inventory or phonemic awareness test to determine the specific skill deficit. These non-core, non-college preparatory classes are taught by trained staff supervised by a credentialed teacher according to California Education Code 47605 (b)(5)(E). Classes are limited to small groups of students running on four week cycles. At the end of the four weeks students are given a post test. Students that show proficiency levels based on pre and post-test are excused from the class. Classroom teachers meet with an instructional coach and any other pertinent experts to learn how to support and monitor the student. Students who have not yet reached a proficient level are placed in another appropriate class. Students will be seen at the least disruptive time of the day in consultation with the teacher and the parent.

Reading Intervention

Voices MP's reading intervention program is available to any student identified as needing extra support in reading (offered in both English and Spanish). Priority is given to students needing support in their native language with support given to students in their second language as space is available. Students will be referred for intervention through the SST process as well as by teacher referral during the ROCI cycles at each benchmark. They are monitored on a weekly basis to determine whether they are ready to exit or change groups. Students are seen on a daily basis from between 20 and 30 minutes in a small group setting (1-6 students) at their instructional level and with other

students who have the same objectives. The goal is to have students pass a minimum of one reading level every 4-6 weeks.

Voices MP uses the Fountas & Pinnell Leveled Literacy Intervention (LLI) Program for all English reading intervention and a similar format with guided reading books for Spanish reading intervention. Lessons are multi-faceted and include any or all of the following components based on student need: comprehension skills, fluency practice, word work, vocabulary development and writing. Each student has an individual goal sheet with prompts and objectives specific to their needs and the student, classroom teacher and parents each have a copy as well. The reading intervention specialist will work closely with the student's classroom teacher, parents and the education specialist (SPED students) to ensure goals and objectives are aligned across the student's day.

Math Intervention

The math intervention program at Voices has two parts; for kindergarten and first grade students it is a small group environment focused on beginning number concepts and for second through eighth grade students it is a computer-based program such as Dreambox. Students are referred to math intervention in the same way as for reading intervention, through the SST process, as well as at each ROCI cycle. Students in primary math intervention typically receive 15-20 minutes of small group instruction daily. It is focused on hands-on activities using manipulatives. Students work primarily on basic number concepts such as counting, ordering and comparing numbers.

In second through eighth grade, students use the computer based program for a minimum of 15 minutes per day. This program is intuitive and adjusts automatically to students needs. It covers a wide variety of mathematical concepts and provides tutorials, practice and assessment for each identified skill a student is working on. Students are monitored for progress on skills and standards mastery on a weekly basis by the Intervention Specialist and classroom teacher.

Summer School (skill specific)

Any student who has not met school determined benchmarks or scored at least proficient on state standardized test or requires Extended School Year per his or her IEP will be eligible for summer school. Based on diagnostic assessments, and teacher or SST recommendation, students are placed in skill specific classes. Summer school will run for at least four weeks and is optional for recommended students.

Re-teach

Time is devoted after each interim assessment for re-teaching if needed. Teachers plan to re-teach not yet mastered standards to students in small groups or on an individual basis.

Teachers will plan alternative methods and strategies to deliver instruction to accommodate students that may need material presented in alternative manners.

Counseling

The Parent Liaison will help Voices families locate the services they need. The Liaison will compile a community referral resource in order to direct families that require services. He will be able to connect families to food banks, counseling, and other community resources. After locating the appropriate resources, the liaison makes follow-up phone calls to ensure the family is able to, and continues to, access that resource.

Furthermore, it is estimated that nationally, 75%-80% of children and youth are in need of mental health services but do not receive them because diagnoses are not made or they don't qualify for diagnosis (SPED).²⁶ Since emotional distress can interfere with academic success, Voices will identify students which are in need of life/social skill training or Cognitive-Behavioral Therapy primarily through the SST process and referrals from parents and teachers. Counseling services will be provided with parental consent on-site by appropriately licensed counselors.

Plan for Students who are Academically High Achieving

Voices is committed to the acceleration of learning for all students. Therefore, all students achieving above grade level as measured by multiple measures (interim assessments, reading levels in English or Spanish, teacher and parent observations, etc.) and preferably determined through the SST process, will receive appropriate academic extensions within and outside the classroom. Parents are kept informed by the same methods for any other student (report cards, 1-1 communications, etc.) as well as participate through the SST process. The nature of the dual immersion program itself offers challenges to all students because they are learning a second, or in some cases, even a third language. Enrichment activities and exhibition projects will also provide opportunities for academic challenges. Several other ways that Voices will challenge high achieving students will be accomplished through:

- Differentiation (see page 32)
- Personalized blended learning opportunities (see page 40)
- Projected based-learning challenges (see page 28)

²⁶ http://presencelearning.com/sped-ahead-webinars/jordan-wright/?utm_source=marketo&tum_medium=email&utm_campaign=spedahead18-followup&mkt_tok=3RkMMJWWfF9wsRoguqvOZKXonjHpfsX56O4pWK6g38431UFwdcjKpmjr1YAGS8R0aPyQAgobGp5I5FEATrXYUqV3t6EJWQ%3D%3D

- Leadership challenges and opportunities (see page 46)

Moreover, the nature of the Voices MP program will provide a built in challenge for students since learning a second language is an expectation for all.

Plan for English Learners

Voices will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements, and ELAC. The Charter School has implemented policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

The Charter School will administer the home language survey upon a student's initial enrollment into the Charter School (enrollment forms).

CELDT Testing

All students who indicate that their home language is other than English will be CELDT tested within thirty days of initial enrollment²⁷ and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

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

Reclassification Procedures

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California English Language Development Test or CELDT.

²⁷ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

- Participation of the pupil’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil’s performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- The Voices MP English Language Development Report Card will be used by teachers to measure English language progress.

The Charter school will develop a RFEP Policy prior to the first day of school once the CDE has issued recommendations for appropriate measures of academic performance since California is no longer using CST testing. See Appendix Z for California Department of Education Letter regarding criterion for reclassification.

Reclassification Monitoring

The Principal or designee shall provide subsequent monitoring and support for reclassified students, including but not limited to monitoring for three years the performance of reclassified students in the core curriculum in comparison with their native-English speaking peers, monitoring the rate of reclassification, and ensuring correct classification and placement.

Assessment

Besides the annual CELDT and the assessments administered to all Voices students, ELs are all assessed in a variety of additional ways. ELD teachers use formative and summative assessments in class that not only include recently learned material, but that spiral what was previously learned. These assessments include assessment within the four language domains speaking, listening, reading and writing. Furthermore all teachers use classroom observations and student work to assess mastery of content. And finally, ELs are assessed at benchmark periods using such assessments as CELD, ADEPT and LAS online which collectively asses expressive and receptive language within the four

domains. Individual and class progress is monitored and analyzed as described in the Results Matter section on page 42.

Parent Participation and Communication

All parents are active participants in the education of their child at Voices. However, parents of ELs are kept informed of their child's progress and issues relating to ELs in a variety of additional manners. These include the ELD report card, ELAC meetings, language development workshops, and SST meetings (when applicable), Parent Placement Notifications and RFEP procedure. Communications between parents and the school is further facilitated by the Parent Liaison.

Professional Development and Teacher Qualifications

In addition to specialized certificate or other appropriate training which teachers of EL students possess as required by Voices and the Commission on Teacher Credentialing²⁸, including but not limited to CLAD/BCLAD certificates, teachers will be trained yearly to use appropriate differentiated instruction such as SIOP and Systematic ELD to help students reach English language proficiency. This includes in-house, external professional development, as well as observation of peers. Furthermore, they receive feedback from the principal, coach and colleagues on a regular basis based on lesson plans, observations and training videos throughout the year.

Strategies for English Learner Instruction and Intervention

First and foremost, Voices' dual immersion program is a rigorous academic program in which the target language (Spanish) is used as the vehicle of instruction. Teachers provide the students with enough exposure to practice, use and extend his/her vocabulary in English and Spanish.

Teachers engage students in active participation activities requiring responses in the target language. Hands-on, minds-on classroom activities provide additional opportunities for students to use the target language. Teachers use cooperative learning techniques to encourage students to interact with one another in the second language. Voices language allocation model is as follows:

²⁸ <http://www.ctc.ca.gov/credentials/manuals.html>

Figure 1.9 – Dual Immersion Model

3-5	50:50	Spanish	English
2	60:40	Spanish	English
1	70:20	Spanish	English
K	80:20	Spanish	English
		8:00	8:15
		8:30	8:45
		9:00	9:15
		9:30	9:45
		10:00	10:15
		10:30	10:45
		11:00	11:15
		11:30	11:45
		12:00	12:15
		12:30	12:45
		1:00	1:15
		1:30	1:45
		2:00	2:15
		2:30	2:45
		3:00	3:15
		3:30	3:45
		4:00	

Middle School	50:50
50% of yearly instruction in Spanish and 50% English in science, social studies, math and writing	

Furthermore, SIOP, a sheltered approach to make content accessible at high levels for all language learners, is implemented in all content areas.

Sheltered instruction (SI) is an approach to teaching that extends the time students have for receiving English language support while they learn content subjects, while focusing on language skills. Teachers scaffold instruction to aid student’s comprehension of content topics and objectives by adjusting their speech and instructional tasks, by providing sentence frames and language focus for all levels of language proficiency, and by providing appropriate background information and experiences. The ultimate goal is accessibility for ELs and SLs to grade-level content standards and concepts while they continue to improve their English language proficiency.

Monitoring and Evaluation of Program Effectiveness

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.

- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

Serving Students with Disabilities

The mission of the Special Education department mirrors the mission of Voices itself; we believe that all students, regardless of special needs, given the appropriate support and accommodations, are capable of going to college and/or being gainfully employed.

The Special Education department is designed to meet the specific needs of students with challenges, and to do so in the least restrictive manner. We believe in the student's ability to fully participate within their general education classroom and remain with their peers, to the degree that educators and service providers see fit. Title 5 §80046.5 section focuses on the teacher and the IEP to recommend the most appropriate placement and level of support (1-1 aide, Learning Center, push in, special day class, etc.) for each child with special needs. Credential holders who are authorized to serve children with disabilities must possess a credential that authorizes teaching the primary disability of the pupils within the special education class as determined by the program placement recommendation contained within the Individualized Education Program. A teacher must hold a credential to serve each of the disability categories for students in the class as set forth in the IEP. An IEP team may determine that, based on assessments and the goals in the IEP, an alternate placement may be appropriate (a teacher will hold a credential to serve each of the disability categories for students in the class as set forth in the IEP²⁹.) It is the Charter Schools' responsibility to determine how the special education services will be delivered. The IEP determines the student's needs and the rationale for the particular services and placement of the student. Various alternative placements are sometimes required to the extent necessary to implement the IEP for each child with a disability.

It is the role of the school's Education Specialist, and the SPED associate teacher, to provide academic services within the general education classroom through small group instruction, individualized instruction, collaboration with the classroom teacher, and other methods that assist students with different learning needs in achieving academically, if described in the IEP. Other needed services, and occasionally academic services, are otherwise provided within the school's Learning Center, which is the central location for the Special Education department and the Education Specialist.

²⁹ <http://www.ctc.ca.gov/credentials/manuals.html>

Overview

Voices uses an inclusion model to support students with learning differences. As with all our students, students with disabilities access and participate in a rigorous dual immersion program and are supported within the classroom (via strong pedagogy, with individual attention afforded by small group and individual classroom instruction and through our intervention process). All students with IEPs are mainstreamed for the maximum amount of the day possible (least restrictive environment (“LRE”)), as their IEP permits. A free, appropriate education (“FAPE”) will be provided to students with an IEP who cannot be served with a full inclusion model (moderate to severe) as necessary based on their individual need and may include, but is not limited to a 1-1 aide, Special Day Class placement for all or part of the day. The Charter School will provide or secure such placements with the District or other entity through an MOU if necessary.

All special education services at the Charter School will be delivered by individuals or agencies qualified to provide education services as required by California’s Education Code and the IDEA. We expect to serve a special education population similar to that of MPESD schools.

The Charter School shall comply with all laws affecting individuals with exceptional needs, including all provisions of the Individual with Disabilities in Education Improvement Act of 2004 (IDEIA), its amendments, Section 504 of the Rehabilitation Act (“Section 504”) and the Americans with Disabilities Act (“ADA”). All students will be given equal access to the school, regardless of disabilities, and the School will not discriminate against any student in the admission process or any other aspect of operation based on his or her disabilities. The school shall not require the submission or modification of an IEP or 504 plan as a condition of admission to the Charter School.

The Charter School shall be its own local education agency (“LEA”) and will apply directly for membership in a Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). The Charter School intends to apply to become a member of the Sonoma County Charter SELPA (see letter of support Appendix F) and will adopt and adhere to its Policies as outlined in the SELPA Procedural Manual and Policies and Administrative Regulations Manual (See the manuals attached as Appendix AA and AB).

A Letter to the Sonoma County Charter SELPA Director indicating application of the Charter School into the Sonoma SELPA will be sent following charter approval. In the event the Charter School seeks membership in a different state-approved SELPA, the Charter School will provide notice to the District and the local SELPA before June 30th of the year before services are to commence. The Charter School shall provide evidence of SELPA membership to the District no later than 30 days prior to the commencement of instruction or as otherwise agreed upon between parties.

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

The Charter School will provide related services (e.g. speech, occupational therapy, adapted P.E., nursing, transportation, etc.) by hiring credentialed and/or licensed employees, providers through private agencies, or independent contractors.

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

Section 504 of the Rehabilitation Act

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

A 504 coordinator shall be named and team will be assembled by the Principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons, such as the 504 Coordinator, Educational Specialist, nurse, teacher and others who are knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records: including academic, social, behavioral, and medical records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate, upon parent consent and delivery of Procedural Safeguards. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the 504 IDEA, those evaluations maybe used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

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

- Tests and other evaluation materials including those tailored to assess specific area of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in the primary language along with the procedural safeguards available to them. If during the evaluation the 504 team obtains information indicating possible eligibility of the student for special education per IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ('FAPE'). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

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

All 504 team participants, parents, guardians, teachers, and any other participants in the student's education must have a copy of the student's 504 Plan. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students under the IDEIA

The Charter School intends to provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School will provide services for special education students enrolled in the Charter School. The Charter School will follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may

qualify for special education programs and services and for responding to record requests and parent complaints, and maintain the confidentiality of pupil records.

The Charter School will promptly respond to all SELPA inquires, to comply with reasonable SELPA directives, and to allow SELPA access to Charter School students, staff, facilities, equipment and records as required to fulfill all SELPA obligations or imposed by law.

The Charter School shall participate as a LEA member of the Sonoma County Charter SELPA in accordance with Education Code section 47641(a) and shall make the following assurances in accordance with the Sonoma County SELPA:

Free Appropriate Public Education – The Charter School will assure that a free appropriate public education shall be provided to all enrolled students including children with disabilities who have been expelled from school.

Child Find – The Charter School will ensure that all students with disabilities are identified through the proper evaluations designated by the SELPA and in accordance with the policies and procedure of the SELPA.

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

The Charter School will follow SELPA child-find procedures to identify all students who may require assessments to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Full Educational Opportunity – The Charter School will assure that all students with disabilities have access to the full range of programs available to non-disabled students.

Least Restrictive Environment - The Charter School will assure that students with disabilities are educated with students who are not disabled to the maximum extent appropriate. This will be addressed through the use of supplementary aids and services in the general education environment in accordance with each student’s IEP.

Individualized Education Program - The Charter School will assure that an Individualized Education Program (“IEP”) is developed, reviewed and revised for each eligible student under the IDEIA. When appropriate, the IEP shall also include extended school year services when the IEP team determines, on an individual basis, that the

services are necessary for the provisions of a free appropriate public education (FAPE).
Education Code 56345.

IEP Meetings - The Charter School shall arrange and notice the necessary IEP meetings and shall provide translation services, reports, forms, and Procedural Safeguards as necessary. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: Principal and/or designated representative with appropriate administrative authority as required by the IDEIA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but not limited to, an appropriate administrator to comply with the requirements of the IEIA, a speech therapist, psychologist, resource specialist, and behavior specialist, and shall document the IEP meeting and provide of notice of parental rights.

IEP meetings shall be held yearly to review the student's progress; Every three year to review the results of a mandatory comprehensive reevaluation; After the student has received a formal assessment or reassessment; Within 30days of a parent's request; When the Individual Transition plan (ITP) is required at the appropriate age; and if manifestation hearing is required.

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

IEP Implementation – The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student's progress as provided in the student's IEP, and at least quarterly or as frequently as progress reports are provided for the Charter Schools non-special education students, whichever is more. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Referral for Assessment – All referrals will be responded to in writing by the Charter School within 15 days. The Charter School will notify the SELPA of the assessment request within 5 days of receipt. Parents will receive a written Assessment Plan within

15 days. The parent will be given at least 15 days to provide written consent. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days receipt of the parent's written consent for assessment.

Assessments – The term “assessments” shall have the same meaning as the term “evaluation” in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students. The Charter School will assure that an IEP review shall be conducted on an annual basis at a minimum. In addition a reassessment shall be conducted at least once every three years, in accordance with the IDEIA, and more often if conditions warrant or requested by the student's parents or teacher. Parents will receive reports on their individual student's progress toward IEP goals and progress at the IEP meeting and conferences.

Confidentiality and Procedural Safeguards - The Charter School will assure that the confidentiality of identifiable data shall be protected at the collection, storage, disclosure and destruction stages. In addition, students and their parents shall be provided with safeguards through the identification evaluation and placement process and provisions for a free appropriate public education.

Personnel Standards and Staffing – The Charter School will attract, recruit and hire appropriately trained and credentialed personnel to provide special education services to children with disabilities as required by Education Code and IDEIA. Professional development opportunities include special education compliance training as well as SELPA in-service training relating to special education.

The Charter School will be responsible for the hiring, training, and employment of site or itinerant staff and agencies necessary to provide special education services to its students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists. The Charter School will abide by all caseloads applicable to charter schools. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements.

State Assessments – The Charter School will assure that students with disabilities either under the IDEIA or Section 504 are included in State assessment programs with appropriate accommodations and modifications when necessary and appropriate. The assessments include, but are not limited to, the STAR (science), CELDT, CCCS tests, and Physical Fitness Test (PFT).

Notification and Coordination – The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education

services, confidentiality and reporting requirements as required by IDEA. The Charter School will adopt and implement policies relating to all special education issues and referrals.

Interim and Initial Placement of New Charter School Students

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

Non-Public Placements/Non-Public Agencies

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

Reporting - The Charter School will collaborate with the SELPA to collect/maintain information required by IDEA and lists: age, grade, type of disability, EL status, and number of students receiving services, number of students receiving and types of test modifications and exemptions; setting of services, suspension data, and reasons for existing. All necessary procedures and accurate/timely reporting will be the responsibility of The Charter School Principal.

Non-discrimination

It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission to the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need, for special education services.

Parent/Guardian Concerns

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

The Charter School's designated representative shall investigate as necessary, respond to, and address the parents/guardians concerns or complaint.

Community Advisory Committee (CAC)

The Sonoma County Charter SELPA Community Advisory Committee (CAC) advises the local Special Education Local Plan Area (SELPA) as specified by the State Education Code Part 30, Sections 56001, 56190-56194, 56195.7, 56195.9, 56200, 56205, 56240,

56728.7, and 56780. The CAC advises the Sonoma County Charter CEO/Executive Committee and the SELPAs administration regarding:

- Planning and operation of special education programs in the Sonoma County Charter SELPA.
- Development and review of the Local Plan and recommend priorities to be addressed by the Local Plan.
- Assist in parent education.
- Increase public awareness and community acceptance of individuals with exceptional needs and to promote understanding of their educational and vocational needs.

The CAC collaborates with the local SELPA to ensure that the educational requirements of special education students are met. The CAC serves as a liaison between SELPA, the charter school, families, community members, students, and teachers, so that all voices are heard. The organization may also provide consumer education, information, and referral to resources. See Appendix AC.

Due Process Hearing

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

SELPA Representing

The Charter School shall represent itself at all SELPA meetings.

Funding

The Charter School understands that it will be subject to the allocation plan of the SELPA.

In addition, the Charter School shall comply with the Sonoma Charter SELPA Local Master Plan and perform all corrective actions deemed necessary by the SELPA. The Charter School will develop an annual budget, hire necessary staff, contract for appropriate services and document the qualifications and competency of school leadership to meet the special education compliance and quality requirements.

The Charter School will work with the SELPA to provide professional development that builds the capacity of the special education and general education staff in the area of promising instructional practices, compliance with state and federal statutes, reporting requirements and use of instructional data. In addition, general education staff members will be provided annual professional development about practices that support the needs of special education students in the least restrictive environment, including differentiation

modeling for both instruction and independent work, time allotment modifications, and venues of participation that accommodate all students, especially those with special needs as deemed by their IEP or SST support plan. In-house professional development for general education staff shall be provided by the Educational Specialist with support from the academic coach or the SELPA.

Plan for Migrant Students

Voices will provide a comprehensive program for migrant students that attempts to mitigate the impact of educational disruptions, cultural and language barriers, social isolation, health-related problems, and other factors that may inhibit the ability of migrant students to succeed in school.

Within 30 days of identification at enrollment, an individual assessment of the educational and health needs of each participating student shall be completed. The liaison shall coordinate migrant education services with other programs within the school and with other public agencies that serve migrant workers and their families.

The Executive Director, or designee, shall monitor the results of state wide assessments and core academic subjects and English language development, as applicable, for enrolled migrant students and provide a report to the Board with any recommendations for improvement of services.

Transitional Kindergarten (TK)

Voices will offer TK in multi-age classrooms (TK and K). Students will be enrolled through the regular enrollment process and will not have a quota of allotted seats. TK students will have a modified daily schedule (minimum 180 minutes/day) and modified curriculum, instruction and assessments to be developed prior to the first day of instruction. *Education Code 48000, 46117, and 46201.*

A Day in the Life of a Kindergarten English-Only Student at Voices

On Monday morning, Ruben takes his leveled books to his desk and begins reading while the teacher takes attendance. After his kindergarten class sings their Good Morning song in a circle and reads the Morning Message, Ruben and his classmates line up and walk to the cafeteria for Plaza. Ruben listens as the principal introduces the Character Trait of the month – Responsibility – and then, when the principal signals, he turns and tells his partner examples of how he can show responsibility. Then Ruben watches wide-eyed as pictures gives clues about what Spanish-speaking country the school's stuffed monkey is “visiting” this month. Ruben can't wait to tell his mom that one country can have so many different kinds of animals and plants. Each week, Plaza alternates between Spanish and English; even though this week was all in Spanish, and Ruben is an English Only student, he still understands the concepts thanks to visuals and opportunities to

interact with peers.

Spanish Language Arts

Students leave the carpet, one at a time, once they have answered the teacher's exit slip about that week's phonemic awareness question. After Ruben comes up with a word that rhymes with the teacher's word, he goes off to get his small group's centers bin. He and his 3 partners will rotate through 4 activities in the next hour, and 4 different activities the next day, for a total of 8 different standards-aligned centers during the week. He and his classmates will practice reading and writing sight words with colored markers, coloring pairs of words that rhyme (according to the week's phonemic awareness goal), and a variety of other activities. Ruben likes the different hands-on activities that seem like games and challenges that he can do while interacting with his friends and all the while practicing speaking Spanish. His favorite is the iPad center where practicing sight words is fun! His teacher calls a few students at the beginning of each rotation to read at her desk. He always looks forward to the time of day when he can work in a small group with his teacher and learn to read fun, new books!

Math

After lunch and enrichment, Ruben enters the classroom and sits down in his carpet square, already looking at the white board to answer the warm-up questions. He eagerly raises his hand, sometimes waiting for the teacher to call on a student and sometimes sharing with his partner when the teacher declares, "Think-pair-share!" The warm-up questions completed, the class turns to the calendar, chanting months and days and numbers together. Then Ruben and his peers focus their attention on the teacher's math lesson for the day: the class is learning about addition this week, and after yesterday's lesson about drawing pictures to help solve a story problem, the class is learning how those pictures translate into equations. The whole math period has been taught entirely in Spanish, but Ruben hasn't missed a beat. Between talking to a peer, referring to visuals and manipulatives, and remembering what he's already learned from the week's naturally scaffolded objectives, English Only students like Ruben can grasp the concepts without trouble.

Recess

Ruben always looks forward to recess, when he can run and play with his friends on the playground. He loves playing freeze tag, or riding a tricycle around the sidewalk. It doesn't matter that he began the year only speaking English, or that many of his classmates began the year only speaking Spanish. After just a few months of kindergarten, all the students had learned from each other, easily picking up playground words in both English and Spanish. Ruben is with different students all the time, because after all, many games don't require too many words, as long as you can run fast!

Read-aloud

Recess is over, but Ruben isn't sad to return to the classroom. In fact, he can't wait to find out

what book the teacher will read today. His class is in the middle of a project-based, month-long unit based on a Social Studies standard. The kindergarteners have been learning about who comprises their families, sharing family histories and origins, and studying photos and other artifacts to learn about their families' pasts. Ruben loves talking and sharing about his family - a topic very near and dear to all his 6-year-old classmates - and he especially loved interviewing his grandpa and then telling the class how his grandpa didn't even have a computer, tablet, or cell phone when he was little. As Ruben listens to the story about a girl comparing her life to her grandparents' childhood, he can't wait to connect the story to his own experiences. Later in the afternoon, Ruben knows he'll get to write more about those connections as each student prepares a final project to share with his/her family at the school-wide Social Studies Night open house.

English Language Arts

At 3:00, Ruben gathers his things and walks to Ms. Perez's classroom with his fellow English Only students. While the English Learner students go with the other kindergarten teacher to study English Language Development, Ruben will get more practice with the week's Phonemic Awareness and Concepts About Print objectives in English. He sits on the carpet and reads the Afternoon Message, chants the letters, and plays a whole-class game to practice rhyming words. When they've finished, Ms. Perez gives each students a verbal exit slip: "Tell me a word that rhymes with mat." "Hat!" Ruben exclaims, bouncing off to his first independent work center.

A Day in the Life of a 3rd Grader with One-on-One Support at Voices

Malcom is a 3rd grade student at Voices. Last year, he qualified for, and began receiving, Special Education services in order to address academic needs resulting from his specific learning disorder. Malcom is currently receiving three hours of individualized academic support, provided by the school's Education Specialist, the Assistant to the Education Specialist and by an appointed one-on-one aid.

Guided Reading

Following the classroom's 30 minute, morning routine Malcom, along with his classroom peers, transition into guided reading time. During this time, the majority of the students, who are not reading with Ms. Aguilar, begin working in their centers; these are stations throughout the class that address different academic content pertaining to current standards. Without additional prompting or support, Malcom gathers his folder and a pencil and begins working at his given center. At this time, the Education Specialist, Ms. Gutierrez, enters the 3rd grade class and begins to set up a small group lesson, as Malcom, and other students with similar academic needs, gather their belongings and sit near her. With Ms. Gutierrez, they work on multiplication. While this is something that has already been addressed by the classroom teacher, this is Ms. Gutierrez's opportunity to address the area again and ensure that Malcom is given optimal time to master the concept. Malcom is able use manipulatives, repeated addition, drawings and other multiplication strategies. Once his time with Ms. Gutierrez has come to an end, Ms. Aguilar summons his group to her guided reading table. The group takes their book and begins to discuss

what they were expected to read the previous night.

English Language Arts with One-on-One Support

Once Ms. Aguilar's 3rd grade class returns from a snack break, they begin working on English Language Arts. Malcom sits near the front of the classroom, next to another student who is also receiving academic services. Aside Malcom and his peers is Ms. Hernandez, the assistant to the Education Specialist. Her role, during this time, is to co-teach alongside Ms. Aguilar. While the classroom teacher is addressing the whole class, Ms. Hernandez sits with Malcom and other student and reinforces the content. Malcom has passages read to him, instructions are repeated and differentiation is used. Malcom, who has processing deficits and sensory motor integration needs, is able to have Ms. Hernandez be his scribe for note taking and for writing time.

Academic Services

Following lunch, on non-enrichment days, Malcom has the opportunity to go to the Learning Center; this is a time set aside by the Education Specialist in which students receiving academic services are able to work on their IEP goals. Malcom chooses to work on his fluency goal, and Malcom reads a timed fluency passage to Ms. Gutierrez. As Malcom is reading the passage aloud, Ms. Gutierrez is noting any errors and Malcom stops reading when the one minute timer rings. They discuss this fluency and practice reading the words that he misread. Malcom reads the passage a total of five times, after which, they are able to see the growth he makes every time he reads.

Reading Intervention

Toward the end of the school day, Malcom return to the school's Learning Center for 20 minutes, but at this time, he does so in order to attend Reading Intervention with Ms. Mallamace. Malcom is grouped with students who are reading at his same level and who exhibit the same needs, which in this case is fluency. The groups works on reading a book that is within their instructional reading level.

A Day in the Life of a Second Grade English Learner at Voices

Spanish Literacy

Carmen is a 2nd grader at Voices. As soon as she is greeted at the door by her teacher, she walks in ready to start the Balanced Literacy portion of her day. Her teacher, Mr. Miller, starts the day with a read aloud for the Reader's Workshop thematic unit on Fairy Tales. Carmen is a native Spanish speaker and she actively participates in the discussion on the carpet comparing Las Bellas Hijas de Mufaro to Cinderella. Afterwards, during Word Study, Carmen studies accents in Spanish with a small group. Twenty minutes later, her teacher calls her group for a Guided Reading lesson in her native Spanish. Mr. Miller knows that by teaching her how to read phrases

quickly in her native language, Carmen will transfer those skills into English. Just before recess, Ms. Trujillo, the assistant teacher, models good fluency to the whole class as she reads a passage on Pele. She asks Carmen to clarify the word "entrenador" for the rest of the class. Carmen smiles, knowing she has helped her Spanish learning friends with vocabulary and knowledge about soccer. When the students come back in from recess, they finish up the Balanced Literacy model with Writer's Workshop. This month, Mr. Miller is teaching Writer's Workshop in Spanish. The students are choosing small moments to write about. Carmen is writing about a special dinner at her Grandmother's house in El Salvador. Mr. Miller conferences with Carmen and reminds her to use periods at the end of a complete thought. When she goes to English Language Development in the afternoon, she will be expected to transfer this skill into his English writing.

English Language Arts

As English Language Arts starts, Carmen sits at her table with three other students and pulls out her passage on Martin Luther King, Jr. The class has been looking at diagrams and photographs that contribute to the text. Mr. Miller reads the content objective on the board and the class repeats it. He also has a language objective. Carmen reads aloud with her class: "I can explain to my partner how a diagram/photograph/drawing contribute, or add to, a text." Mr. Miller reviews the vocabulary in the objectives and in the passage for English Learners such as Carmen. Carmen is an intermediate English learner as has a native English speaker as her shoulder partner. As Carmen discusses the photographs in the passage with her table, she also uses sentence frames her teacher has provided. For the next 15 minutes, her table talks about each image with sentence starters such as "This image helps me understand..." "This diagram shows me how..." and "The photograph contributes to the text because..." Carmen is able to choose which sentence starter she prefers as she speaks with his peers. At the end of the lesson, Mr. Miller employs another SIOP strategy. Every student shares with their table what they learned to do. By the end of the lesson, Carmen is able to summarize the objectives in her own words.

Enrichment

After lunch, Carmen goes to the blacktop for Enrichment. Last week, the students finished their painting their piñatas with art instructors from the Mexican Heritage Center. These lessons were in Spanish. The piñatas are now on display in the school office. This particular week, the class has Physical Education for Enrichment. The YMCA leads this week's enrichment in English. After doing a few warm-ups, Carmen and her classmates are going to run through some obstacle courses. The students will zigzag through cones, hula hoop in the middle and touch the basketball pole before tagging their teammate. Their class mascot is the UCLA Bruins as Mr. Miller is an alumni. The Bruins will compete against the Spartans from 2nd grade. Carmen cheers on her class in English, repeating the UCLA chants she learned at the start of the year. As she comes back into class, she excitedly tells her teacher how her class won the race.

Math

During the mathematics period, Carmen starts off at her desk. Ms. Trujillo, the assistant teacher, reviews math problems with the class on the projector. Carmen easily completes these "warm-

ups” on his white board. For the mini-lesson, Carmen takes her seat in the first row of the carpet. She again repeats the content and language objectives the teacher has written on the easel. Today the students will focus on recognizing shapes with specific attributes. Mr. Miller introduces a pentagon and hexagon to the class. He has visuals of different real-life objects that have this shape. He asks the class for other examples. Carmen suggests a School Crossing sign posted outside the school and Mr. Miller draws it on the chart. Together the class counts the sides. Using the sentence starter, “I agree/disagree with ____ because ____” the students turn to a partner and agree with Carmen’s suggestion. After the mini-lesson, Carmen returns to her table where her teacher has set out a picture cards to sort. The students will sort pentagons, hexagons, triangles and quadrilaterals with a partner. They have geometry vocabulary posted on the Math Wall to refer to. As they sort, they must use the sentences “I know this is a _____ because...” with their partner. The teacher has selected this activity to build vocabulary with visual and grammatical scaffolds for her ELs. Carmen particularly enjoys drawing the pentagons onto her paper and labeling each shape, and as an EL she is completely engaged with the lesson. The teacher and assistant teacher walk around to check in. At the end of the lesson, Mr. Miller has his students reflect in their journal on their learning. Carmen is unsure about how to start her journal entry but her shoulder partner reminds her of the Math Journal Sentence Starters reference sheet in his folder. She selects one begins writing “Today’s lesson will help me in my life when...”

Guide Reading and Centers

After math, the students get a snack. The 2nd graders then get an hour for English fluency, guided reading and centers. Carmen gets a chance to practice her English sight words with the assistant teacher during this time. She works one-on-one to fill in gaps. Carmen also reviews context clues with a board game during centers. She is called to read with Mr. Miller. As she reads out loud she realizes he has mastered the skill of reading all the syllables in a word. Mr. Miller praises her for this, but also points out that she needs to phrase words together just as she did in Spanish.

ELD

At the end of the day, Carmen has English Language Development with Ms. Aguilar. She switches classes along with nine other EL students from her UCLA Bruins class. Her ELD class is grouped by the CELDT test and is made up of Level 3s (Intermediate English Learners). Ms. Aguilar starts off by teaching an idiom. She explains what it means to “Go off the deep end!” Carmen then gets a chance to turn to her table and share a time when she went off the deep end. Carmen laughs as she shares his example and uses the language, and is very interested in hearing the other students give their examples. Afterwards, Ms. Aguilar calls the class to the carpet to review Past Perfect questions and answers. This unit revolves around College Activities. Ms. Aguilar has already frontloaded the vocabulary for the unit. Carmen is very well aware of college activities she can discuss. After modeling the sentences and asking for volunteers to model the activity, Ms. Aguilar asks the class to form two Conga Lines. Each student receives a picture of a college activity they are to talk about. The sentences are posted on a pocket chart for students to refer back to. The class practices the English forms. Carmen shares “He’s wishing he hadn’t stayed up all night.” “She’s thinking she should have studied at the library.” Carmen crosses her fingers she gets a chance to Conga down the lines for a new

partner. Next, Carmen attends to a writing prompt on weekend hobbies. Ms. Aguilar is checking for past tense verbs in writing. As Carmen writes what she did last weekend, she pulls out a “Good Writer” checklist. She remembers that Mr. Miller told her to include periods at the end of a complete thought during Spanish writing. Carmen successfully transfers that skill into her English piece. She finishes the lesson by trading her writing with her partner to check for mechanics and correct grammar.

State Priorities: Annual Goals and Actions

The Charter School will comply with all requirements pursuant to California Education Code §47605(b)(5)(A)(ii) including developing annual goals, for all pupils (i.e. schoolwide) and for each subgroup of pupils as identified in California Education Code § 52052, for each of the applicable eight (8) state priorities identified in California Education Code § 52060(d).

In order to respond fully to the requirements defined in Education Code Section 47605(b)(5)(A)(ii) for Element 1, please find the following table [Figure 1.10]. Expanded information on each of these annual goals can also be found in Element 2 [Figure 2.0]-Measurable Pupil Outcomes for the schoolwide goals for relevant subgroups and corresponding assessments and additional school outcomes in [Figure 2.1-Voices MP School Outcomes].

The Charter School will comply with all elements of the Local Control and Accountability Plan pursuant to regulations and templates adopted by the State Board of Education, and reserves the right to establish additional, school-specific goals and corresponding assessments through the duration of the charter.

Figure 1.10 – Charter School Annual Goals and Actions

Charter School Annual Goals and Actions to Achieve State Priorities	
State Priority #1. The degree to which the teachers are appropriately assigned (E.C.§44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. §60119), and school facilities are maintained in good repair (E.C. §17002(d))	
Annual Goals To Achieve Priority #1	Actions To Achieve Annual Goals
<ul style="list-style-type: none"> Voices MP will recruit, develop, hire, assign and maintain highly qualified faculty. 	<ul style="list-style-type: none"> All teachers will be appropriately assigned. Hire properly credentialed teachers

<ul style="list-style-type: none"> • Voices MP will use standards aligned instructional materials, curricula, resources and technology that will prepare students for college and career success. • School facilities will be maintained and in good repair. 	<p>expressing desire to commit to community long term.</p> <ul style="list-style-type: none"> • Provide academic coach support to teachers. • Provide BTSA Induction for qualified teachers • Codify school created curricula. • Board will approve Technology Plan prior to school opening. • Purchase technology and hire positions as determined by Technology Plan. • Regular walk-throughs and maintenance of school facilities by school leadership and parent Safety Team
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State Priority #2. Implementation of Common Core State Standards, including how EL students will be enabled to gain academic knowledge and English language proficiency

Annual Goals To Achieve Priority #2	Actions To Achieve Annual Goals
<ul style="list-style-type: none"> • Voices MP instructional strategies, interventions, and support services will be designed to support ELs to gain academic content knowledge and English language proficiency. • All grades will have backward maps aligned to the CCCS. 	<ul style="list-style-type: none"> • Provide adaptive technology-based, Common Core aligned reading intervention program for ELs in upper grades. • Provide counseling for qualified EL students for whom personal/situational issues are providing a distraction to learning. • Provide teacher planning time during summer retreat to develop Systematic ELD plans. • Provide yearly SIOP, Systematic ELD, new ELD standards, and CCCS professional development for teachers as needed.

State Priority #3. Parental involvement, including efforts to seek input for making decisions for schools, and how the school will promote parent participation

Annual Goals To Achieve Priority #3	Actions To Achieve Annual Goals
<ul style="list-style-type: none"> • Parents participate in school experiences that assist with student success. • Parents participate in school and CMO decision-making entities such as ELAC, SSC, CAC, Leadership Team, Schools Advisory Committee and Board. • Parents and students will demonstrate high satisfaction with the academic program and school operation. 	<ul style="list-style-type: none"> • Codify and calendar grade-specific parent workshop curriculum. • Employ Parent Liaison to develop and promote parent involvement. • Publish and publicize ELAC, SSC, CAC, Leadership Team, Schools Advisory Committee, and Board meeting • Provide Parent Leadership Training and Inform parents of leadership opportunities within the school on a regular basis. • Establish ELAC, Leadership Team, Advisory Board, and Cafecito, etc., calendar and publicizing Plan • Provide translators and translations of materials (including board agendas, informational literature, report cards, Family Handbook, etc.). • Provide child care for parent meetings/workshops • Arrange parent transportation for off-site meetings.

State Priority #4. Pupil achievement, as measured by all of the following, as applicable:

- A. Statewide assessments (California Assessment of Student Performance and Progress (“CAASPP”))
- B. The Academic Performance Index (API)
- C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
- D. Percentage of ELs who make progress toward English language proficiency as

measured by the CELDT

E. EL reclassification rate

F. Percentage of pupils who have passes an AP exam with a score of 3 or higher

G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 *et seq.*) or any subsequent assessment of college preparedness

Annual Goals To Achieve Priority #4	Actions To Achieve Annual Goals
<ul style="list-style-type: none"> • All students will reach high standards in English, math, science and social studies. • All students show growth on benchmark assessments. • All students show growth on external measures. 	<ul style="list-style-type: none"> • Establish benchmark for new assessments in ELA, math, science, social studies, and New ELD, standards. • Establish, monitor and analyze interim benchmark proficiency and growth goals • Frequently monitor and provide appropriate interventions to struggling students and ELs • Schedule teachers time for frequent data analysis and disaggregation of data (interim, formative, and summative).

State Priority #5. Pupil engagement, as measured by all of the following, as applicable:

A. School attendance rates

B. Chronic absenteeism rates

C. Middle school dropout rates (EC §52052.1(a)(3))

D. High school dropout rates

E. High School graduation rates

Annual Goals To Achieve Priority #5	Actions To Achieve Annual Goals
<ul style="list-style-type: none"> • Students attend school regularly, consistently, and on time • The Charter School will achieve a 97% attendance rate. 	<ul style="list-style-type: none"> • Refer truant students to the SST process for monitoring and support. • Provide counseling for qualified students for whom personal/situational issues are

<ul style="list-style-type: none"> The Charter School will receive a <3% middle school dropout rate. 	providing a distraction to leaning.
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State Priority #6. School climate, as measured by all of the following, as applicable:

A. Pupil suspension rates

B. Pupil expulsion rates

C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

Annual Goals To Achieve Priority #6	Actions To Achieve Annual Goals
<ul style="list-style-type: none"> Students will be thoughtful, engaged citizens of a 21st century world. All students will demonstrate strong civic skills. The Charter School will receive a <3% yearly suspension rate. The Charter School will receive a <3% yearly expulsion rate. 	<ul style="list-style-type: none"> Proactively implement alternatives to suspension and expulsion (SST, behavior plans, etc.) Administer Annual Survey of students, parents, and teachers. Establish and foster school-wide discipline plan and character development.

State Priority #7. The extent to which pupils have access to, and are enrolled in, a broader course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and others as prescribed by the governing board. (E.C. §51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

Annual Goals To Achieve Priority #7	Actions To Achieve Annual Goals
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<ul style="list-style-type: none"> • All students are enrolled in a broad course of study as prescribed by the Charter School governing board and charter. 	<ul style="list-style-type: none"> • Provide Arts curriculum. • Train staff in arts curriculum. • Secure enrichment contracts with outside agencies and individuals for non-core enrichment activities. • Develop technology instruction scope and sequence and teacher professional development. • Codify UbD units.
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State Priority #8. Pupil outcomes, if available, in the subject area described above in #7, as applicable.

Annual Goals To Achieve Priority #8	Actions To Achieve Annual Goals
<ul style="list-style-type: none"> • All students will become proficient bilingual speakers, readers and writers. • All students will reach high standards in mathematical skills and content. • All students will reach high standards in science concepts and scientific thinking. • All students will reach high standards in social science practices and content • All students will become proficient users of technology. • All students will show growth on the PFT. 	<ul style="list-style-type: none"> • Develop technology instruction scope and sequence. • Codify UbD units. • Purchase equipment and materials needed for units. • Provide technology-use teacher professional development • Secure fitness contract with outside agency. • Need for modified performance goals will be assessed and documented during SST, 504 and IEP meetings • Establish school grade-specific benchmark and growth goals. • Teachers will use multiple measures to assess mastery

Element 2: Measurable Pupil Outcomes

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

Measurable Student/Schoolwide Outcomes

The Charter School has clearly defined schoolwide outcomes goals in compliance with California Education code sections 47605(b)(5)(B) and 52060(d).

The Charter School will pursue the following school-wide and subgroup outcome goals, as measured by multiple and varied benchmark assessments that are aligned to state and federal standards (including the new CCSS) and reflect proficiency measures required by CAASPP, STAR(science), CELDT, English Language Proficiency Assessments for California (ELPAC), PFT, etc., as well as applicable state priorities detailed in California Education Code §52060(d) that apply for the grade levels served, or the nature of the program operated, by the Charter School. For purposes of measuring achievement of these goals, a numerically significant pupil subgroup will be defined as one that meets both of the following criteria:

- “(i) The subgroup consists of at least 50 pupils each of whom has a valid test score.
- (ii) The subgroup constitutes at least 15 percent of the total population of pupils at a school who have valid test scores.” Cal. Education Code §47607(a)(3)(B).

The following chart delineates the Charter School’s school-wide and subgroup outcome goals and performance targets aligned to the state’s priorities that apply for the grade levels served, or the nature of the program operated, by the charter school, methods for measuring progress and the individual(s) with primary responsibility for each, all aligned

with the state’s priorities defined in Cal. Ed. Code Section 52060(d). As the State finalizes new standardized assessment tools (e.g., CA ELD Standards, CCCS tests) and new school performance measures (e.g., API), and finalizes the format for the new Local Control and Accountability Plans as applicable to charter schools, the Charter School will work with the District, as necessary to ensure that it creates and updates its plans and goals accordingly. The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a “material revision to the charter” as defined in Education Code Section 47607. See the following chart for specific actions, their corresponding assessments and the school personnel responsible for their implementation.

Figure 2.0 - Measurable Pupil Outcomes for the schoolwide goals for relevant sub-groups and corresponding assessments

Measurable Outcomes		
<u>State Priority #1 – Basic Services</u>		
The degree to which the teachers are appropriately assigned (E.C.§44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. §60119), and school facilities are maintained in good repair (E.C. §17002(d).		
Voices MP Outcomes:		
<ul style="list-style-type: none"> • Voices MP will recruit, develop, hire, assign and maintain highly qualified faculty. • Voices MP will use standards aligned instructional materials, curricula, resources and technology that will prepare students for college and career success. • School facilities will be maintained and in good repair. 		
School Action	Method of Assessment	Person(s) Responsible
Assign all teachers appropriately	<ul style="list-style-type: none"> • Biyearly Assignment Review Report 	Principal
Hire properly credentialed teachers expressing desire to commit to community long term.	<ul style="list-style-type: none"> • Annual Survey • Oral interview documents 	Principal, Teacher Hiring Team
Provide academic coach to support to teachers.	<ul style="list-style-type: none"> • Annual Survey • Coaching 	Academic Coach, Principal

	calendar/schedule	
Provide BTSA Induction for qualified teachers	<ul style="list-style-type: none"> • BTSA MOU 	Principal
Codify school created curricula.	<ul style="list-style-type: none"> • Curricula documentation 	Academic Coach
Board will approve the Technology Plan prior to school opening.	<ul style="list-style-type: none"> • Board Minutes 	Executive Director, Board
Purchase technology and hire positions as determined by Technology Plan.	<ul style="list-style-type: none"> • Budget • Technology Plan checklist 	Principal
Regular walk-throughs and maintenance of school facilities by school leadership and parent Safety Team.	<ul style="list-style-type: none"> • Monthly log • Annual Survey 	Principal (or designee) and Safety Team

State Priority #2 – Implementation of Common Core State Standards

The Charter School will meet or exceed accountability standards regarding the implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency.

Voices MP Outcomes:

- Voices MP instructional strategies, interventions, and support services will be designed to support ELs to gain academic content knowledge and English language proficiency.
- All grades will have backward maps aligned to the CCCS.

School Action	Method of Assessment	Person(s) Responsible
Provide adaptive technology-based, Common Core aligned reading intervention program for ELs in upper grades	<ul style="list-style-type: none"> • SST Plans • Benchmark data • Intervention progress reports 	Principal, Intervention Teacher
Provide counseling for	<ul style="list-style-type: none"> • SST referrals/notes 	SST Team, Principal,

qualified EL students for whom personal/situational issues are providing a distraction to leaning.	<ul style="list-style-type: none"> • Benchmark data 	Liaison, counselor
Provide teacher planning time during summer retreat to develop Systematic ELD plans.	<ul style="list-style-type: none"> • PD calendar • Budget • ELD Plans 	Principal
Provide yearly SIOP, Systematic ELD, new CA ELD Standards, and CCCS professional development for teachers as needed.	<ul style="list-style-type: none"> • PD calendar • Teacher Annual Survey 	Principal, coach

State Priority #3 – Parental Involvement

The Charter School will meet or exceed accountability standards for parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation.

Voices MP Outcomes:

- Parents participate in school experiences that assist with student success.
- Parents participate in school and CMO decision-making entities such as ELAC, SSC, CAC, Leadership Team, Schools Advisory Committee and Board.
- Parents and students will demonstrate high satisfaction with the academic program and school operation.

School Action	Method of Assessment	Person(s) Responsible
Codify and calendar grade-specific parent workshop curriculum.	<ul style="list-style-type: none"> • Parent workshop calendar • Sign in sheets • Workshop surveys • Parent surveys 	Teachers and Principal
Employ Parent Liaison to develop and promote parent involvement.	<ul style="list-style-type: none"> • Budget • Schedules and calendars • Parent sign in sheets 	Principal and Parent Liaison

Provide Parent Leadership Training and Inform parents of leadership opportunities within the school on a regular basis.	<ul style="list-style-type: none"> • Parent workshop calendar • Sign in sheets • Training surveys • Parent surveys 	Principal and Parent Liaison
Publish and publicize ELAC, SSC, CAC, Leadership Team, Schools Advisory Committee, and Board meeting	<ul style="list-style-type: none"> • Web and social media pages, Notifications Binder, Annual Survey 	Principal and Parent Liaison
Establish ELAC, Leadership Team, Advisory Board, SSC, and Cafecito, etc., calendar and publicizing Plan	<ul style="list-style-type: none"> • Sign in sheets • Publicizing materials • Parent Involvement Calendar 	Principal and Parent Liaison
Provide translators and translations of materials (including board agendas, informational literature, report cards, Family Handbook, etc.).	<ul style="list-style-type: none"> • Annual Survey 	Principal and Parent Liaison
Provide child care for parent meetings/workshops	<ul style="list-style-type: none"> • Annual Survey • Parent workshop surveys 	Principal and Parent Liaison
Arrange parent transportation for off-site meetings.	<ul style="list-style-type: none"> • Annual Survey 	Principal and Parent Liaison

State Priority #4 – Student Achievement

The Charter School will meet or exceed accountability standards for pupil achievement, as measured by all of the following, as applicable:

- A. CA Measurement of Academic Progress and Performance (CAASPP)
- B. The Academic Performance Index (API) (as available)
- C. Percentage of pupils who are college and career ready
- D. Percentage of ELs who make progress towards English language proficiency as

measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)

E. EL reclassification rate

F. Percentage of pupils who have passed as AP exam with a score of 3 or higher

G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

Voices MP Outcomes:

- All students will reach high standards in English, math, science and social studies.
- All students show growth on benchmark assessments.
- All students show growth on external measures.

School Action	Method of Assessment	Person(s) Responsible
Establish benchmark interim assessments in ELA, Math, Science, Social studies, and new ELD standards.	<ul style="list-style-type: none"> • Assessment Schedule • See Element 3: Methods of Student Assessment • IEP and progress reports 	Principal, teachers and Charter Management Organization (CMO)
Establish, monitor and analyze interim benchmark proficiency and growth goals	<ul style="list-style-type: none"> • Big Goals Page • Interim Benchmark Assessment • ROCI agenda • Data Analysis Sheets • IEP and progress reports 	Principal, teachers, and CMO
Frequently monitor and provide appropriate interventions to struggling students and ELs	<ul style="list-style-type: none"> • SST Roster • SST Plans • Intervention Roster/schedule • Educational Specialist schedule • Diagnostic assessments • Interim Benchmark 	Principal, Intervention Teacher, SST Team, Educational Specialist, 504 Coordinator

	<p>Assessments</p> <ul style="list-style-type: none"> • State Assessments • Title III AMAO Report • Reclassification monitoring reports • IEP and progress reports 	
Schedule teachers time for frequent data analysis and disaggregation of data (interim, formative, and summative).	<ul style="list-style-type: none"> • ROCI, and PD agendas 	Principal, coach

State Priority #5 – Student Engagement

The Charter School will meet or exceed accountability standards regarding pupil engagement, as measured by all of the following, as applicable:

- A. School attendance rates
- B. Chronic absenteeism rates
- C. Middle school dropout rates (EC §52052.1(a)(3))
- D. High school dropout rates
- E. High school graduation rates

Voices MP Outcomes:

- Students attend school regularly, consistently, and on time
- The Charter School will achieve a 97% attendance rate.
- The Charter School will receive a <3% middle school dropout rate.

School Action	Method of Assessment	Person(s) Responsible
Refer truant students to the SST process for monitoring and support	<ul style="list-style-type: none"> • SST referrals report • Truancy reports 	Principal, Parent Liaison, Attendance Clerk, SST Team
Provide counseling for qualified students for whom personal issues are providing a distraction to learning.	<ul style="list-style-type: none"> • SST Plans • Counseling schedules 	Counselor, Parent Liaison, Principal, SST Team

State Priority #6 – School Climate

The Charter School will meet accountability standards regarding school climate, as measured by all of the following, as applicable:

- A. Pupil suspension rates
- B. Pupil expulsion rates
- C. Other local measures, including surveys of pupils, and teachers on the safety and school connectedness

Voices MP Outcomes:

- Student will be thoughtful, engaged citizens of a 21st century world.
- All students will demonstrate strong civic skills.
- The Charter School will receive a <3% yearly suspension rate.
- The Charter School will receive a <3% yearly expulsion rate.

School Action	Method of Assessment	Person(s) Responsible
Proactively implement alternatives to suspension and expulsion (SST, behavior plans, etc.)	<ul style="list-style-type: none">• SST reports• Suspension/expulsion rates	Principal
Administer Annual Survey to students, parents, and teachers.	<ul style="list-style-type: none">• Survey Report/analysis	Principal
Establish and foster school-wide discipline plan and character development.	<ul style="list-style-type: none">• Behavioral Incident Report• Annual suspension and expulsion reports	Principal

State Priority #7 – Course Access

The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs. “broad course of study” includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science,

mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §512220(a)-(i))

Voices MP Outcomes:

- All students are enrolled in a broad course of study as prescribed by the Charter School governing board and charter.

School Action	Method of Assessment	Person(s) Responsible
Provide Arts curriculum.	<ul style="list-style-type: none"> • Budget 	Principal
Train staff in arts curriculum.	<ul style="list-style-type: none"> • PD calendar • Enrichment calendar 	Coach
Secure contracts with outside agencies and individuals for non-core enrichment activities.	<ul style="list-style-type: none"> • Independent contractor agreements • MOUs • Enrichment calendar • Annual Survey 	Principal
Develop technology instruction scope and sequence, and teacher PD.	<ul style="list-style-type: none"> • Budget • PD calendar 	Principal, Coach, CMO
Codify UbD units.	<ul style="list-style-type: none"> • Exhibition calendar • UbD Unit Plans • Teacher/grade-level designed assessments 	Coach

State Priority #8 – Student Performance

All students will demonstrate appropriate developmental or age/grade level mastery of State and National standards (see <http://www.cde.ca.gov/be/st/ss/> and www.corestandards.org) and aligned with the state’s priorities detailed in California Education Code Section 51220 (grades 7-8). Individual performance goals will be established for each student at the beginning of each year based on his/her baseline benchmark assessments, past academic performance, special needs/IEP, and other available data measured by all of the following, as applicable:

- A. Internal Assessment
- B. Growth

C. Social Responsibility

Voices MP Outcomes:

- All students will become proficient bilingual speakers, readers and writers.
- All students will reach high standards in mathematical skills and content.
- All students will reach high standards in science concepts and scientific thinking.
- All students will reach high standards in social science practices and content
- All students will become proficient users of technology.
- All students will show growth on the PFT.

School Action	Method of Assessment	Person(s) Responsible
Develop technology instruction scope and sequence.	<ul style="list-style-type: none"> • Technology Scope and Sequence 	Principal Teachers
Codify UbD units.	<ul style="list-style-type: none"> • UbD Units 	Coach
Purchase equipment and materials needed for units.	<ul style="list-style-type: none"> • Budget • Invoice 	Principal
Provide technology-use teacher professional development	<ul style="list-style-type: none"> • PD schedule 	Principal, coach
Secure fitness contract with outside agency.	<ul style="list-style-type: none"> • Budget • Contract 	Principal Board
Need for modified performance goals will be assessed and documented during SST, 504 and IEP meetings	<ul style="list-style-type: none"> • SST Plans • Modified Goal Sheets 	Educational Specialist, Intervention Teacher, 504 Coordinator, Principal
Establish school grade-specific benchmark and growth goals.	<ul style="list-style-type: none"> • Big Goal Sheets 	Teachers, Principal
Teachers will use multiple measures to assess mastery	<ul style="list-style-type: none"> • See Element 3: Methods of Student Assessment 	Teachers, Principal

The following Student Outcomes will be pursued by the Charter School, in addition to those outcomes aligned to the State Priorities that are described above.

Figure 2.1 – Additional Voices MP Student Outcomes

Voices MP School Outcomes	
Student Goals	Benchmark
Voices MP students, including all significant subgroups, will demonstrate proficiency on the Common Core State Standards annual assessment in all tested subject areas.	<p>Voices MP students will exceed the average performance levels of students in schools with similar demographics when compared to state-designated comparison schools, in the areas of English language arts, mathematics, sciences, and history.</p> <p>Voices MP will meet all of its annual growth and performance targets for API, both schoolwide and for numerically significant subgroups.</p> <p>Annually, Voices MP will have a narrower achievement gap between members of different subgroups than is evident in the other MPESD schools.</p>
Voices MP students, including all significant subgroups, will become proficient in mathematical skills, content and thinking.	70% of students will show growth on their internal benchmark assessments for math.
Voices MP students, including all significant subgroups, will become proficient readers and writers of the English Language.	<p>70% of students will show growth in their English reading level.</p> <p>70% of students will show growth on their internal benchmark assessment for English writing.</p>
Voices MP students, including all significant subgroups, will become proficient readers and writers of the Spanish Language.	<p>70% of students will show growth in their Spanish reading level.</p> <p>70% of students will show growth on their internal benchmark assessment for Spanish writing.</p>
Voices MP students, including all	ELs will exit the program in 8 th grade as

significant subgroups, will become bilingual readers, writers, and speakers.	redesignated students at a higher rate than the district redesignation rate. Spanish learners will exit the program, in 8 th grade with a score of 3 or higher (overall and domain subscores) on the LAS Links Español.
Voices MP students, including all significant subgroups, will become proficient in science practice, content and thinking.	70% of students will score a 3 or higher on their science UbD project rubric.
Voices MP students, including all significant subgroups, will become proficient in social science practice, content, and thinking.	70% of students will score a 3 or higher on their social science UbD project rubric
Voices MP students, including all significant subgroups, will become proficient users of technology.	70% of students will integrate technology into their UbD project.
Voices MP students, including all significant subgroups, will meet State physical fitness goals.	60% of students will exceed the average performance levels of students in schools with similar demographics when compared to MPESD schools on the PFT.
Voices MP students, including all significant subgroups, will demonstrate sophisticated understanding of newly acquired knowledge by applying it in novel ways.	70% of students will score a 3 or higher on their UbD project rubric.
Voices MP students, including all significant subgroups, will be open-minded and value multiple perspectives and diversity.	70% of students will receive a score of 3 or higher on the Student Observation Checklist of Civic Skills and Behaviors.
Voices MP students, including all significant subgroups, will demonstrate person responsibility.	70% of students will receive a score of 3 or higher on the Student Observation Checklist of Civic Skills and Behaviors.

Element 3: Methods of Student Assessment

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

The Charter School affirms that the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

Multiple Measures

Voices MP will use information gathered from all mandated state tests as well as local curriculum-based and standards-based assessment data to measure students' progress in achieving CCCS, and other locally established goals. In addition to the standardized measurements, students will demonstrate their knowledge and ability through school designed interim assessments and a variety of teacher designed means which may include performance assessments, public exhibition projects, teacher created tests, essays, etc. Additionally, we use surveys such as the Student Observation Checklist of Civic Skills and Behaviors to measure character development (See Appendix AD for sample Civic report card). Assessments are formative and summative, holistic and standardized, criterion- and norm-referenced, paper and pencil, and online and include any assessments applicable to students in non-charter public schools. Students must demonstrate mastery of grade level standards and skills when measured against multiple measures. Assessment will both improve learning and provides accountability.

Voices MP shall adhere to all state testing requirements, including provisions of AB 484 (2012) and any revisions of Education Code that are applicable to charter schools. As established in the previous section, Voices MP will be utilizing diverse assessments that are aligned with the curriculum and instructional program, complaint with state expectations. They will be administered according to the assessment cycle below:

Figure 3.0 - Corresponding Assessments for School Outcomes

Multiple Measures and Frequency		
Assessment	Description	Assessment Schedule
State required tests	STAR (science) PFT CELDT CAASPP CAPA ELPAC	Annually, as available
Placement exams	CELDT/ ELPAC Voices Diagnostic Assessments (see below) LAS Links online Español	Annually, as available
Diagnostic	Concepts of Print (CAPS) Phonemic Awareness Letter/sound ID (Eng/Sp) ADEPT CELD (Curriculum Associates)	Tri-annually

	Spelling Inventory Sight Words (Eng/Sp)	
Formative Assessments: Teacher/grade level designed assessments	Tests Quizzes Projects Performance-based assessments Writing prompts Presentations Surveys Checklists Rubrics	Ad-hoc, weekly, bi-weekly, monthly
Interim Benchmark Assessments (aligned to Big Goals or IEP)	Fiction and Non-fiction Reading Assessment: running record, comprehension, fluency (Eng/Sp) Writing Prompt (Eng/Sp) Fluency Assessment (Eng/Sp) Student Observation Checklist of Civic Skills and Behaviors SBAC Interim assessments (when	Tri-Annually

	available)	
Summative Assessments (CCCS aligned)	NWEA MAP Acuity	Tri-Annually
Program Evaluation/Reports	Annual Climate/stakeholder Survey 8 th Grade Exit Project API AYP AMAO	Annually

Summative and Interim Assessment

Voices MP will utilize fall, winter and spring cumulative interim assessments based on standards.

Acuity: This assessment can be administered as computer-based or in paper and pencil format. Acuity is CCSS fully aligned and includes performance tasks. The custom designed assessments are administered in language arts and math and include all standards taught to date in each grade. This provides teachers with a manner to gauge mastery of standards. Students are expected to achieve 80% proficiency to demonstrate mastery. In turn, teacher use this information, in conjunction with classroom measures, to objectively communication progress to parents on the report card.

Measure of Academic Progress (MAP): MAP is a CCSS aligned computerized adaptive assessment that gives teachers and administration information they need to improve teaching and learning. We use the growth and achievement data from MAP assessments to develop targeted instructional strategies and plan school improvement. MAP assessments are given in reading, language, math, and science. They measure growth and

show how students are progressing over time because data can be looked at historically. Rather than determine mastery, MAP data provides students instructional levels.

Diagnostic and Placement Assessments

Diagnostic assessments measure critical skills and offer an in-depth analysis of a student's strengths to guide instructional decisions. Effective diagnostics are valid, reliable and based on scientific research. Teachers give diagnostics because we don't know what skills students are missing. It gives us a starting point. The more meaningful information you know about students, the better you can meet their needs. Diagnostics allow us to measure student progress on foundational skills. This helps us identify the needs of our students, which enables us to tailor our curriculum or provide interventions in order to meet those needs. Furthermore, it keeps us from making assumptions about what our students do or don't know. This moves us away from subjective assessments, which can be influenced by teachers' biases. Good diagnostics are specific enough to identify skill gaps, guide instruction, and measure progress. Mastery is demonstrated as outlined in the Big Goals for each grade level.

LAS Links Español: LAS is a research-based diagnostic assessment that measures the speaking, listening, reading, writing, and comprehension skills of students. It helps identify language difficulties a student may have in Spanish and track progress in attaining Spanish language proficiency. It helps teachers track progress, determine accurate placement or interventions and tailor instruction.

Formative Grade Level Designed Assessments

Formative assessment begins even before teaching begins with pre-assessments. Teachers gather formative data throughout the unit of study, often in informal ways, to inform teaching decisions and improve student learning. Grade level teams weekly also design Common Formative Assessments that they analyze during data meetings. Such assessments may include, but is not limited to exit cards, quizzes, anecdotal observations, quick writes, etc. Grade level teams establish proficiency levels for each assessment in daily data meetings based on place in time in the sequence of introduction of standard. For example a just introduced standard exit slip may warrant a 50% cut point whereas a spiraled previously taught standard may warrant an 80% + cut point.

Exhibition Projects, Performance-Based Assessments, and Rubrics

Teachers develop science and social studies units and projects based on standards using the *UbD*® Framework. Students learn content in depth and have an opportunity to demonstrate understanding through performances of understanding. Additionally, students apply other content knowledge and skills (math and language arts) to make their projects truly integrated. These performances of understanding are shared with parents and the wider community through exhibition projects and assessed through teacher created school wide rubrics that will measure understanding, presentation and skill proficiency. Students will strive to attain a level 3 or above on the rubric. Every student's yearly project(s) will be recorded on a digital portfolio beginning in kindergarten to be used as a reflection tool in their 8th Grade Exit Project.

8th Grade Exit Project

Every 8th grade student will be required to complete an Exit Project consisting of a written Professional Action Plan, presentation and exit interview. The interview teams will consist of one teacher, one parent and one community representative. Every element will have an English and Spanish component and will allow for demonstration of oral and written communication skills, technology/presentation skills, research skills, and critical thinking skills regarding their role within their own culture and the greater society. In this project students will reflect on their learning thus far, analyze how their values and culture fit into the greater society, identify any obstacles that they think might be a deterrent to college and have an action plan for dealing with such issues. It will also include a college plan with a detailed description of at least one profession of interest to them and identification of two institutions of higher education and requirements for those programs. The description will include a description of how that profession contributes to the community and society.

Annual Survey

The Survey Research Initiative at Teachers College, Columbia University³⁰ has created separate surveys for student, parents and staff that we will use to gather information on Voices MP's overall performance. Surveys are created online and administered on-line or paper and pencil form. Surveys will consist of a combination of multiple choice items and open-ended questions. Survey questions seek information about overall

³⁰

<http://www.tc.columbia.edu/sri/index.asp?Id=Featured+Services&Info=Variety+of+user%2Dfriendly+surveys>

satisfaction with the school culture, the academic program, the working and learning environment, and satisfaction with the school's staff an administration (See Appendix AE).

Data Collection

Data collection includes, but not limited to:

- Standardized Test Scores (such as STAR (science), CAASPP, CAPA, CELDT, ELPAC)
- Running Records/Book Levels (such as Fountas & Pinnell Benchmark Assessment®)
- Interim assessments in language arts, writing and math (English and Spanish)
- Unit tests, exhibition projects/rubrics and portfolios, surveys/checklists and other teacher created tests and screening tools
- Performance-Based assessments
- Report cards (Grade level, ELD, Civic)
- Physical performance test
- Surveys

Screening procedures include (but are not limited) monitoring each child's:

- Level of reading comprehension
- Phonological and Phonemic awareness and knowledge
- Concepts of print
- Phonics knowledge
- Reading strategies
- Use of language and text structures
- Decoding
- Mathematical automaticity
- Mathematical numeracy

Academic Performance Index

Voices MP shall administer all state mandated tests in accordance with Education Code Section 60605 and as required of pupils in non-charter public schools. Voices shall generate an API score and AYP. Voices MP will strive to meet its Academic Performance Index growth targets by assuring that state standards are addressed and by analyzing data and using that information to drive instruction.

Big Goals

Big Goals encourage a results-oriented mindset and provide clear guidance to set priorities. It allows our students to be involved in the learning process, while committing teachers to an accelerated endpoint. Instructional time is maximized because teachers will strategically and coherently allocate the time and resources necessary to meet the Big Goals. A Further benefit of Big Goals is that it assures alignment of instructional time based on the needs of students, rather than allotting time based on personal preferences or ideologies.

A Big Goal is:

- Comprehensive and Standards based
- Motivating
- Achievement-oriented and attainable
- Results-oriented
- Track-able
- Transparent to students

Data Analysis Procedure

Teachers will administer cumulative standards-based interim assessments in math, language arts, writing, and language development a minimum of three times per year per the Assessment Schedule (assessments for Social Studies and Science are given as part of UbD units and grade level constructed assessments and are analyzed during regular Data Meetings). Following each assessment, teachers will have two days to process, analyze and share data with teaching and administrative staff and to develop plans for re-teaching (ROCI). The fall and spring assessments will be followed by parent teacher conferences where teachers share student's results and develop a plan including appropriate interventions with the parents. Additionally, each assessment will be followed by a re-

teach period based on identified standards or skills in need of re-teaching to the whole class, small group and individual students.

Data gathered about individual students, teacher, and grades from both interim assessment and standardized tests are used to drive future professional development, curriculum selections and programmatic changes.

Use and Reporting of Data

Voices MP's staff will maintain a Student Information System (SIS) , such as Power School, and disaggregate assessment and performance data by gender, language, ethnicity, grade level, EL and RFEP status, socio-economic status, and length of time with Voices MP, etc. Matched scores are used whenever appropriate. As a result of the analysis of student achievement data, Voices MP targets areas in our program, professional development and instruction to address student needs and improve student outcomes. Each year a needs assessment will be formulated with resources directed to meet targets. Assessment results are conveyed to the community through the SARC as required by the CDE, the school newsletter, parent information night, the Governance Board, and authorizer annual report.

Decisions to modify or redirect classroom strategies, program strategies and/or material resources during the school year are made by the classroom teacher, whole instructional staff, and instructional leader as appropriate. Decisions will be made on a daily basis to guide instruction, on a biannual basis to diagnose program trends, and on an annual basis to evaluate program effectiveness.

Parent/teacher conferences will be held at least two times per year. Individual student results and achievement targets will be shared with parents at this time. In addition, pupil progress will be communicated to parents regularly using a standards based report card and progress reports if needed. In addition, students with an IEP and receiving intervention services or with an active SST receive more frequent progress reports. All information conveyed to parents of Spanish-speaking students will be translated by staff. Reasonable efforts will be taken to provide information in primary language to families speaking languages other than Spanish.

Reporting Program Effectiveness to Authorizing Entity, Board, Parents, and Other Stakeholders

The school will report program effectiveness yearly to all stakeholders, including the authorizing district, through various instruments and measurements including but not limited to:

- School accountability Report Card (SARC)
- LCAP
- LEA Plan
- Title III AMAOs
- Authorizer report (in a format agreed upon between the district and Charter School)
- Voices MP Board Reports

The Charter School shall share such reports in various manners including parent meetings, newsletter, website and other social media, Board meetings, in print and in English and Spanish.

Element 4: Governance

Governing Law: The governance structure of the school, including, but not limited to, the process to be followed to ensure parental involvement. Education Code Section 47605(b)(5)(D).

Nonprofit Public Benefit Corporation Status

The charter applicant for the Charter School is Voices College-Bound Language Academies, a duly constituted California nonprofit public benefit corporation with 501(c)(3) tax exempt status, and is governed in accordance with applicable California Corporations Code Sections and its adopted bylaws, Conflict of Interest Code, Brown Act, and Articles of Incorporation which are consistent with the terms of this charter (See Appendix AF).

As provided for in the California Corporations Code, the school is governed by its Governing Board, whose members have a legal fiduciary responsibility for the well-being of the School. The Charter School will be a directly-funded independent charter school. The Charter School will operate as a separate legal entity, independent of the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

Charter Management Organization (CMO) Support and Services to Charter Schools







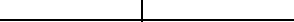



The CMO central office supports the instructional and operational needs of all Voices College-Bound Language Academies schools. This ensures accountability to the core beliefs and replication of the successful Voices model. The CMO will provide a level of autonomy to the school principal, but many instructional best practices will be imported from the flagship school and implemented universally through the CMO.

The CMO office is structured to provide excellent school support to drive student achievement at the school level and build cohesive relationships between the network and Charter School staff. Monthly meetings between the CMO office and Charter School leadership, plus monthly Charter School visits will provide an open-minded and

reflective environment for continues improvement and professional growth. The central office staff providing services to the Voices MP are funded through a management fee structure paid by all Voices Academies schools. The management fee is based on 12% of state revenue.

The CMO and Charter School functions outlined in the matrix below ensure that the Charter School is supported so that the Voices MP administrators can prioritize their time and energy on students, staff, and parents, without having to be pulled away by operational tasks. The bars show the level of responsibility that falls between the Charter School and the CMO for each given function.

Figure- 4.0 CMO-School Responsibilities

Area	Charter School	CMO
Human Capital		
Facilities		
Technology		
Finances		
Internal Communications		
External Compliance		
Curriculum		
Instruction		
School Culture		
Assessment		

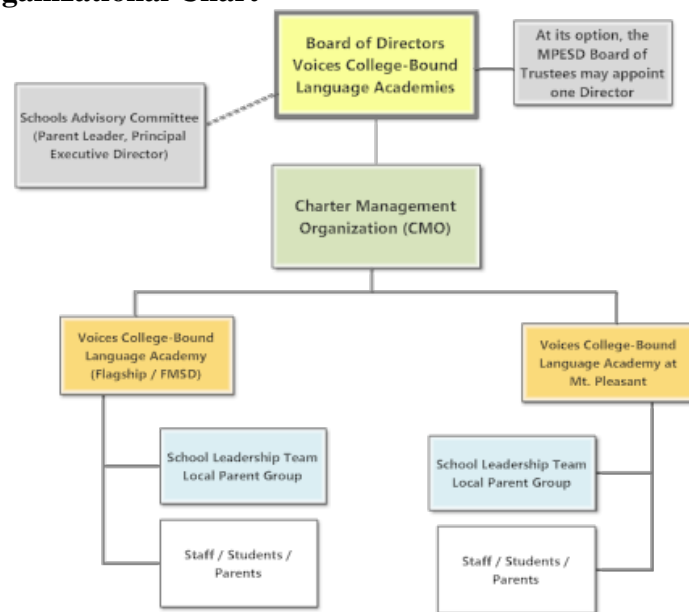
Executive Director Role

The Executive Director shall be the Chief Executive Officer of the corporation and shall, subject to the control of the Board of Directors, supervise and control the affairs of the Corporation and the activities of the employees of the Corporation. The Executive Director shall perform all duties incident to the office and such other duties as may be required by law, by the Articles of Incorporation, by these Bylaws, by the Charter School's Charter, or which may be prescribed from time to time by the Board of Directors.

- a) The Executive Director shall carry out the policies of the Corporation and the decisions of the Board of Directors.
- b) He or she shall propose policies for adoption by the Board and provide comments and recommendations regarding policies presented by others to the Board.

- c) He or she shall be expected to anticipate the developing needs of the Corporation, charter schools and the community, both short- and long-term, and to interpret those needs and changes for the Board.
- d) He or she shall be responsible for keeping the Board well informed on all matters pertaining to the Corporation at all times.
- e) The Executive Director, or his or her designee, shall be an ex-officio member of all committees related to the CMO.
- f) At each regular meeting of the Board of Directors, the Executive Director shall make a report of the Corporation, and shall present an annual report of the Corporation's activities at the annual meeting of the Board of Directors.
- g) The Executive Director shall be responsible for coordinating the screening, interviewing and hiring of the full-time teaching faculty, part-time teachers, and all other Charter School and CMO staff, setting salaries within the minimum and maximum limits established by the Board of Directors, and shall conduct or cause to be conducted annual reviews of all personnel. He or she shall recommend to the Board the promotion, discipline and dismissal of all employees.
- h) The Executive Director shall be responsible for all required reporting to authorizer(s) and the California Department of Education. Except as otherwise expressly provided by law, by the Articles of Incorporation, by the Bylaws, or by the Charter School's Charter, the Executive Director shall, in the name of the Corporation, execute such deeds, mortgages, bonds, contracts, checks, or other instruments which may from time to time be authorized by the Board of Directors.
- i) The Executive Director shall carry out the duties of the position consistent with the mission and vision of the School, and shall lead by example in implementing the various principles enunciated in the Bylaws and the Charter.

Figure - 4.1: Organizational Chart



Composition of Governing Board

The number of directors shall be no less than five. The purpose of the Board is to assume responsibility for the governance of the Voices College-Bound Language Academies charter schools. At its option, the MPESD Board Trustees may appoint one Director. The Board shall seek representatives and members of the communities served by Voices charter schools, including Voices MP. The Corporation will seek to ensure that the members represent a broad area of expertise and a broad cross-section of the school communities and community-at-large, including financial expertise, community and educational leadership, real estate, law, educational pedagogy, public accountability, business, community outreach, marketing and philanthropy. Individuals paid by the Corporation will not serve on the Board.

All directors shall have full voting rights, including any representative appointed by the charter school authorizer as consistent with Education Code Section 47604(b). If the charter authorizer appoints a representative to serve on the Board of Directors, the Corporation may appoint additional directors to ensure an odd number of Board members. All directors shall be designated by the existing Board of Directors.

Except for the initial Board of Directors and the District Director(s), the term of office for members of the Board of Directors shall be three (3) years. Insofar as possible, directors' terms shall be staggered. With the exception of the initial Board members, who may serve an unlimited number of terms, no Board member may serve more than two consecutive three year terms.

The following members will constitute the initial Board of Directors. In addition, the Board will continue to secure additional persons with expertise as needed to sustain an excellent organization and ensure the effective and responsible use of public funds.

Figure: 4.0 – Initial Board

Board Member	Bio	Skills
Alice Miller	Alice Miller is a founder of California's first charter school, the San Carlos Learning Center, and a founder of two charter high schools. Ms. Miller worked for the California Network of Educational Charters from 1996-2003. She was the Administrator and CFO for Aurora Charter High School and has served on multiple non-profit boards and charter school boards. Ms. Miller has been the director of	Accounting, finance, charter school governance, charter school development, facilities, legal, compliance

	<p>Knowledge Management for the California Charter Schools Association (“CCSA”) since 2004. She is the technical assistance expert for CCSA, and provides guidance on legal, fiscal and compliance regulations, as well as workshops to charter schools in California and in the nation.</p>	
Cathy Holley	<p>Ms. Holley earned her undergraduate degree at the University of California Santa Barbara culminating with a Speech and Language Pathologist graduate degree and education credential from San Francisco State University. Cathy's public elementary career spanning twenty years started as a speech and language therapist and has evolved to specializing in early literacy acquisition. She has led seminars for elementary teachers focusing on oral language development within the mainstream classroom. Cathy was wholeheartedly involved in the development of Sherman Oaks Community Charter School, a Spanish/English dual immersion school in the Campbell Union School District and the first elementary charter school in Santa Clara County.</p>	<p>Special education, instruction, early childhood education, compliance, BTSA</p>
Sara Reyes	<p>Sara Reyes is the Division Director for Children, Youth, and Family Development at Catholic Charities of Santa Clara County (CCSCC). Ms. Reyes has been with CCSCC for 11 years and manages over 25 contracts with the Division budget exceeding 4 million dollars. Ms. Reyes holds a Bachelors Degree in Liberal Arts from The National Hispanic University and a Masters in Public Administration from San Jose State University. Some of her active memberships include the Franklin-McKinley Children's Initiative Governance</p>	<p>School age programs, grant writing, project management</p>

	Board, the California School-Age Consortium Board, and Los Padrinos Board for the Washington United Youth Center. Ms. Reyes volunteers at St. John Vianney School, Alum Rock Little League, and the Police Athletic League's Berryessa Cougars Football.	
Kristen McCaw	Kristen McCaw is the Director of School Development, Bay Area, at the California Charter Schools Association. Kristen provides strategic guidance to school leaders and board members as they develop a vision for their school, write their charter petition, and navigate the highly political process of securing approval. Kristen began her career by establishing a college preparation program for students living in New York City public housing. She then joined Success Academy Charter Schools, where she oversaw special education and assessments at a first-year charter school in Harlem. She has also conducted research evaluating Los Angeles Unified School District policies, provided business development consultation to educational organizations, and managed the implementation of systems designed to improve teacher and student performance as an Education Pioneers Fellow at Lighthouse Community Charter Schools. Kristen holds a B.A. in Politics from New York University and an M.P.A. from the University of Southern California	Charter school development, non-profit management, education reform, public administration
Salomé Portugal	Ms. Portugal, EdM, Graduate School of Education, Harvard University, has worked at New Leaders For New Schools where she helped to develop a schedule, curriculum, selection process, and assessment tools for a leadership program	Education, curriculum, professional development, serving high needs

	<p>to develop young teacher-leaders in urban schools. Salomé taught in San Francisco Bay Area public district and public charter high schools for nine years. While she was teaching, she implemented and coordinated AVID (Advancement Via Individual Determination), a college readiness program. During her graduate studies, Salomé was a research assistant in the Mauricio Gastón Institute for Latino Public Policy and Community Development, where she assisted with projects to disseminate information and coordinate discussions on outcomes for Latino students in Massachusetts. Salomé is interested in research and policy focused on quality urban education for Latina/o, African American, American Indian, and other marginalized students of color.</p>	<p>populations</p>
<p>Rebecca Hernandez</p>	<p>Rebecca Hernandez has over 15 years of industry experience as a leader in project management, process improvement, and operations support. She has proven success leading and managing high profile / high yield projects in a global information solutions offering specializing in patent data. Over the course of her career, she has worked both as an IT consultant and Operations Manager at IBM and Delphion, Inc. Currently she holds an IT project management position at Thomson Reuters. Rebecca has earned a Bachelors of Science in Management Information Systems from California Polytechnic University at San Luis Obispo. Ms. Hernandez has two children at Voices and has served as a parent board member and community board member at Voices College-Bound Language Academy over the past 4 years.</p>	<p>Project management, governance, operations, technology</p>

	She recently participated in the Latino Leadership Board Academy sponsored by the Hispanic Foundation of Silicon Valley.	
Yvonne McGuire	Mrs. McGuire earned her Bachelor Of Arts degree in Sociology from San Jose State University. She has two children attending Voices College-Bound Language Academy. She is dedicated in doing all she can so all children will receive an excellent and equitable education. She is currently working in facilities management as the Assistant Unit Director for Eurest Services at SAP Labs, LLC in Palo Alto, CA. Previous industries where she has held administrative positions are commercial security, integrated marketing communications and financial services. Prior to serving on the governing board, she was a member of school site councils at the middle and high school levels. She is a senior fellow of the Latino Leadership Board Academy in San Jose, CA. She has recently taken on outreach efforts to the local middle and high schools for PFLAG of Santa Clara County.	Facilities, governance, management, marketing

The Board may establish committees, other than an executive committee, each consisting of two (2) or more directors, in accordance with Section 5212 of the California Nonprofit Corporation Law. Such committees may include, but are not limited to, Finance, Audit, Governance, Personnel, and Development Committees. The Corporation may also create such committees as may from time to time designate by resolution of the Board of Directors. Such other committees it may consist of persons who are not also Directors of the Board. These additional committees shall act in an advisory capacity only to the Board and shall be clearly titled as “advisory” committees. Such committees shall operate in accordance with the applicable provisions of the Brown Act.

Selection and Development of Board Members

In selecting directors, the Voices Board shall look for expertise in school administration, business, accounting, and legal, political, nonprofit and fundraising. Board members must have a commitment to the vision, mission and values of Voices charter schools and to the equitable allocation of funds. Board representative must also have a commitment and a readiness to be an active learner in our school community. For instance, Board members are willing to participate in trainings and other learning experiences that supplement necessary skills and provide training in effective board practices and understanding of educational theory that drives our school. Funds shall be budgeted annually to support training in key and critical areas (e.g. fiscal, governance, managerial, etc.)

Roles and Responsibilities of Board Members

The Governing Board shall be responsible for decision-making concerning the operation of Voices. The Board shall ultimately be responsible for the operation and activities of the Charter School. The primary roles and responsibilities include:

- Oversee implementation of the Charter components, as well as state and federal guidelines;
- Follow policies and procedures regarding self-dealing and conflict of interest as laid out in the bylaws;
- Adopt, implement and interpret policy³¹;
- Hold the Executive Director accountable for the academic and fiscal responsibility of the Charter school;
- Allocate funds equitably;
- Approval of hiring, discipline, and removal of employees;
- Adopt Charter School specific budget;
- Approval of overnight or out of state field trips;
- Approval of charter amendments;
- Approval of contractual agreements;
- Act as a hearing body and take action on recommended student expulsions;

³¹ See Appendix AP for sample policies.

- Advocate on behalf of the Charter School by working to fundraise and establish partnerships with community organizations, institutes of higher learning, non-profit foundations and corporate entities that support education through noncommercial relationships.

The Board may initiate and carry on any program or activity or may otherwise act in any manner which is not in conflict or inconsistent with or preempted by any law and which are not in conflict with the purposes for which schools are established.

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

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

Conduct of Meetings

All Charter School Governing Board meetings and committees will be conducted according to regulations listed below:

- All meetings shall be posted, agendaized, and conducted in accordance with the Brown Act, and otherwise governed by provisions of the Brown Act.
- For advisory committees, committee members may determine the degree of formality necessary to conduct business.

- Each committee will select a recording secretary. Minutes of each meeting will be recorded by the recording secretary, made available to the staff, public, and Governing Board.

Board Training

The Board will attend conferences and in-service opportunities for the purpose of training individual board members regarding their conduct, roles and responsibilities to ensure all members have the necessary information and capacity to be effective. Training may include attending conferences whereby relevant governance training is available and additional trainings and workshops to be held at regularly scheduled Board meetings and retreat each year. Trainings may be provided by Voices legal counsel, the California Charter Schools Association, or other experts. Topics may include, but are not limited to, such items as:

- conflict of interest
- charter school legal compliance
- Brown Act
- special education
- budget and finance

Process for Parent Involvement³²

Voices MP believes that parent engagement is key to student's success. However, no parent involvement plan shall require mandatory service from parents, and under no circumstances shall any student suffer any adverse consequences, including without limitation, denial of admission or readmission based upon a parent's level of service to or other contribution to the Charter School.

We recognize that every parent is able to be involved at different levels due to individual-specific family, work, cultural reasons and even health issues. The definition of parent involvement that Voices MP values above all else is parental concern and home support of the Charter School's efforts to educate the student through love, nurturing and good parenting. Therefore, two levels of parent involvement, both formal and informal, will be made available to parents.

³² For further description of parent involvement see page 44

Required

- Commitment and willingness to fulfill the parent agreement (attached as Appendix AN).
- Commitment and willingness to adhere and support all policies as outlined in the Voices College-Bound Language Academy Family Handbook.
- Two way communication between the Charter School and home regarding the education and well-being of the student

Encouraged

Figure 4.1 – Parent Participation Opportunities

Informal	Formal
<ul style="list-style-type: none">• Tutoring• Homework Center• Classroom volunteer• Parenting classes• Parent workshops• Parent-teacher conferences• Family field trips• Community-building activities and celebrations• Plaza Comunitaria• Eighth grade Exit Interview Teams• Family orientation sessions• Prospective parent tours• Various other committees as	<ul style="list-style-type: none">• ELAC, CAC, SSC• Safety Team• Leadership Team³³• Leadership Training• Schools Advisory Committee• Governing Board

³³ Local group comprised of parents, teachers and administration that are responsible for such school level matters as fundraising, review of parent surveys, review of parent involvement opportunities, community celebrations and activities, audit of instructional practices and student achievement, etc.

deemed necessary	
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Informal:

Every attempt will be made to accommodate parents to allow them to participate in some capacity at the Charter School according to their schedules and interests. Parents will be surveyed as to what topics are of interest to them and to the best of our ability we will design and plan workshops to meet their needs. In addition, Voices MP will add programs and opportunities as needs are assessed (see Appendix AG for sample parent event calendar). Notices will be placed on a community bulletin board at the Charter School and sent home with students in both English and Spanish every Tuesday (Tuesday Envelope).

Voices MP will invite community services and businesses to Charter School events to support our families' development. Additionally, we will have a Parent Liaison, who supports Voices MP families locate the services they need. He or she will compile a community referral resource in order to direct families that require services. He or she will be able to connect families to food banks, counseling, and other community resources. After locating the appropriate resources, the Parent Liaison makes follow-up phone calls to ensure the family is able to, and continues to, access that resource.

We will invite community organizations onto our campus. For example, a local dentist may come to our Back-to-School Ice Cream Social to provide families with information about dental care. The community organization PIQE may hold a seminar that guaranteed the participants' children admission to a CSU school upon completing high school. Additionally, Family and Children Services may host a series of seminars on parenting strategies.

Parents are expected to attend two student conferences per year, where parents are provided with a copy of their student's report card with all academic standards. This report card is available in both English and Spanish, so all parents are able to access and understand these expectations. Classrooms will have academic standards posted, as well as a data representation wall, so students and families can track academic achievement. In this way, parents will be able to visually understand the progress their child is making relative to their peers and ultimate goals.

We also host yearly meetings for parents of CLEDT test-takers (ELs) so parents understand both what the test entails and what the score reports mean. All of these meetings provide families with an opportunity to understand the goal and their child's progress relative to that goal. Additional informal methods of parent communications will include:

- Report cards

- Phone calls home (informational from teachers, and satisfaction check-ins from liaison)
- Surveys (annual, parent-teacher conference, events, activities, workshops, etc.)
- Remind 101
- Tuesday envelope (weekly information)
- Website
- Social media
- Principal open door policy
- Auto call system

Formal:

The Charter School strongly believes in the voice of all stakeholders being heard. This belief is reflected in its governance structure, parent involvement and leadership opportunities. Moreover, we recognize that many of the parents in our community have been marginalized and their voices unheard. Many may have had limited education and leadership opportunities, or are non-English speakers. Nonetheless, their voice matters and we have established process for parent empowerment and leadership development to ensure parent voice at all levels of Charter School decision-making.

The Charter School community will be kept informed regarding school-wide and sub-group specific issues through written materials, website, and public forums such as the Leadership Team, ELAC, CAC, and SSC community meetings which are held on-site. The whole-school parent community participates in electing fellow parents, as applicable, to leadership positions within these groups. These elected leaders will have opportunities to develop through leadership trainings provided by the school or arranged with outside agencies. These individuals will be developed so that they likely consider participation at the Schools Advisory Committee and Governing Board level.

The Schools Advisory Committee will be comprised of at least one parent leader from each school in the network, the principal from each school, and the Executive Director or designee. Their primary purpose is to communicate local issues at the organizational level and serve as advisors to the Board. The committee will meet at least three times per year at a location and time determined by the committee. The Schools Advisory Committee will also be afforded training opportunities to further their expertise and knowledge base regarding such topics as school funding and laws. The committee shall operate in accordance with the applicable provisions of the Brown Act.

Parents members of the Schools Advisory Committee will be encouraged and developed to consider participation at the Board level (although participating through this leadership development trajectory is not necessary for parent board participation).

Element 5: Employee Qualifications

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

Voices will hire teachers, school support staff and administrative staff as the Charter School grows and needs arise. Due to the growing nature of the Charter School, responsibilities are subject to change at any time. A single individual may assume the responsibilities of more than one position, or staff may be shared between Voices MP and the Voices Flagship, especially during the Charter School's early years. In addition, Voices may contract with outside vendors for business services, legal consultation and facilities expertise as needed.

The Charter School:

- Will not accept discrimination or harassment based on race, color, religion, sex, gender identity, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, sexual orientation, genetic information, or any other characteristics protected by state or federal law.
- Is a school of choice and no employee will be required to work at Voices MP.
- Will comply with all applicable state and federal laws regarding background checks and clearance of all personnel.
- Will comply with all State and federal laws concerning the maintenance and disclosure of employee records.
- Will comply with all State and federal mandates and legal guidelines relative to NCLB employee qualifications.

Commitment

A high level of effort and commitment is needed by staff of Voices. Service at Voices MP is regarded as a privilege. Every employee must consider it an honor to be in the presence of children. All employees must fully support the mission, vision and values of the Charter School and must be willing to actively and enthusiastically participate in a professional learning community. Additionally, all staff must demonstrate a strong desire to teach an academically rigorous curriculum and have an unswayable belief that all students can achieve at high levels. Therefore, it is expected that applicants for positions at Voices MP measure up to the highest standards (see Appendix AH for Selection Criteria). Every employee shall sign and adhere to the Commitment to Excellence Form (attached as Appendix AI).

Qualifications of the Principal

Besides being responsible for planning, coordinating, supervising the day-to-day business operations of a school and instructional program, the principal is responsible for the instructional leadership of the Charter School including evaluation of all certificated and non-certificated personnel; planning and implementing staff development; managing, monitoring, analyzing, taking action, and evaluating those actions based on a variety of data sources (statistical, anecdotal, observational, etc.). The Principal responsibilities also include, but are not limited to those outlined in the job description (see Appendix AJ).

The Principal of Voices MP must have educational experience and a direct knowledge of the curricula, techniques, and expectations of the profession. More specifically, the Principal must have experience with Dual Immersion Programs and/or English Learners. The Principal must be committed to the best education possible for all students and must be able and willing to work cooperatively with staff, the students, and the community. The Principal must also have leadership qualities and a vision consistent with the school's mission and educational program. Charter school experience, English/Spanish bilingualism, an MA and a Tier II Administrative Credential are desirable qualifications.

Candidates for Principal shall be screened, interviewed by the Executive Director (or his or her designee) and hired by the Governing Board. The Principal shall report to the Executive Director and be accountable to the Voices Board.

Voices will create a leadership development pipeline for exemplary teachers with demonstrated leadership skills and administrative interest. We will contract with an organization such as Innovate Public School's³⁴ Start-Up Schools Fellowship Program or the New Leaders³⁵ to provide this professional development for future Voices leaders.

Qualifications of Teachers

All teachers of core, academic subjects at Voices MP shall hold an appropriate Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold (Education Code Section 47605(1)) and shall meet the applicable highly qualified teacher federal requirements for No Child Left Behind³⁶.

³⁴ <http://innovateschools.org/>

³⁵ <http://www.newleaders.org/what-we-do/emerging-leaders-program/>

³⁶ <http://www.ctc.ca.gov/credentials/manuals.html>

Additionally, the Charter School will hire teachers who are bilingual Spanish speakers (if their position demands it), have a desire to teach English Learners, historically underserved communities, and have an appropriate credential with authorization as outlined in Figure 5.0 below. The Charter School will maintain a current copy of teacher certificates on file and ready for inspection on site. The Office Manager will monitor compliance and assignments at least once per year and report to principal in a timely fashion.

Figure 5.0 – Credential and Authorization Requirements

Assignment	Setting	Certificate	Authorization	NCLB
K-5 th grades teacher And Intervention Teacher and Academic Coach	Self-contained	Multiple Subject, Multiple Subject University Internship or equivalent (Standard Elementary, or General Elementary Teaching Credentials, etc.).	Bilingual Specialist Credential or Bilingual Certificate of Competence or	BA Basic skills test (CBEST, CSET, etc.) Appropriate assignment
6th-8 th grades teacher Science and Math	Self-contained: core	Multiple Subject, Multiple Subject University Internship or equivalent (Standard Elementary, or General Elementary Teaching Credentials, etc.) or Science and Math Single Subject, or Science and Math Single Subject University Internship	Bilingual Crosscultural, Language, and Academic Development (BCLAD) Certificate or Sojourn Certificated Employee Credential	State/ intern credential
6th-8th grades teacher Social Studies and Spanish	Self-contained: core	Multiple Subject, Multiple Subject University Internship or equivalent (Standard Elementary, or General Elementary Teaching Credentials, etc.) or	or University or District Internship Credentials or equivalent	

		Social Studies/History and Spanish, or Single Subject University Internship		
6th-8th grades teacher Reading and ELA	Self-contained: core	Multiple Subject, Multiple Subject University Internship or equivalent (Standard Elementary, or General Elementary Teaching Credentials, etc.) or English single subject, or Single Subject University Internship (or related field)		
Educational Specialist	Per IEP (inclusion, self-contained, pull out, special day class, etc.)	(Title 5 CCR§80047) Holders of the listed credentials are authorized to teach children with mild or moderate disabilities in which the primary disability is ‘specific learning disability’ as defined in subsection 300.7 (b)(10) of Title 34 Code of Federal Regulations, Subpart A or ‘mental retardation’ as defined in subsection 300.7(b)(5) of Title 34, Code of Federal Regulations, Subpart A: <u>Ryan:</u> Specialist Credential in Special Education-- Learning Handicapped; Education Specialist Instruction Credential-- Mild/Moderate Disabilities or <u>Standard:</u> Teaching Credential with Minor--		

		Mentally Retarded; Restricted Special Education Credential-- Educable Mentally Retarded; Limited Specialized Preparation Credential--Mentally Retarded or <u>General</u> : Special Secondary Credential--Mentally Retarded; Exceptional Children Credential-- Mentally Retarded or university internship or equivalent	<i>-for Educational Specialist: autism or other certificate as required per IEP</i>	
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Qualifications of School Support Staff

Voices reserves the right to hire or retain non-credentialed school support staff for non-core, noncollege prep subjects (core is defined as English, math, social studies, and science), as per Education Code Section 47605(l), if that prospective staff person has an appropriate mix of subject matter expertise, professional experience, and demonstrated capacity to work successfully in such capacity. All non-instructional support staff will possess experience and expertise appropriate for their position.

Voices MP may also hire or retain non-credentialed instructional support staff (Associate Teachers) to support core or college prep subjects. In such instances, the instructional support staff will meet one of the following qualifications: two years of higher education study, an associate degree or higher, or a passing score on a formal state or local academic assessment that demonstrates the ability to assist in teaching reading, writing, and mathematics.

Figure 5.1 – Non-certificated Educational Staff Qualifications

Position	NCLB (minimum requirement)	Assignment	Preferred Qualifications
Associate Teachers (paraprofessionals)	AA or 48 college units or pass formal state/local academic assessment	Core or college subjects	BA Basic Skills (CBEST/CSET) Substitute credential
Enrichment Specialist	NA	Non-core, non-college subjects	Subject matter expertise and/or professional experience and/or capacity to work in such capacity
School assistants (cafeteria, yard duty, child care, etc.)	NA	Non-core, non-college subjects	

Itinerant Staff and Agencies

All individuals and agencies staff shall be qualified to provide education services as required by California’s Education Code and the IDEA as applicable.

Non-Certificated Administrative Staff

Voices College-Bound Language Academy employs or retains non-certificated administrative staff to be responsible for administrative duties, including record keeping, office management, and other non-instructional duties as assigned. The administrative staff shall possess experience and expertise appropriate for their position within the school as outlined in their job description (See Appendix AJ for job descriptions key employees).

Hiring of Teachers

The ED and Principal will actively recruit strong, qualified candidates through the CLEI/Santa Clara University pipeline, word-of-mouth and individual contacts, as well as

advertising, marketing, and effective use of the press and teacher networks such as EdJoin, university credential programs and Teach for America.

Voices will consider a teacher applicant for hire after the applicant has successfully completed a circuit interview process. The ED will convene an interview team, consisting of the Principal and any combination of teachers. The Principal will provide training for the team. The interview team will conduct the circuit interviews and keep a candidate's philosophical match with the program, mission and vision in primary consideration throughout the process.

In one phase, applicants are asked to respond in writing to prompts intended to reveal applicants' understanding of teaching theory and teaching knowledge as it specifically pertains to second language learners and instruction. In another phase, applicants are asked to respond to a series of scenarios which are designed to reveal teachers' commitment to Voices MP's mission, vision and values. In the next phase, applicants are observed teaching a lesson (live or videotaped) and given immediate feedback. This phase is intended to reveal an applicant's willingness to reflect on teaching practice and to improve his or her pedagogy. Candidates also participate in such tasks as an oral interview and role play. If an applicant's position requires bilingualism, each phase will ask applicants to demonstrate proficiency in both languages.

The hiring team confers and makes recommendations to the ED, who makes the final decision. The ED or designee then conducts reference checks and makes an offer to the candidate pending Board approval. The ED is responsible for recommending finalists for positions at Voices to the Board.

Compliance

The selection procedures shall not discriminate on the basis of ethnicity, national origin, religion, gender, gender identity, age, disability, or any other protected classifications. It is our intention that Voices MP staff reflects the diversity of the community. Voices MP employees shall be accountable to the Principal and ED.

All faculty and staff undergo a criminal background check and fingerprinting to be conducted by the Department of Justice and the FBI, as well a child abuse registry check. The applicants are required to provide a full disclosure statement regarding prior criminal records. All staff are required to produce documents for U.S. employment authorization and a Mantoux tuberculosis (TB) test

Professional Development

Teachers will be provided with one hour of daily professional development four times per week and with one hour of prep time per week. This award winning professional development model called mid-day block was developed by Peggy Bryan, founding principal of Sherman Oaks Dual Language Charter School in San Jose, California. Mid-day block not only affords teacher with the time need to learn and collaborate as professional that has been proven to directly correlate with high student achievement, but also provides time for student intervention and enrichment activities.³⁷

Voices MP teachers will engage in continuous, daily professional development and in cycles of inquiry based on the following essential questions:

- Has anything changed for my students because of the ACTION I have taken?
- Were learning goals actually reflected in the outcomes of student work?
- How do I know my students have learned?
- What do I do when students don't learn?
- What do I still need to learn to better serve my students?

Teachers will be supported in their professional growth with ample time for planning and collaboration and resources for improving instruction. Professional development will be lead mutually by teachers, the academic coach, and the Principal, who serves as the instructional leader. Professional development time is driven by the Principal's classroom observations, student data and teacher needs. Regular scheduled professional development time is used to read articles, books and research and discuss findings and application to Charter School. This type of research leads to the development of a common language shared by both administrators and staff, which in turn helps us realize our school mission and vision. Other time is devoted to data analysis, looking at student work, community building, and collaborative planning of lessons, units, and curriculum (See Appendix AK for professional development format).

In addition to regular school year professional development, teachers also engage in a 2 week summer retreat/in-service. This time is dedicated to understanding and fostering school culture, explicitly stating high expectations for all, curriculum mapping, scope and

³⁷ Blue Ribbon Schools of Excellence: www.blueribbonschools.com

sequence development, unit development, Power Standards development and to other yearlong school wide planning.

Staff Observations

The Principal or designee is responsible for observing and supervising all Charter School staff. The Principal or designee conducts both formal and informal observations. Informal observations may consist of daily classroom walk-throughs, review of lesson plans, observation of interactions with fellow staff and contributions to professional conversations.

Teacher Evaluation

Voices Flagship (with teacher, administrator and Board input) examined a new approach to evaluate the performance of teachers. This resulted in a Teacher Performance Rubric and procedure for teacher evaluation. Successfully increasing student achievement requires creating and sustaining organizational structures in schools that focus on assessing and improving teaching and learning. Teacher evaluation is one of those structures.

The rubric provides a detailed view of the professional practice that teachers are expected to demonstrate. These standards define the skills, knowledge, professionalism, and expertise that are expected of teachers at Voices MP. It is against these standards that teachers are evaluated annually.

Voices recognizes that teachers are also learners and need a collegial and supportive atmosphere in order to thrive. We believe that a teacher evaluation process that focuses on teachers working in partnership with supervisors is more effective than traditional evaluation procedures. Consistent with the movement for standards for students, this approach starts with a comprehensive model or description of what teachers should know and be able to do, represented by explicit standards covering multiple domains and including multiple levels of performance defined by detailed behavioral rating scales.

Voices implements a standards-Based Teacher Evaluation System to:

- Ensure high student achievement;
- Align mission, vision, and goals with practice;
- Foster opportunity for professional growth and constant learning;
- Establish common understanding of teaching expectations;
- Develop a more explicit internal accountability focus to support the external accountability required by the school's charter and public accountability; and

- Provide guidance for teacher's efforts to improve practice.

The rubric promotes an evaluation system in which the type of bonus pay a teacher receives depends upon knowledge, skill, and performance. This is intended as a cooperative process, with the responsibility for documenting and tracking accomplishments shared by the teacher and the evaluator. Teachers are encouraged to keep a Professional Portfolio.

Yearly Procedures

1. Principal or designee provides a copy of the Knowledge and Performance Rubric to the teacher.
2. Principal/designee will have conducted a minimum of one observation visit.
3. Pre-Evaluation Conference –The teacher conducts a self-evaluations and meets with the Principal or Designee to discuss the preliminary rubric standing.
4. The first Rubric evaluation is completed by the principal /designee and provided to the teacher.
5. Principal/designee will conduct at least two additional observation visits.
6. The final Rubric evaluation is completed by the Principal /designee and provided to the teacher.

Other Staff Evaluations

Evaluation procedures will be conducted in a manner established by the administration and approved by the Board. Procedures will include supervision and evaluation, self-evaluation, and professional goal setting.

Element 6: Health and Safety Procedures

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

Voices MP will follow clear procedures to ensure the health and safety of pupils and staff. Voices will adopt and implement site-specific comprehensive health and safety plans and risk management policies in consultation with insurance carriers and risk management experts prior to the Charter School's opening. Health and safety policies will be annually updated and reviewed. These policies will be distributed to all staff and families.

The Charter School is committed to providing and maintaining a healthy and safe work environment for all employees. Employees are required to know and comply with the Charter School's general safety rules and to follow safe and healthy work practices at all times. Employees are required to immediately report to their supervisor any potential health or safety hazards and all injuries or accidents. In compliance with Proposition 65, the Charter School will inform all employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

All staff members will also be well versed in established safety and emergency precautions, including Code Red (intruder alert), Code Blue, and fire and earthquake drills. Staff members, including yard duties and clerical workers, are required to attain CPR and First Aid certification and maintain these credentials. In addition, staff is required to complete online Safe Schools seminars related to emergency situations, including how to properly proceed in the presence of blood-borne pathogens, first aid, child abuse reporting, and playground safety. Trainings are differentiated according to the position the staff member holds at Voices MP. Additionally, all recommended safety drill procedures and evacuation maps will be posted in all classrooms.

Tuberculosis Test

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

Fingerprinting

The Executive Director shall review (or cause to be reviewed) Department of Justice fingerprint background reports on prospective employees, contractors, and volunteers to determine whether an employee may be employed in accordance with Education Code

Section 44237, 44830.1 or 45125.1, except with respect to her or himself, in which case the President of the Board will review.

It is the policy of the Charter School to require fingerprinting and background checks for its employees as required by law prior to employment at the Charter School. All prospective employees must abide by all applicable laws and agree to abide by the policies of the Charter School, including the submission of fingerprints and an approval for the Charter School or its designee to perform background checks.

The Charter School shall also fingerprint and background check regular school volunteers and occasional volunteers at the discretion of the Principal, prior to volunteering at the Charter School. A school volunteer is defined as an individual working under the direction of a paid Charter School employee to provide a service without compensation on campus while working with or around children. Campus volunteers must abide by all applicable laws and agree to abide by the policies of the Charter School, including the submission of fingerprints and the approval, if required, for the Charter School or its designee to perform background checks. The fingerprints will be sent to the Department of Justice for the purpose of obtaining a criminal record summary. Fingerprinting and Criminal Records Summaries for volunteers, if required, will be completed annually, at the beginning of each school year or when volunteer service begins. This requirement is a condition of obtaining clearance to volunteer in contact with any Charter School students.

Additionally, the Charter School may, on a case-by-case basis, require that the employees of an entity providing contract services comply with the requirements for fingerprinting, unless the Charter School determines that the employees of the entity will have limited contact with pupils. In determining whether a contract employee will have limited contact with pupils, the Charter School must consider the totality of the circumstances, including factors such as the length of time the contractors will be on school grounds, whether pupils will be in proximity with the site where the contractors will be working, and whether the contractors will be working by themselves or under the supervision of Charter School personnel.

Procedures for Background Checks

As a condition of employment, Voices requires all applicants for employment to submit two sets of fingerprints to the Department of Justice for the purpose of obtaining criminal record summary information from the Department of Justice and Federal Bureau of Investigation. Voices will not employ a person who has been convicted of a violent or serious felony or a person who would be prohibited from employment by a public school district because of his or her conviction for any crime, unless an applicable exception applies. Voices will not employ any applicant until the Department of Justice completes its check of the state criminal history file as provided by law. Voices shall also request

subsequent arrest notification from the Department of Justice and take all necessary action based upon such further notification.

First-Aid and CPR Training

All individuals working with children or in a classroom setting (i.e. core teachers, advisors, non-core teachers, Principal, school assistants, yard duty) must receive, renew, and maintain basic first-aid and CPR certification by the first day of school for students.

All new teachers are required to complete one approved three-hour course in Cardiopulmonary Resuscitation (CPR) and one approved three-hour course in first aid before their first official day of school. All continuing teachers are required to take a refresher course in both CPR and first aid.

Child Abuse Reporting

Any employee or other mandated reporter who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to the Police Department, sheriff's department, county probation department if designated by the county to receive such reports, or the county welfare department.

Mandated reporters of child abuse include but are not limited to teachers, instructional aides, teacher's aides or assistants, classified employees, certificated pupil personnel employees, administrators and employees of a licensed day care facility, Head Start teachers, school police or security officers, administrators, and/or presenters or counselors of a child abuse prevention program. Child abuse or neglect includes the following:

1. A physical injury inflicted in a manner other than accidental means on a child by another person.
2. Sexual abuse of a child as defined in Penal Code 11165.1.
3. Neglect as defined in Penal Code 11165.2.
4. Willful cruelty or unjustifiable punishment of a child as defined in Penal Code 11165.3.
5. Unlawful corporal punishment or injury resulting in a traumatic condition as defined in Penal Code 11165.4.
6. Abuse or neglect of a child in out-of-home care, including at school, as defined in Penal Code 11165.5.

Mandated reporters are required to report instances of child abuse when the mandated reporter has a "reasonable suspicion" that child abuse or neglect has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could

cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect.

Child abuse should be reported immediately or as soon as practically possible by phone to the Police Department or child protective services. The phone call must be followed by a written report prepared by the employee within thirty-six (36) hours, which may be sent by fax or electronically. There is no duty for the reporter to contact the child's parents.

When the telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received. The reporting duties are individual and cannot be delegated to another person. Reporting the information to an employer, supervisor, Principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, the report may be made by a member of the team selected by mutual agreement, and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Within 36 hours of receiving the information concerning the incident, the mandated reporter shall prepare and send to the appropriate agency a written report which includes a completed Department of Justice form. (Penal Code 11166, 11168)

Information relevant to the incident of child abuse or neglect may also be given to an investigator from an agency that is investigating the case. (Penal Code 11167)

Employees reporting child abuse or neglect to the appropriate agency are encouraged, but not required, to notify the Principal or designee as soon as possible after the initial telephone report to the appropriate agency.

The Principal or designee so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the Principal may assist in completing and filing these forms.

The mandated reporter shall not be required to disclose his/her identity to the Principal. He/she may provide or mail a copy of the written report to the Principal or designee without his/her signature or name. Staff is informed of Mandated Reporter duties each year, during summer professional development, in the employee handbook and through Safe Schools training.

Figure 6.0 – Health and Safety Staff Requirements

	Safe Schools Yearly Training	TB test	CPR/First Aid	Fingerprint DOJ/FBI background Check	Mandated Reporter
Teachers	√	√	√	√	√
Associate Teachers	√	√	√	√	√
School Assistants	√	√	√	√	√
Office/admin staff	√	√	√	√	√
Contractors	Case by case basis	Case by case basis	Case by case basis	Case by case basis	Case by case basis
Volunteers/visitors not within direct eye sight of paid school employee	Principal discretion	Principal discretion	Case by case basis	√	Case by case basis

On-Line Safety Training

The safety of all employees and students is of utmost importance. We are pleased, therefore, to offer the SafeSchools professional development and training courses to our staff. All employees are required to receive certain mandatory trainings each year. These courses are informative and helpful in maintaining safe working conditions for employees and students. The trainings are offered online, and most are also offered in Spanish.

Communicable, Contagious, or Infectious Disease Prevention Policy

The Charter School recognizes its shared responsibility with the home and the community to promote appropriate disease prevention procedures in the handling and the cleaning up of blood and body fluids.

The Board desires to protect the entire Charter School community without segregation, discrimination or stigma. Accordingly, infectious disease prevention shall be taught regardless of whether a student or adult is known to have an identified infectious disease.

All students and employees shall be provided appropriate periodic instruction in basic procedures recommended by the State Department of Education and other public health agencies and associations.

Incidence and transmission of communicable diseases will be further limited through a rigorous program of immunization and health screening required of all students, faculty, and staff. (See Immunizations/Physical Exams). Students found to have communicable diseases will be included in all activities deemed by a physician to present no hazard of infection to other students.

Drug Free/Alcohol Free/Smoke Free Environment

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

Diabetes

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

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

Exposure Control Plan for Bloodborne Pathogens

The Charter School shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written “Exposure Control Plan” designed to protect employees from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

The Board shall determine which employees have occupational exposure to bloodborne pathogens and other potentially infectious materials. In accordance with the Charter School's "Exposure Control Plan," employees having occupational exposure shall be trained in accordance with applicable state regulations (8 CCR 5193) and offered the hepatitis B vaccination.

The Principal, or designee, may exempt designated first-aid providers from pre-exposure hepatitis B vaccination under the conditions specified by state regulations. Any employee not identified as having occupational exposure in the Charter School's exposure determination may petition to be included in the Charter School's employee in-service training and hepatitis B vaccination program. Any such petition should be submitted to the Principal, or designee, who shall evaluate the request and notify the petitioners of his/her decision.

Health Examination Certificates or Waivers

On or before the 90th day after a student's entrance into first grade at, all students must provide a certificate approved by the California Department of Health Services documenting that within the prior 18 months, the child had received the appropriate health screening and evaluation services as provided by Health & Safety Code section 124040. Alternatively, the student must provide a waiver signed by the student's parents/guardians indicating that they do not want or are unable to obtain the health screening and evaluation services for their child. If the waiver indicates that the parents/guardians are unable to obtain services for the child, the reasons why should be included in the waiver.

Health Examinations

The Board recognizes that periodic health examinations of students may lead to the detection and treatment of conditions that impact learning. Health examinations also may help in determining whether special adaptations of the School's program are necessary.

A parent/guardian may file annually with the Charter School's Principal a statement in writing, signed by the parent/guardian stating that he/she will not consent to a physical examination of his/her child. The student will thereafter be exempt from physical examinations, but if there is good reason to believe that the student is suffering from a recognized contagious or infectious disease, the student will be sent home and not be permitted to return to school until the Charter School Principal is satisfied that any contagious or infectious disease does not exist.

Vision and Hearing Tests

Upon first year of enrollment in the Charter School and at least every third year thereafter until the child has completed the eighth grade, the Charter School shall test the student's vision. The vision test shall include tests for visual acuity and color vision, although the color vision shall be appraised once and only on male students, the results of which shall be entered in the health records and need not begin until the student is in first grade. Each pupil shall be given a hearing screening test in kindergarten or first grade and in second, fifth, and eighth grade and first entry into the California public school system. Classroom teachers are responsible for continuous observation of the appearance, behavior and complaints of students that might indicate vision or hearing problems.

The vision evaluation may be waived by the parents/guardians if they present a certificate from a physician and surgeon or an optometrist setting out the results of a determination of the child's vision, including visual acuity and color. Parents/guardians may also avoid the testing and observation if they file with the Charter School Principal a statement in writing that they adhere to the faith or teachings of any well-recognized religious sect, denomination, or organization and in accordance with its creed, tenets or principles depend for healing upon prayer in the practice of their religion. The Charter School will contract for these services with a qualified provider such as Hearing Conservation West, Inc., or Ligenda Associates that meet or exceed regulations established by the Department of Public Health and California Administration Codes.

Scoliosis Screening

Every female student in grade 7 and every male student in grade 8 shall be screened for the condition known as scoliosis. The screening shall be in accordance with standards established by the State Department of Education. The screening shall take place during the regular school day and any staff time devoted to these activities shall be redirected from other ongoing activities not related to the student's health care. If a student is suspected of having scoliosis, the School will notify the parents. The notice will include an explanation of scoliosis, the significance of treating it any an early age, and the public services available, after diagnosis, for treatment.

The Principal, or designee, shall ensure that staff employed to examine students are fully qualified to do so and exercise proper care of each student and that examination results are kept confidential. Records related to these examinations shall be available only in accordance with law.

Immunizations

The Charter School will adhere to all law related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

California law requires that an immunization record be presented to the Charter School staff before a child can be enrolled in school. The Charter School requires written verification from a doctor or immunization clinic of the following immunizations:

Students entering kindergarten must show proof of the following immunizations:

Diphtheria, Pertussis, and Tetanus (DPT)	Five (5) doses
Polio	Four (4) doses
Measles, Mumps, and Rubella (MMR)	Two (2) doses
Hepatitis B	Three (3) doses
Varicella (chickenpox)	One (1) dose

Students entering grade seven must show proof of the following immunizations:

Immunization	Dosage
Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap)	One (1) doses
Measles, Mumps, and Rubella (MMR)	Two (2) doses

The Charter School’s verification of immunizations will be completed with written medical records from the child’s doctor or immunization clinic.

Any child leaving the United States for a short vacation to or long stay in any country considered by the Center of Disease Control and Prevention (“CDC”) to have increased risk of TB exposure (such as Mexico, the Philippines, India or Southeast Asia) **MUST** contact the County Tuberculosis Clinic for a TB Screening upon return.

Students may be conditionally admitted in accordance as set forth in Title 17, California Code of Regulations Section 6035. If a student conditionally admitted fails to fulfill the conditions of admission, the School will prohibit the student from further attendance until that student has been fully immunized as required by law.

Immunization records shall be part of the mandatory permanent pupil record and shall be kept in accordance with the School's record-keeping policy.

If the Charter School discovers that an admitted student has not received all required immunizations, the Charter School will notify his/her parent/guardian. If, within 10 school days of the notice, the child does not provide documentation of having received all required immunizations, the School shall exclude the student from attendance.

Exemptions from Requirements: Students will be exempted from immunization requirements if his/her parent or guardian files with the Charter School a letter or affidavit stating that the immunization is contrary to his or her personal beliefs. Additionally, a student will be exempted from the immunization requirements, to the extent indicated in the written statement, if his/her parent or guardian files with the School a written statement by a licensed physician to the effect that the physical condition of the student is such, or medical circumstances relating to the student are such, that the immunization is not considered safe. This statement must contain a statement identifying the specific nature and probable duration of the medical condition. However, whenever there is good cause to believe that the person has been exposed to a communicable disease for which immunization is required, that student may be temporarily excluded from the Charter School until the local health officer is satisfied that the person is no longer at risk of developing the disease.

Voices MP will abide by the McKinney-Vento Act and eliminate enrollment barriers faced by homeless children and youth including assisting with obtaining educational records, immunizations and naming a liaison that will help ensure that homeless children and youth enroll in, and have a full opportunity to succeed in, schools of that LEA.

The Charter School will file a written report on the immunization status of all new entrants to the Charter School with the Department of Health Services as required by law.

Administration of Medication

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

Maintenance and School Site Safety Plan:

Voices MP does not yet have confirmation of a school site. Prior to the first day of school, Voices MP will create a School Site Safety and Crisis Response Plan specific to the school location. The plan will include a seismic safety plan (including structural integrity and earthquake preparedness), the plan for natural disasters and emergencies, staff and student training plan, and maintenance plan, including how hazardous conditions will be identified and addressed.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

Comprehensive Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's discrimination and harassment policies.

Element 7: Means to Achieve Racial and Ethnic Balance

Governing Law: 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 district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

Voices MP believes that a wide cross section of students with a variety of life experiences adds to the learning experience of all. Students will learn to value and respect diverse experiences and people. Voices MP will ensure that all Mount Pleasant Elementary residents are given an equal opportunity to apply for enrollment. We will assure that those students with lower academic achievement levels are informed of the option for Charter School enrollment through targeted recruitment efforts in locations and through means likely to reach this target population. We are committed to serving any child who wishes to attend Voices MP and our recruitment efforts will include Hispanic, English Learner, and socio-economically disadvantaged populations.

Voices MP will engage a variety of means and strategies to strive to achieve a racial/ethnic balance reflective of the general population of the District. These strategies will include:

- Develop promotional materials, such as brochures, flyers, and advertisements in English as well as Spanish.
- Outreach efforts via neighborhood groups, community organizations, churches and other leadership organizations.
- Visit local preschools, social service agencies, clinics, community centers, religious organizations, and other community organizations to publicize the school.
- Attendance and participation at local events and activities to promote the Charter School and to meet prospective students and their families.
- Distribute promotional material to local businesses, libraries, and resource centers.
- Cultivation of a media presence by inviting local television, radio and print media to visit the school and learn about the instructional program.

- On-going updates to Voices MP’s social media pages and website.
- Community walks through neighborhoods and door to door campaign
- Open house and tour visits for prospective parents.

Voices MP will document its outreach efforts, and analyze the information to evaluate if we have met our enrollment targets. On an on-going basis, the Charter School will utilize this information to refine its outreach efforts. Voices MP will conduct the following recruitment monitoring efforts:

- Maintain enrolled student demographic information on a student information system (“SIS”).
- Keep on file documentation of the efforts made to achieve racial and ethnic balance.
- Convene the Schools Advisory Committee to yearly analyze the recruitment strategies effectiveness by reviewing applicant pool and enrollment data. The Schools Advisory Committee will prepare a report for the board including any recommended changes to achieve racial and ethnic balance.

Element 8: Admission Requirements

Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).

The Charter School shall be non-sectarian in its programs, admissions policies, and all other operations and will not charge tuition. Students will be considered for admission without regard to the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

Voices MP will actively recruit a diverse student population from the District who understand and value the Charter School's mission and are committed to the Charter School's instructional and operational philosophy. Prospective students and their parents or guardians are briefed regarding the Charter School's instructional and operational philosophy and informed of the Charter School's student-related policies during community open houses. The only admission requirement is that students wishing to attend Voices MP must follow the Charter School's admission procedures with respect to completing applications and enrollment forms and documents by the announced deadlines, and must attend an enrollment informational meeting after admission. Such meetings will occur multiple times, and will be held during the day, evenings and weekends to accommodate parent schedules. Should a parent be unavailable for a scheduled meeting, a private appointment arranged, at the parent/guardian's convenience. Late return of enrollment documentation, following notification of admission, will result in loss of place on the admission list and placement at the end of the waiting list.

The Charter School establishes an annual recruiting and admission cycle, which includes reasonable time for all of the following: (1) outreach and marketing, (2) tour sessions for parents, (3) an admission application period, (4) an admission lottery if necessary, and (5) enrollment. The Charter School fills vacancies or openings that become available after this process using a waiting list. As described in Element 7, the staff will go door-to-door to homes, and into the community to inform parents of public school choice. We will visit churches, community centers, libraries, pre-schools, local businesses, etc., actively seeking out parents who might not be aware of this opportunity otherwise.

Figure 8.0 – Anticipated Application, Drawing, Admission Process

January-February	Open enrollment: Application forms available in Charter School office or other publicized and accessible location and online at the Charter School’s website. Prospective parent tours scheduled and publicized.
End of February	Open enrollment closed: All application forms due to Charter School
Within two weeks of close of open enrollment	Public random drawing (if necessary).
Within a week of lottery	Admission notifications made.
Within two weeks of notifications	Enrollment Information meetings held
One month after enrollment packet handed out	Completed enrollment packets due back to the Charter School including, but not limited to: Proof of age, immunization records, Home language Survey, emergency medical information and parent agreement.

Public Random Drawing

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether we have received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine admission, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students as below:

Students exempt from drawing:

- Students currently enrolled at the Charter School
- Siblings of students already enrolled or admitted into the Charter School
- Children of teachers or staff, not to exceed 10% of the total Charter School enrollment

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

- Students who reside in the District
- Students who qualify for free or reduced price meals
- All other applicants

The preferences in the public random drawing as listed above, subject to District approval, are consistent with Education Code Section 47605(d)(2) and applicable federal law and non-regulatory guidance; however, should the preferences require modification in order to meet requirements of the Public Charter Schools Grant Program (“PCSGP”), such modifications may be made at the Charter School’s discretion without any need to materially revise the charter as long as such modifications are consistent with law and provided to the District in writing.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be placed on the wait list in the order selected according to their draw in the lottery. Applications submitted after the lottery will be placed on the wait list in the order received. This wait list will allow the option of enrollment in the case of an opening during the current school year. In no circumstances will a wait-list carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in English and Spanish in the application form, the Charter School’s website, social media sites, and perspective parent tours.

Element 9: Annual Independent Financial Audits

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

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

Voices Academies audit committee will select an independent auditor. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the chief financial officer of MPESD, the Voices Academies audit committee, the State Controller, the county superintendent of schools, and the California Department of Education by December 15th annually. The audit committee reviews any audit exceptions or deficiencies and reports to the Voices Board of Directors within 30 days with recommendations on how to resolve them. The Board then reports to the charter-granting agency regarding how the exceptions and deficiencies have been or will be resolved, within 10 days, to the satisfaction of the District. Any disputes regarding the resolution of audit exceptions and deficiencies are referred to the dispute resolution process contained in this petition. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is public record to be provided to the public upon request.

The CMO will annually budget the necessary funds for the audit to be conducted.

Element 10: Suspension and Expulsion Procedures

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

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

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

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

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

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

applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This

section does not prohibit the use of his or her own prescription products by a pupil.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if

there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This

section does not prohibit the use of his or her own prescription products by a pupil.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if

there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

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

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

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a

student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

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

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

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

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

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

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

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

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

room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

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

I. Written Notice to Expel

The Principal or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

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

J. Disciplinary Records

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

K. No Right to Appeal

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

L. Expelled Pupils/Alternative Education

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

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Executive Director or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board following the meeting regarding his or her determination.

The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

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

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

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

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

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

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

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

6. Interim Alternative Educational Setting

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

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

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

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

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited

evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Element 11: Retirement Systems

Governing Law: 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. Education Code Section 47605(b)(5)(K).

Voices participates in the federal Social Security system for non-credentialed employees and other Voices sponsored retirement plans as applicable, and provides State Teachers' Retirement System (STRS) benefits to all eligible employees. Should STRS disallow charter school teachers from being members; Voices will identify a comparable retirement option for credentialed employees.

Voices MP retains the option for its Board to elect to participate in the Public Employees' Retirement System ("PERS") as applicable in the future should it find that participation enables the Charter School to attract and retain higher quality staff, and that this option is available to charter schools. If Voices elects to have its staff participate in the PERS system in the future, then all eligible staff will do so.

The CMO, Principal and Office Manager are responsible for ensuring that appropriate arrangements for coverage, all mandatory deductions, and reports are made.

Element 12: Public School Attendance Alternatives

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra and inter-district transfer policies. Parents and guardians of each student enrolled in the Charter School will be informed on admission forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

Element 13: Employee Rights to Return

Governing Law: 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.

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

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

All employees of the Charter School will be considered the exclusive employee of the Charter School and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Element 14: Dispute Resolution Procedures

Governing Law: 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. Education Code Section 47605(b)(5)(N).

In the event that Voices MP and MPESD have disputes related to the terms of this charter or future MOUs, the Charter School proposes:

That the Superintendent and the Principal of the Charter School meet informally to resolve the dispute. If the dispute is not resolved during this informal meeting, the dispute will be placed in writing by both parties and a joint meeting shall be held within two weeks of the informal meeting with the Superintendent, the Principal and two members of each respective governing board. If this joint meeting fails, Voices and MPESD will hire and evenly share the cost of an agreed upon neutral third party mediator. If a mediator cannot be agreed upon, a randomly selected mediator from the State Mediation Service will be used. If the parties still fail to reach agreement, both parties are free to pursue any and all legal remedies. Both parties agree they will not make public comment during the process.

Internal Disputes

The Board of Trustees of the MPESD agrees to promptly refer all complaints regarding Voices MP operations to the Principal, the Voices Executive Director or Board for resolution in accordance with Voices adopted policies. The District shall not intervene in any such internal disputes without the consent of the Board of the Charter School. Parents, students, Board members, volunteers, advisors, partner organizations, and staff at Voices MP will be provided with a copy of Voices' policies and dispute resolution process and will agree to work within it. Parents receive student discipline and Uniform Complaint Procedures on an annual basis in the Family Handbook which outlines both a formal and informal process for complaint resolution. The Board has also adopted a separate Prohibition of Sexual Harassment Complaint Policy and procedures.

Dispute Resolution between the Charter School and CMO

In the event of disputes between the Charter School and the CMO, the Charter School and the CMO will follow a similar process as that described for disputes with the authorizer; that is, the parties will meet informally and describe the dispute in writing. The Voices Board will be the final arbiter of all disputes between the Charter School and the CMO.

Element 15: Public School Employer

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

Voices College-Bound Language Academies shall be the exclusive public school employer of the employees of Voices MP for purposes of the Education Employment Relations Act (“EERA”). Voices will comply with the EERA.

Element 16: Closure Protocol

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

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

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

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

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

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The CMO will ask the District to store original records of Charter School students. All records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

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

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed as soon as reasonably practical, which period is generally no more than six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the dispositions of any restricted funds received by or due to the Charter School.

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

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

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

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

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

Miscellaneous Provisions

Business Management

Under the management of the Executive Director, the Director of Finance and Operations (DFO) at the Charter Management Organization (CMO) will assume the lead responsibility for financial matters at the Charter School under the policies adopted by and oversight provided by the Board of Directors. The DFO will work closely with the Charter School's Office Manager on the day-to-day financial management needs of the Charter School.

In the area of Finance, CMO's services may include, but are not limited to:

- Budgeting
- Fiscal Planning
- Vendor Services
- Personnel and Payroll Accounts
- Accounts Payable
- Attendance Tracking Systems
- Completion and Submission of Compliance Reports
- Monitoring adherence to the charter process and laws

Financial Position

Similar to the Voices Flagship, Voices Mount Pleasant Elementary will successfully run a financially solvent organization from inception, through conservative fiscal practices. Voices Mount Pleasant Elementary will use established relationships with Focus Bank to seek and establish a line of credit ensuring that the school is proactive should the state of California incur budget cuts or have further deferrals (see Appendix F for Focus Business Bank Pre-Qualification Letter). In addition, the Charter School will seek a loan from the California School Finance Authority under its Revolving Loan Fund program to assist with start-up expenditures. An initial \$50K short-term loan will be obtained from the CMO while the school waits for the Revolving Loan Funds. Should the Revolving Loan Funds not be made available, the Charter School will borrow needed monies from the CMO at the Applicable Federal Rates at the time of the loan with a repayment schedule of 36 months.

Voices Flagship has maintained a lean administrative staff and low overhead to funnel more funds to direct instructional materials and teaching staff. Currently, Voices Flagship is projecting a fund balance of \$2.04M for the year ended June 30, 2014. Voices funding sources are diverse. The per-pupil payments from local and state sources and federal school funding programs are combined with grants and donations. Since inception, Voices has been very disciplined and conservative in its approach to financial management. This financial discipline and rigor has allowed the school to manage financially despite significant state budget cuts and deferrals. If additional state budget cuts were to occur the school's substantial fund balance would provide a cushion while Voices Flagship made necessary changes to its operating model. Additionally, Voices' has secured a \$350,000 working capital line of credit (and has no outstanding balance) from Focus Business Bank in San Jose as a vehicle to mitigate significant state funding deferrals.

Budgeting

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).

Reasonable estimations of all anticipated revenues and expenditures necessary to operate the school are based when possible on historical data from schools of similar type, size, and location.

Each spring, Voices Mount Pleasant Elementary will establish an annual budget, monthly cash flow projections, and a five-year financial projection. The Executive Director and the DFO will prepare the budget, and have the support of their CPAs. The Executive Director and the DFO will work with the Finance Committee of the Board to ensure the budget meets the programmatic needs of the school within the anticipated revenue. The annual budget will include all estimated revenues and expenditures for the year, and will also include ample reserves to accommodate cash flow challenges.

Commitment to building reserves will be a priority to mitigate the risks of unexpected increase in expenses (i.e. increased special education needs, increased insurance costs, unanticipated facility needs, unexpected staffing costs) or a decrease in revenue (including variables in revenue stream across the calendar).

The budget development process will begin in March of the preceding fiscal year, and will continue through the Governor's May revisions of the California state budget. The

budget and five-year projections will then be presented to the Voices Board of Directors for discussion and approval. A more detailed budget narrative is included in Appendix AO – Budget Narrative with budgetary highlights included as follows:

- The school will begin with 112 students in grades TK-1st, increasing enrollment annually by 56 students until it reaches capacity at approximately 504 students serving grade levels TK-8 by FY 2022/2023. It is anticipated that approximately 72% of Voices MP students qualify for free and reduced lunch and 46% will be considered English Learners qualifying for supplemental grants under the LCFF calculations.
- Estimated annual student average daily attendance will be 97%. This is more conservative than Voices Flagship's rate (98%) where the leadership team has been able to maintain a high ADA since inception.
- The Charter School will maintain adequate staffing ratios which will include approximately two teachers per grade level, supplemented with two associate teachers through 4th grade. An associate teacher will also be shared across the middle school grades. There will also be an intervention teacher, academic coach, an Educational Specialist and SPED associate teacher. Furthermore, the Charter School will have a School Principal, Office Manager, Administrative Assistant, School Site Technician and Parent Liaison and will outsource Enrichment support.
- The Charter School will receive revenue from the following sources: state and local LCFF, state lottery funds, and federal title funds (Title I, Title II, Title III). In addition, the Charter School will apply directly for charter school start-up funds under the Public Charter Schools Grant Program, and has included \$575K in funding over start-up and the first 2 years of operations in the financial model. Voices College Bound Language Academies has successfully applied for and received a start-up grant for the flagship K-8 school in San Jose. Voices College Bound Language Academies is keenly aware that the start-up funding is not guaranteed and therefore provide alternative risk mitigating solutions including; 1) Voices College-Bound Language Academies projected fund balance at the end of 2013/14 is \$2,040,000 2) Voices College-Bound Language Academies has an unsecured line of credit established with Focus Business Bank in the amount of \$350,000 with support to increase the amount with network expansion (see Schedule F) 3) Voices College-Bound Language Academies has been admitted to the Charter School Growth Fund Emerging CMO Fund. The Emerging CMO Fund provides growth capital and support to talented entrepreneurs of color as they develop networks of high-performing charter schools in under-served communities. The \$5 million fund will support approximately ten entrepreneurs

nationally between 2014 and 2016. Voices College-Bound Language Academies has been notified that they have received a \$450,000 grant award that should be finalized by October 2014. The grant proceeds have not been included in the charter petition application.

- The Charter School's financial model is extremely conservative in its revenue assumptions. The Charter School has also made expenditure inflation assumptions of approximately 2% for expenses and 2% for staffing increases, although these will be stepped based on experience and performance.
- Facility assumptions are based on the letter of intent (LOI) from National Hispanic University. The LOI is included as Appendix AO-3 and additional facility details are included in the budget narrative at Appendix AO-Budget Narrative.
- Little, if any, fundraising revenue has been included in the model. Per pupil fundraising at \$10/student has been included mainly to help cover some of the local field lessons.
- The Charter School will maintain a strong reserve position of 2.5% of annual expenditures.
- The Charter School will maintain a positive cash flow balance on a monthly and annual basis.

The accounting will be managed by the DFO at the CMO level. Under the direction of the Executive Director, all transactions will be tracked using a financial accounting software package. With the help of the external CPAs, the DFO will maintain the financial records and prepare financial reports for the Executive Director and for every meeting of the Board of Directors. These financial reports will also be provided to the school principal, to assist in ensuring that the school stays on track to meet budget targets. The Executive Director and the Treasurer of the Board of Directors will have authorization to sign all school checks, with all expenditures over \$10,000 requiring both signatures.

Please refer to Appendix AO for multi-year financial projections. The projections include:

- A first year budget (start-up year)
- A first year cash flow
- Financial projections for the first five years of operations
- Cash flow for the first three years of operations
- A budget narrative

Financial Reporting

The Flagship's Board has developed policies and procedures including employee benefits, compensation, evaluations, dispute resolution, disciplinary actions, and student information systems that will be used at Voices Mount Pleasant Elementary.

Systems for Managing Cash Flow, Purchasing, Payroll, and Audits

There will be strict policies governing internal controls. These policies will ensure that the internal control mechanisms address legal compliance, conflicts of interest, whistleblower, signature authorities, and government access to records, accounting procedures, cash management, and budget development, financial reporting, property management and procurement. The Board of Directors will adopted procedures regarding the signing of checks. The Executive Director will deliver timely monthly financial statements for the Board of Directors at each regularly scheduled Board meeting. Policies will also be created regarding the deposit of funds and investment procedures.

Attendance Accounting

The Charter School will report attendance requirements to the District in a format acceptable to the District, the County and the State. Required reports regarding daily attendance will be completed and submitted to the requesting agencies.

Payroll

Voices Mount Pleasant will contract with a private third party vendor for full payroll services: tax withholdings and other benefit expenses from paychecks, filing the relevant returns with taxing authorities, and producing end-of-year income tax forms for employees according to the California School Accounting Manual.

Budget Allocation and Vendor Selection

The Board of Directors will be responsible for approving annual budgets, with substantial input from the Executive Director. The Executive Director will develop the budget proposals and will have the latitude in determining vendor selection and how funds are best used within budget categories. The Board of Directors will be responsible for long-range financial and facilities planning. Voices will work with an outside CPA / service provider for accounting and fiscal compliance services and to ensure compliance with state financial accounting procedures. As the network continues to grow, it will bring all accounting functions in-house.

Tools Used for Tracking and Reporting Financial Matters

Voices will use an accounting software package to aid in preparing the monthly financial reports and end-of-year audits. This computer system will be maintained by the DFO with external oversight from a CPA. The DFO will prepare financial reports (a Balance Sheet, Income Statement, and Statement of Cash Flows) for the Executive Director of Voices. With assistance from the DFO the external CPA will prepare regular financial reports according to GAAP and will submit them to the District as requested - On behalf of the school, the CMO will submit required interim reports including but not limited to:

- 20 day attendance report
- Attendance reporting (P1, P2, Annual)
- Annual audit by December 15
- Unaudited financials by September 15
- Final budget no later than June 30
- Budget update by December 15 (1st interim reporting)
- Budget update by March 15 to reflect all changes (2nd interim reporting)

Voices Mount Pleasant Elementary will use a school database software package that is designed to integrate the tracking of student data, aligned to the state reporting requirements, attendance and student demographics and grading and instructional information.

Insurance

Voices Mount Pleasant Elementary will retain standard insurance policies such as board error and omissions, workers compensation and general liability. Furthermore, Voices will acquire any other insurance policies as necessary to responsibly run a successful school. The California Charter Schools Association joint powers association provided the insurance quote included in the financial model submitted for a growing charter school. (Voices Mt. Pleasant).

Impact on Charter Authorizer

Administrative Services

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

The Charter School is constituted as a California Public Benefit (“nonprofit”) Corporation and is governed by a board of directors as described in the Charter School’s charter. The Principal enjoys lead responsibility for administering the Charter School under policies adopted by the Board. Voices provides or procures most of its own administrative services independent of the District. These include financial management, personnel, and instructional programs development. The Charter School may purchase some services from the District (e.g. special education programs, food service, etc.), if the District and Charter School are mutually interested. The Charter School will define the specific terms and cost for these services in an annual operational agreement (or memorandum of understanding).

Voices Mount Pleasant Elementary will minimize its impact on the District. The District has the right to monitor Voices Mount Pleasant Elementary in any manner permitted by law, including site visits and reviews of documents. The following impacts are restated here for clarity.

1. Enrollment. Voices Mount Pleasant Elementary will seek to recruit and enroll up to 504 students in grades TK-8. The Charter School expects that many of these students live within MPESD boundaries.
2. District Services. Voices Mount Pleasant Elementary will meet with the District to discuss any services to be provided by District and the terms and conditions of the provision of such services. All such services would be sought on a fee-for-service basis. If the District is unable to provide any such services, or if Voices Mount Pleasant Elementary chooses not to purchase any services from the District, the Charter School will continue to operate and will not be hampered in meeting the goals and objectives of this charter.
3. Financial benefits. A supervisory fee of 1% of public funds, excluding funds secured by the charter school on its own behalf and restricted funds designated solely for specific purposes, is eligible for collection by the district for actual costs of oversight. This is based on the assumption that the District does not provide substantially rent free facilities to the Charter School. The operating budget reflects the maximum 1% allocation towards the District.

4. Facilities. Voices has provided a LOI between Voices Mt. Pleasant and NHU as the facility options reflected in the charter budget.
5. The Charter School shall be its own local education agency (“LEA”) and will apply directly for membership in a Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). The Charter School LEA intends to apply to become a member of the Sonoma County Charter SELPA. The Charter School will provide related services (e.g. speech, occupational therapy, adapted P.E., nursing, transportation, etc.) by hiring credentialed and/or licensed employees, providers through private agencies, or independent contractors. The Charter School will be responsible for the hiring, training, and employment of site or itinerant staff and agencies necessary to provide special education services to its students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists. The Charter School will abide by all caseloads applicable to charter schools. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements.
6. Legal Structure. The charter will be held by Voices College-Bound Language Academies, an independent non-profit corporation registered in the State of California. The operation of Voices Mount Pleasant Elementary will be contracted out to the CMO, which will be governed by a local board of directors.
7. Liability and Indemnity. Voices Mount Pleasant does not expect the District to assume any debt on behalf of the school. The school will have in force its own liability insurance and hold harmless and indemnify the District from all liabilities.

Facilities

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

The charter school is in negotiations with National Hispanic University to locate the school at the NHU campus at 14271 Story Road in San Jose. The LOI from NHU is included as Appendix AO-3.

The Charter School wishes to locate in an attendance area of a school that is in Program Improvement (PI) Year 3, 4, or 5, and has an Academic Performance Index (API) decile 1 or 2 and is in the Mount Pleasant Elementary District. The Charter School should be located on a single site or facility and be able to house all Voices students as enrollment grows year over year, and be located in a central location within walking distance of

several low SES neighborhoods in east San Jose and Mount Pleasant Elementary District. It is anticipated Voices’ facilities would be built out over a number of years to include ideal end-state components:

Facility Component	Requirement Description
Technology Infrastructure	Should support a state- of the art wireless computer network and its associated infrastructure (e.g. servers, routers, printers, electrical outlets, ample wired/wireless network access, etc.) and media hardware (overhead projection, screens, etc.). Network bandwidth should be able to support all authorized users without restriction.
Offices/Reception	Offices available for school administrative staff, and reception area to greet guests.
Staff lounge	A staff room set up to allow for staff breaks and meals
Restrooms	Sufficient restrooms to meet the needs of staff and students.
Learning Center	A room for intervention and pull out services. Office(s) needed for 1:1 assessment, counseling and instruction of special needs and intervention students.
Food Service Area/multipurpose room	Kitchen and food distribution facilities set-up to prepare, distribute, and consume breakfast and lunch for students. A space for formal and informal gatherings and presentations. A flexible space that can be deployed for school-wide Plaza meetings, exhibitions, events, and performances.
Playground(s)	Playground (s) needed for the appropriate grade/age spans.
Classrooms	A classroom for each class that is the appropriate space for the grade level/age and cooperative learning clustering.

The Voices Mt. Pleasant NHU Campus is an appropriate private facilities within the District’s boundaries and Voices shall ensure that prior to commencement of operations such facilities shall comply with the Federal Americans with Disabilities Act (ADA) requirements, local building and zoning ordinances and that the school has obtained permits under local ordinances for operating a school in such facilities. The school will maintain readily accessible records documenting such compliance on file at the main office. A contingency plan will be to find other suitable private or Prop 39 facilities.

Transportation

Voices will not provide transportation for students from home to school or school to home except in order to comply with the American with Disabilities Act and the Individuals with Disabilities in Education Act (IDEIA). *Education Code Section 47610.*

Transportation for extracurricular activities, such as field trips, will be contracted with either the district or a licensed contractor.

School Meals

The Charter School intends to provide meals to our students and will contract with a vendor to provide the food service. The Charter School will also contract with a FSA which shall comply with all Federal and State regulations regarding the National School Lunch Program. The specific Charter School and FSA responsibilities and roles will be delineated in an MOU with the FSA.

Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).

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

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

Further, the Charter School and the District shall enter into a memorandum of understanding, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will

purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

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

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

Supervisory Oversight Fees and Responsibilities

The District is required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendments and renewal requests.

Inspection of Charter School

The MPESD school District may inspect or observe any part of Voices at any time with a 24 hour notice in order to limit school disruptions, with the exception of urgent and emergency situations.

Miscellaneous Clauses

Material Revisions

Any material revisions to this charter shall be, made by the mutual agreement of the governing boards of the charter school and the charter-granting agency. Material revisions shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605.

Severability

The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the MPESD and the governing board of the Charter School. The district and school agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

Notices

All notices required or permitted by this petition shall be in writing and shall be either hand delivered, sent by facsimile, sent by US mail, postage prepaid, addresses as set forth on the signature page hereof. 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.

To Voices College-Bound Language Academy at:

Voices College-Bound Language Academy

Attn: Frances Teso

4075 Sacramento Ave.

San Jose, CA 95111

fteso@voicescharterschool.com

To the District at:

Mount Pleasant Elementary School District

Attn: Mariann Engle, Superintendent

3434 Marten Ave

San Jose, CA 95148

Conclusion

In approving this charter, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petioners are eager to work independently, yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, the Petioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal a five year term from July 1, 2015 through June 30, 2020.

Upon granting of the charter, the petitioner will provide a written notice of the approval and a copy of the petition to the California Department of Education and State Board of Education (Education Code 47605 (3)(i).



4075 Sacramento Ave.

San Jose, CA 95111

Phone: (408) 361-1960

Fax: (408) 361-1979

December 18, 2014

To Whom It May Concern:

On December 10, 2014 the Mt. Pleasant Elementary School District (MPESD) Board voted unanimously to deny the Voices College-Bound Language Academy at Mt. Pleasant petition for a charter school. As the Lead Petitioner for Voices College-Bound Language Academy at Mt. Pleasant, I am submitting all appeal materials except the minutes from the MPESD. Due to the holidays and board meeting schedules, there is a delay in the availability of approved board minutes documenting the denial of the Voices petition. We are submitting this appeal prior to the receipt of the minutes because delaying the appeal would put us at risk of not proceeding through the appeal process in time for a fall 2015 start date. Once the MPESD board approved minutes are available, we will immediately submit them to the Santa Clara County Office of Education: Office of Innovate Schools.

Sincerely,

Frances Teso, Lead Petitioner
408-361-1961

MOUNT PLEASANT ELEMENTARY SCHOOL DISTRICT

VOICES COLLEGE-BOUND LANGUAGE ACADEMY CHARTER PETITION

STAFF REPORT

December 10, 2014

I. BACKGROUND

On or about October 8, 2014, the Mount Pleasant Elementary School District ("District") Board of Trustees ("Board") received a charter petition to establish Voices College-Bound Language Academy ("Voices" or "Charter School") within the boundaries of the District. The Petition was submitted by Petitioners on behalf of the Voices College-Bound Language Academies, a California nonprofit public benefit corporation that currently operates a Voices campus under the oversight authority of the Franklin-McKinley School District and a Voices charter school that was just recently authorized by the Santa Clara County Board of Education.

Through this Petition, Petitioners seek to establish a K-8 dual language program in English and Spanish. The Charter School intends on providing 80% of instruction in Spanish in Kindergarten and increasing English language instruction by 10% every school year until a 50:50 equilibrium is reached by the third grade, and will maintain the 50:50 English-Spanish language balance until the 8th grade. Petitioners seek to enroll 112 students in Transitional Kindergarten, Kindergarten, and first grade, and to add one grade level per year until the eighth grade, when the Charter School projects to enroll 504 students. The Charter School seeks a five year term from July 1, 2015 through June 30, 2020.

The Board, within 30 days of receiving a charter petition, must "hold a public hearing on the provisions of the charter, at which time the governing board of the school district shall consider the level of support for the petition by teachers employed by the district, other employees of the district, and parents." (Ed. Code, § 47605(b).) A public hearing was held on November 12, 2014. The Board must "either grant or deny the charter within 60 days of receipt of the petition." (Ed. Code, § 47605, subd. (b).) Accordingly, the Board must act on the Petition during its **December 10, 2014** meeting.

The Charter Schools Act of 1992 ("Act") permits school districts to grant charter petitions, authorizing the operation of charter schools within their geographic boundaries. (Ed. Code, § 47600, et seq.) In enacting the Act, the California Legislature intended for teachers, parents, and community members to establish charter schools in order to, among other things, increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving, encourage the use of different and innovative teaching methods and programs, and provide new professional opportunities for teachers as well as expanded choice in the types of educational opportunities for parents and students. (Ed. Code, § 47601.)

Charter schools are established through submission of a petition by proponents of the charter school to the governing board of a public educational agency, usually a school district, and approval of the petition by the school district. The governing board must grant a charter "if it is satisfied that granting the charter is consistent with sound educational practice." (Ed. Code, § 47605, subd. (b).) Nevertheless, a governing board may deny a

petition for the establishment of a charter school if it finds that the particular petition fails to meet enumerated statutory criteria and it adopts written findings in support of its decision to deny the charter. (*Ibid.*) Once authorized, charter schools “are part of the public school system,” but “operate independently from the existing school district structure.” (Ed. Code, §§ 47615(a)(1) and 47601.)

If the Board grants the Petition, Voices will become a separate legal entity. Under Education Code section 47605, subdivision (j)(1), if the Board denies the Petition, then Petitioners may appeal that denial to the Santa Clara County Board of Education (“SCCBOE”). If SCCBOE grants the charter, it becomes the supervisory agency over the Charter School. If the county denies the Petition, then Petitioners may appeal to the State Board of Education (“SBE”). (Ed. Code, §47605(j)(1).)

II. REVIEW OF THE PETITION

A team of District staff, with the assistance of legal counsel, conducted a full review and evaluation of the Petition. Education Code section 47605, subdivision (b), sets forth the following guidelines for governing boards to consider in reviewing charter petitions:

- The chartering authority shall be guided by the intent of the Legislature that charter schools are, and should become an integral part of the California educational system and that establishment of charter schools should be encouraged.
- A school district governing board shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice.
- The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:
 - (1) *The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.*
 - (2) *The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.*
 - (3) *The petition does not contain the number of signatures required by statute.*
 - (4) *The petition does not contain an affirmation of each of the conditions required by statute.*
 - (5) *The petition does not contain reasonably comprehensive descriptions of the required elements of a charter petition.*

In addition to the above, staff’s review and analysis of the Petition was guided by the legislative intent set forth in Education Code section 47601 and by the regulations promulgated for SBE’s evaluation of its own charter petition submissions (Cal. Code Regs., tit. 5, section 11967.5.1) (“Regulations”). Although these Regulations are not binding on a school district’s review of charter petitions, they are helpful guidance. Where relevant, the

content of the Education Code and Regulations is stated or paraphrased with respect to each area in which staff has identified deficiencies.

III. STAFF RECOMMENDATION

Based upon its comprehensive review and analysis of the Petition, staff recommends that the Petition be **denied**. This Staff Report contains staff's analysis of the Petition, and the written findings supporting staff's recommendation. Accordingly, staff also recommends that the Board adopt this Staff Report as its written findings in support of its denial.

The following reasons justify denial of the Petition:

- **The Petition does not contain the number of signatures required by Education Code section 47605, subdivision (a);**
- **The Petitioners are demonstrably unlikely to successfully implement the program presented in the Petition; and**
- **The Petition fails to provide a reasonably comprehensive description of all required elements of a charter petition.**

More specific findings with regard to each basis for denial are described under Section IV in the enumerated paragraphs below.

IV. FINDINGS IN SUPPORT OF DENIAL

Staff's evaluation and analysis of the Petition have resulted in the following findings:

A. The Petition Does Not Satisfy The Petition Signature Requirement Pursuant To Education Code Section 47605(b)(3)

Education Code section 47605, subdivision (a)(1) sets forth the signature requirement for charter petitions proposing to establish a charter school. Specifically, section 47605, subdivision (a)(1)(B) states that the petition must be "signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation." Section 47605, subdivision (a)(3) continues: "A petition shall include a prominent statement that a signature on the petition means that the parent or legal guardian is meaningfully interested in having his or her child or ward attend the charter school, or in the case of a teacher's signature, means that the teacher is meaningfully interested in teaching at the charter school."

Staff finds that the Petition does not satisfy the signature requirement pursuant to Education Code section 47605(b)(3). Petitioners include the signatures from 12 teachers to support their Petition. (Exh. E.) However, upon close review of the teacher-signatories, staff finds that all 12 signatures come from these teachers who currently teach at the Voices charter school operating within the Franklin-McKinley School District according to their website. Therefore, the Petition raises serious doubts as to whether the 12 teacher-signatories here are genuinely and "meaningfully interested" in teaching at this proposed Voices charter school, as such "meaningful interest" would require the departure of the 12 teachers from the Franklin-McKinley Voices charter school and undermine their existing program. Accordingly, Petitioners have not persuasively demonstrated adequate meaningful interest from teachers as required by law to meet the petition signature requirement of Education Code section 47605(b)(3).

B. Petitioners Are Demonstrably Unlikely To Successfully Implement The Program Pursuant To Education Code Section 47605(b)(2)

The Education Code requires Petitioners to show they are demonstrably likely to successfully implement the program set forth in the Petition. (Ed. Code, § 47605, subd. (b)(2).) The Regulations also require consideration of whether a petition has presented a realistic financial and operational plan, including the areas of administrative services, financial administration, insurance and facilities. (Regulations, § 11967.5.1, subds. (c)(1) and (c)(3).) In the area of administrative services, the charter or supporting documents must adequately describe: the structure for providing administrative services, accounting and payroll that reflects an understanding of school business practices and expertise to carry out the necessary administrative services, or a reasonable plan and time line to develop and assemble such practices and expertise. (Regulations, § 11967.5.1, subds. (c)(3)(A)(1).) For any contract services, the Regulations require a description of the criteria for the selection of a contractor or contractors that demonstrate necessary expertise and the procedure for selection of the contractor or contractors. (Regulations, § 11967.5.1, subds. (c)(3)(A)(2).)

Under section 11967.5.1(c)(3)(B), an unrealistic financial and operational plan for the proposed charter exists when the charter or supporting documents do not adequately include: a) At a minimum, the first year operational budget, start-up costs, and cash flow, and financial projections for the first three years; b) include in the operational budget reasonable estimates of all anticipated revenues and expenditures necessary to operate the school including, but not limited to, special education, based, when possible, on historical data from schools or school districts of similar type, size, and location; c) include budget notes that clearly describe assumptions on revenue estimates, including, but not limited to, the basis for average daily attendance estimates and staffing levels; and d) present a budget that in its totality appears viable and over a period of no less than two years of operations provides for the amassing of a reserve equivalent to that required by law for a school district of similar size to the proposed charter school. Education Code section 47605, subdivision (g), and Regulations, section 11967.5.1(c)(3)(B) also require Petitioners "to provide financial statements that include a proposed first year operational budget, including start-up costs, and cash flow, and financial projections for the first three years of operation."

Under section 11967.5.1, subdivision (c)(3)(C), the Regulations require, in the area of insurance, for the charter and supporting documents to adequately provide for the acquisition of and budgeting for general liability, workers compensation, and other necessary insurance of the type and in the amounts required for an enterprise of similar purpose and circumstance.

Finally, under section 11967.5.1, subdivision (c)(3)(D), the Regulations require, in the area of facilities, for the charter and supporting documents to adequately: describe the types and potential location of facilities needed to operate the size and scope of educational program proposed in the charter; in the event a specific facility has not been secured, provide evidence of the type and projected cost of the facilities that may be available in the location of the proposed charter school; and reflect reasonable costs for the acquisition or leasing of facilities to house the charter school, taking into account the facilities the charter school may be allocated under the provisions of Education Code section 47614.

Based on the following enumerated findings, staff concludes Petitioners are demonstrably unlikely to successfully implement the program set forth in the Petition:

1. Educational Program

The Petition raises significant concerns regarding the Charter School's educational program. The Petition lists various educational philosophies and strategies in broad terms to support its dual language program. For example, the Petition states that it will apply the following "research-based pedagogical principles": state standards-based, multilingual, cognitive, developmental, rigor, critical thinking, reflective, authentic, collaborative, recursive, transformational, development of character, culturally responsive practices, and parent and community involvement. (p. 9-10.) However, the Petition does not adequately explain exactly how the Charter School will ensure the application of these principles in the unique context of a dual language classroom.

Additionally, the Petition does not provide a reasonably comprehensive description of the curriculum to be used by the Charter School to implement the educational program. The Petition sets forth general pedagogical philosophies and strategies for instruction, but does not adequately describe the instructional materials and/or texts to be used by the Charter School to support the dual immersion program. For example, it appears that the Charter School will rely upon teachers to engage in backwards mapping as a means of developing the curriculum. However, the Petition only provides one sample backwards map for the fourth grade only, which merely consists of a listing of content standards and does not identify any instructional materials or other curricula. (Exh. R.) The Petition also includes a sample rubric, sample unit, sample pacing guide, and sample advisory scope and sequence, but does not otherwise explain exactly how its teachers will integrate these various elements in a dual language classroom context.

The Petition also raises concerns about students entering the charter program after Kindergarten. Of specific concern is the failure by the Petition to address situations where students enter with less than 5 to 7 years of enrollment eligibility at the Charter School, since current research shows that students require 5 to 7 years for language assimilation, and the lack of description of any plan to ensure that these students will obtain the requisite skills to prepare them for subsequent grade levels.

Although the Petition seeks to replicate the dual immersion program from the Franklin-McKinley Voices charter school, the Voices program has not been identified as one of the 257 dual language schools in the California network. Moreover, Voices has not been identified by the Center for Applied Linguistics as one of its 1,200 schools in its national network. Of concern to the District is the fact that the Association of Two-Way & Dual Language Education ("ATDLE"), a national and state organization that leads dual language and two-way program implementation in both public and charter schools, recently expressed its disapproval to the Santa Clara County Board of Education of the Voices dual language proposal, which was previously denied by the Morgan Hill Unified School District. Specifically, the ATDLE cited to the fact that Voices program does not adhere to the multitude of seminal research studies on dual language education, fails to demonstrate the development of the target language in their students, and lacks the basic understanding on how to implement a dual language program option that develops high levels of bilingualism and bi-literacy for all their students.

2. Potential Discriminatory Impact

In accordance with Education Code section 47605(d)(1), the Petition provides an affirmation and assurance that "the Charter School shall not discriminate on the basis of the characteristics listed in Education Code 220," which includes race or ethnicity. (p. xiii.) The

Petition raises concerns about the Charter School's ability to comply with this mandatory assurance, and to remain nondiscriminatory in its enrollment practices. Specifically, several areas of the Petition make express references to prioritizing and targeting the Charter School for specific ethnic populations. For example, under the "Need for Voices MP" narrative, the Petition expressly states that "[a]lthough Voices MP will be open to any student, we are committed to providing educational opportunities and choice to those students who are underachieving in the Mount Pleasant Elementary District and surrounding areas (e.g., *Hispanic students*, students from disadvantaged socio-economic backgrounds, students with disabilities, and English-language learners)." (p. 5.) (Emphasis added.) The "Need for Voices" narrative makes further express references to statistical data regarding Latinos in particular, such as the percentage of Latino young adults who believe that college education is important for success, the percentage of Latino youth in the United States who are foreign-born, and the percentage of Latinos who believe that a college degree is important for getting ahead in life.

The Petition also states that the Charter School will collaborate with the Center for Latino Education and Innovation ("CLEI") of the National Hispanic University ("NHU"). (p. x.) According to the Petition, the formation and purpose of the Charter School appears to be dependent upon and to have been heavily influenced by Petitioners' relationship with CLEI and NHU. In fact, NHU sought "to pursue a school in the Mount Pleasant School District of San Jose that would be part of its 'cradle to college' initiative, now called the Center for Latino Education and Innovation" and invited Petitioners "to establishing a school on the NHU campus." (p. x.) While the partnership with an outside entity is not in itself concerning, the District has significant concerns about the Charter School's ability to maintain the partnership and comply with its mandatory assurances. According to the Petition, "[t]he vision of the Center is to integrate research, policy, teaching and learning to holistically address the *Latino* educational crisis and to provide solutions that will transform the education of *Latino* students that are replicable nationwide. We strive to successfully shatter the achievement gap for *Latinos* in this country...CLEI will research, support, and encourage Hispanic parents to fully participate and engage as leaders in their children's education." (p. xi-xii.) (Emphasis added.)

While the District recognizes the correlation of pupil subgroups with other factors, such as disadvantaged socio-economic status and certain racial groups, the prominent focus of the Charter School and its partnership with the CLEI on assisting Latino students in particular places it at high risk of conflicting with the Petition's nondiscriminatory assurance. Indeed, the Petition is highly suggestive of the Charter School's intent to advance the specific needs of Latino students in particular, which raises significant concerns about the Charter School's ability to fulfill its stated mission without discrimination, especially in the area of admissions and enrollment. Thus, the Petition describes a program that, by the nature of the Charter School's collaboration with CLEI, proposed location at NHU, and stated philosophical concerns and goals, is at high risk of violating the Petition's nondiscrimination provision.

3. Parent Participation

According to the Petition, parents of students enrolled at the Charter School are required to sign a parent agreement. (p. 110, Exh. AN.) The agreement states that "all parents must carefully read and sign the following agreement," which sets forth various parent requirements such as an agreement "to attend parent-teacher conferences [or] other functions and appointments that relate to my child's education," "to always act in a professional manner when speaking with someone at Voices College-Bound Language Academy," and "to attend most school-wide activities each year." (Exh. AN.) Moreover, in addition to the "required" parent requirements, the Petition sets forth "encouraged" parent

participation opportunities, such as tutoring, homework center, classroom volunteer, family field trips, and eighth grade exit interview teams. (p. 110.) Additionally, the Petition states that “every parent is able to be involved at different levels due to individual-specific family, work, cultural reasons and even health issues” and “every attempt will be made to accommodate parents to allow them to participate *in some capacity* at the Charter School according to their schedules and interests.” (p. 111.) (Emphasis added.)

These various provisions regarding the expectation for parent participation, when taken together, amounts to an impermissible parent participation requirement, or at the very least, places the Charter School at high risk of violating the free public school guarantee as provided by law. Even though the Petition recognizes no parent involvement plan shall require mandatory service from parents, such recognition is rendered meaningless as the Charter School will require parents to sign a parent agreement and maintains an expectation that “every parent is able to be involved” and every attempt will be made to allow parents to participate “in some capacity.” The parent participation requirement, therefore, constitutes an impermissible form of tuition, contravenes the requirement that public education be provided free of charge, and violates state law. Specifically, Education Code section 49011 prohibits all public schools, including charter schools, from providing privileges relating to educational activities in exchange for services from a pupil’s parents or guardians, removing privileges relating to educational activities, or otherwise discriminating against a pupil if the pupil’s parents or guardians do not provide services to the school. (Ed. Code, § 49011, subd. (b); CDE Fiscal Management Advisory 12-02, April 24, 2013.)

The Petition does not realistically account for the possibility that not all parents/families have the time and resources to volunteer their services. Many parents of lower socio-economic status are unable to provide the participation expected by the Petitioners, which may effectively act as a barrier to entry for those students whose parents cannot afford to volunteer their time. Accordingly, the parent participation requirement may also have a discriminatory impact by serving as a barrier to meeting the racial and ethnic balance that Petitioners are required to achieve. (Ed. Code, § 47605, subd. (b)(5)(G).)

4. Governance

Petitioners are unlikely to successfully implement their program as a result of the Charter School’s flawed governance structure. According to the Petition, the Charter School is to be operated by a California non-profit public benefit corporation, Voices College-Bound Language Academies, and its governing board. Currently, the corporation operates a Voices charter school within the Franklin-McKinley School District and was recently authorized to operate another Voices campus under the oversight authority of the Santa Clara County Board of Education. (p. 99.) Accordingly, the Charter School’s governing board is centralized and operates at a corporate level as it maintains multiples campuses under the oversight authority of other entities, and any other campuses that the corporation seeks to open in the future.

However, the Petition does not account for the fact that corporate-level personnel will have conflicts between their currently existing schools and the proposed Charter School on such critical matters as budgeting, financing, staffing, allocation of resources, and other important operations. Indeed, the Petition does not provide safeguards to protect the proposed site, such as procedures against the commingling of funds, especially since the Petition makes numerous references to the fiscal accomplishments of its Franklin-McKinley campus such as the maintenance of strong reserves every year, securing of working capital line of credit, and the awarding of various grants. (p. ix.) As proposed, the governance structure makes it impossible for board members to act in the best interests of the proposed

campus if and when conflicts with the other Voices campuses arise. Indeed, according to the Petition, one of the board members has two children currently attending the Franklin-McKinley Voices charter school. (p. 106.)

Moreover, the governance structure does not require or ensure representation on the board or the School Advisory Committee (“SAC”) from the Mt. Pleasant community because it operates at the corporate level. In effect, the governance structure allows for the Charter School’s governing board to be comprised of members who do not come from the Mt. Pleasant community and do not understand its needs. Without assured active representation on the board from the Mt. Pleasant community, and without any safeguards ensuring that board members will act in the best interest of the Charter School, the governance structure places the proposed site in a precarious and untenable position, and therefore Petitioners are unlikely to successfully implement their program.

5. Qualifications

The Petition does not set forth the appropriate qualifications for the Charter School principal. According to the Petition, “charter school experience, English/Spanish bilingualism, an MA, and Tier II Administrative Credential are *desirable* qualifications,” not mandatory. (p. 115.) The Petition allows for the possibility that the Charter School may hire an individual with no prior charter school experience and with no Spanish language skills to operate and serve as the day-to-day administrator of a Spanish-English dual language charter school. Accordingly, the lack of proper qualifications of the lead administrator raises significant doubts as to the Charter School’s successful implementation of its program.

6. Staffing

As further detailed above, Petitioners include the signatures of only 12 teachers, all of whom currently teach at the already-existing Voices charter school within the Franklin-McKinley School District. As a result, the proposal raises doubts regarding whether the 12 teacher-signatories are meaningfully interested in teaching at the proposed Mt. Pleasant campus, and therefore indicates potential problems and difficulties relating to the proper staffing of the Charter School’s dual immersion program.

7. Racial and Ethnic Balance

The Voices charter school at Franklin-McKinley does not achieve a racial and ethnic balance that is reflective of the general population of the Franklin-McKinley School District. According to the California Department of Education, the Franklin-McKinley School District has Hispanic, Asian, African American and White student populations of approximately 61.3%, 30.1%, 1.8%, and 1.5%, respectively. However, the Voices charter school in Franklin-McKinley has percentages of approximately 90.6%, 2.5%, 3%, and 1%, respectively, of the same pupil subgroups. Accordingly, Voices at Franklin-McKinley is significantly overrepresented in Hispanic students and significantly underrepresented in Asian students, and therefore does not achieve a racial and ethnic balance representative of its authorizing agency.

Based upon the Voices philosophy and educational program, the District expects for the proposed Charter School to attract similar percentages of student subgroups as those of its already-existing counterpart. Although the District maintains a Hispanic student population of approximately 71% and Asian student population of 13.5%, the District expects that the Charter School will again maintain a racial and ethnic imbalance with its student population,

with Hispanic students being overrepresented and Asian students being underrepresented, and fail to achieve a racial demographic reflective of the District as required by law.

8. Innovative Program

The Charter Schools Act was intended to “increase learning opportunities” and “encourage the use of different and innovative teaching methods and programs.” (Ed. Code, § 47601.) However, the Charter School’s proposal is not unique or innovative. The Petition does not offer any program that the District does not already provide. Specifically, the District has, under its oversight authority, Ida Jew Academies Charter School, which currently offers a dual language program. Accordingly, the proposed educational program is not innovative for the purposes of satisfying the legislative intent behind the Charter Schools Act.

9. Budget

a. Revenue

The Petition states that the Charter School will anticipate approximately 72% of Voices students at the proposed District campus will qualify for free and reduced price lunch for the purposes of qualifying for supplemental grants under the Local Control Funding Formula (“LCFF”). The Budget’s LCFF assumptions worksheet also reflects a 72% free and reduced price lunch assumption. However, the Petition appears to overestimate this figure. According to the California Department of Education, the District has a free and reduced price meal population rate of 66.3%, and Santa Clara County has a rate of only 38.9%. Because admission to the Charter School will likely be dictated by the lottery, based upon Petitioners’ unsubstantiated claim that a waiting list of over 500 students currently exists, the proposed revenue calculation raises concerns about the Charter School’s ability to reach its free and reduced price lunch target for the purposes of generating supplemental grant revenue.

The Budget also relies upon the receipt of \$575,000 from the Public Charter Schools Grant Program (“PCSGP”). The PCSGP is a federal grant that is administered by the California Department of Education (“CDE”) to assist in the development of charter schools. These funds are restricted for use in planning, program design, and initial implementation of the school, and cannot be used for operational expenses. All expenditures must be approved and must demonstrate that they support achievement of the approved grant work plan, or else the funding must be returned. The current PCSGP has a 5-year grant cycle ending in July 2015. The CDE plans to apply for a one-year extension, but there is uncertainty surrounding the on-going funding of this grant beyond 2015. CDE has indicated that there is funding available that can be disseminated to authorized charters through the end of this fiscal year, provided that all grant requirements have been met, and the awards dispersed by year-end would not exceed the year-one allocation on the grant award letter. According to the CDE, charter schools with term dates beginning on or after July 1, 2015 will not be eligible for the last and final round of the PCSGP grant. Because the Charter School proposes that its charter term begin on July 1, 2015, Voices will not be eligible for receive PCSGP funding.

b. Expenses

The proposed Budget includes certain expenses that appear understated. For example, the Budget accounts no money for legal expenses for the entire charter term, and no money for travel and conferences, despite the fact that the budget narrative states “the budget includes estimates for conference and travel costs” for professional development. (Budget

Narrative, p. 6.) This is especially concerning given that the Petition promises to provide teachers with “external professional development” to assist students reach English language proficiency. (p. 53.) Other expenses appear wholly inaccurate, such as \$31,351 for telephone costs for the first year of operation.

In addition, personnel costs comprise of approximately 50% of the Charter School’s total expenditures. However, the Petition only provides its staffing figures at *full* enrollment (Budget Narrative, p. 4), and does not provide a detailed staffing breakdown per school year, along with corresponding salaries. Accordingly, it is impossible to verify whether the salaries and statutory benefits, which comprise the largest component of the Charter School’s budget, are adequate to maintain a fiscally viable enterprise. In addition to the fact that the Petition states “[r]esponsibilities are subject to change at any time” and “a single individual may assume the responsibilities of more than one position, or staff may be shared between Voices MP and Voices Flagship, especially during the Charter School’s early years” (p. 114), the Petition and the lack of adequate staffing information in the proposed budget reflects that the Charter School’s staffing figures are fluid, and the Charter School does not currently have a defined staffing plan for at least its first several years of operation. Accordingly, the projected expenses for the Charter School are in flux and do not appear to reflect an accurate estimate of the Charter School’s expenditures.

c. Salaries

The job description for the classroom teacher states that the position will pay a “highly competitive salary.” (Exh. AJ.) This is, however, unsupported by the Budget. According to the Budget Assumption worksheet, the Budget assumes the employment of 6 teachers for the 2015-16 school year. Assuming that these 6 teachers also include the special education teacher, which is not made clear from the Petition or the Budget, the sum of the combined teachers’ salaries and the special education teacher salary (Object 1100) for the 2015-16 school year is \$288,609. Accordingly, the Charter School’s average teacher salary is approximately \$48,101, which is not competitive with the average teacher salaries of the District. According to the District’s certificated salary schedule, teachers at the lowest range (AB-30) at step 1 earn \$49,097 and teachers at the highest range (AB-75) at step 1 earn \$55,557. Moreover, these District salaries do not take into account \$1,200 for holding a BCLAD credential, which is required by the Charter School for its dual language program, and \$1,200 for holding special education certification. Accordingly, the Petition raises significant concerns about the Charter School’s ability to competitively attract, recruit, and retain qualified instructional staff with low turnover, especially in light of the fact that the Charter School requires its teachers to have specialized bilingual skills.

The Charter School principal salary is also uncompetitive. The proposed Budget allocates \$71,400 per year for the Charter School principal. However, according to the District’s management salary schedule, the District allocates \$97,313 at step 1 for its elementary school principals and \$98,934 at step 1 for its middle school principals. Salaries for other personnel are also understated. For example, the Budget indicates that the Charter School seeks to employ a special education teacher at only \$23,727, despite the fact that the Charter School seeks to become its own local education agency (“LEA”) and will be responsible for the provision of special education services, and classified support salaries at only \$18,770.

Additionally, the ratio of Charter School employee salary and benefits to total expenses is disproportionate and reflects that employee compensation is understated. According to the budget, personnel costs (e.g., certificated salaries, classified salaries, and employee benefits) comprise of only approximately 50% of the Charter School’s total expenditures

during the 2015-16 school year, and dropping to approximately 48.5% by 2019-20, which is below the industry standard.

d. Unsubstantiated Growth

For the current 2014-15 school year, the Voices charter school in Franklin McKinley is at its full K-8 configuration. In November 2014, the Santa Clara County Board of Education approved another Voices charter school, which was previously denied by the Morgan Hill Unified School District. The proposed Voices charter school here seeks to enroll 112 students during its first year of operation and grow, by adding one grade level per year, to upwards of 500 students in grades K-8. The Petition does not provide any quantifiable evidence or other adequate documentation to persuasively support this level of expansion, especially within the confines of the San Jose area and in light of the highly-specialized nature of the educational program being offered. Petitioners are assuming an enrollment trajectory that will place them on pace to grow to the size of a traditional public school. However, this growth trajectory is premised upon a rate of growth that assumes the ability to backfill attrition at a 100% rate. Such an assumption cannot be made with a language immersion program, where attrition can only be backfilled at the higher grades with students possessing the requisite language skills to enter an immersion program mid-stream. Moreover, the growth trajectory upon which the Charter School's financial plan is based, which assumes that not only will the Charter School be able to backfill attrition at 100%, but will also grow by approximately 50-60 students per year, is unpersuasive and not realistic.

Additionally, this unsubstantiated growth projection raises significant concerns about the Charter School's ability to remain fiscally viable, especially in light of the fact that the Petition does not present an educational program that is substantially different or "innovative" than what is already offered by the Ida Jew Academies Charter School. Moreover, as reflected by the inadequate number of teachers who are "meaningfully interested" in teaching at the proposed campus, even if the Charter School were to attract the numbers of students promised by the instant proposal, the Petition raises significant concerns about the Charter School's ability to attract adequate numbers of teachers with the requisite language skill sets to sustain and maintain upwards of 500 students at the proposed site.

C. The Petition Fails To Provide A Reasonably Comprehensive Description Of All Required Elements Of A Charter Petition

Education Code section 47605, subdivision (b)(5)(A-P), requires a charter petition to include reasonably comprehensive descriptions of numerous elements of the proposed charter school. The Regulations require the "reasonably comprehensive" descriptions required by Education Code section 47605(b)(5) to include, but not be limited to, information that:

- 1) Is substantive and is not, for example, a listing of topics with little elaboration.
- 2) For elements that have multiple aspects, addresses essentially all aspects of the elements, not just selected aspects.
- 3) Is specific to the charter petition being proposed, not to charter schools or charter petitions generally.
- 4) Describes, as applicable among the different elements, how the charter school will:
 - a. Improve pupil learning.
 - b. Increase learning opportunities for its pupils, particularly pupils who have been identified as academically low achieving.

- c. Provide parents, guardians, and pupils with expanded educational opportunities.
- d. Hold itself accountable for measurable, performance-based pupil outcomes.
- e. Provide vigorous competition with other public school options available to parents, guardians, and students.

(Regulations, § 11967.5.1, subd. (g).) Staff finds that the Petition does not provide reasonably comprehensive descriptions of many of the required elements as described below.

Element 1 – Educational Philosophy and Program

The Education Code and Regulations provide various factors for considering whether a charter petition provides a reasonably comprehensive description of the educational program of the school, including, but not limited to, a description of the following: the charter school’s target student population, including, at a minimum, grade levels, approximate numbers of pupils, and specific educational interests, backgrounds, or challenges; the charter school’s mission statement with which all elements and programs of the school are in alignment and which conveys the petitioners’ definition of an educated person in the 21st century, belief of how learning best occurs, and goals consistent with enabling pupils to become or remain self-motivated, competent, and lifelong learners; the instructional approach of the charter school; the basic learning environment or environments; the curriculum and teaching methods that will enable the school’s students to meet state standards; how the charter school will identify and respond to the needs of pupils who are not achieving at or above expected levels; how the charter school will meet the needs of student with disabilities, English learners, students achieving substantially above or below grade level expectations; and, the charter school’s special education plan, to include the means by which the charter school will comply with the provisions of Education Code section 47641, the process to be used to identify students who may qualify for special education programs and services, how the school will provide or access special education programs and services, the school’s understanding of its responsibilities under law for special education pupils, and how the school intends to meet those responsibilities. (Ed. Code, § 47605, subd. (b)(5)(A); Regulations, § 11967.5.1, subd. (f)(1).)

Staff finds that the Petition requires further comprehensive description of the Charter School’s educational program for the following reasons:

1. **Curriculum:** The Petition does not provide a reasonably comprehensive description of the curriculum to be used by the Charter School to implement the educational program. The Petition sets forth the Charter School’s pedagogical philosophies, which are broad and overarching, such as “using research-proven instructional models,” “sharing best practices for student success,” “having a results matter philosophy,” and “enabling character education and remaining college-bound focus.” (p. 19.) The Petition also sets forth generalized strategies for instruction, such as extended learning time, differentiated instruction, and cooperative learning. (p. 29-30.) However, the Petition does not adequately describe exactly how the Charter School will materialize these philosophies and strategies into actual instructional delivery in the unique context of a dual language classroom, nor does it describe with adequate specificity the curriculum, materials, and texts to be used by the Charter School to support the program.

It appears that the Charter School intends to “backwards map” the curriculum, where teachers themselves develop the curriculum before the beginning of the

school year. (p. 31.) However, in support of this proposal, Petitioners include only one sample backwards map for the fourth grade, which merely lists content standards, not curriculum. (Exh. R.) Because the process of language acquisition can take 5 to 7 years, a reasonably comprehensive description of a language immersion program requires program and curriculum design mapping for at least five years. The lack of description with respect to curriculum raises significant concerns as to the Charter School's ability to implement its dual immersion language program.

The proposed program also does not adequately describe how Spanish literacy will be taught. The Petition provides no reference to the Common Core State Standards *En Español* as part of the program's curriculum, which would be required of a program promoting literacy in two languages.

2. Linguistic Balance: According to current research regarding dual immersion programming (Lindholm-Leary, 2005), "[t]o maintain an environment of educational and linguistic equity in the classroom and to promote interactions between native and non-native English speakers, the most desirable ratio is 50% English speakers to 50% non-English language speakers to ensure that there are enough language models of each language to promote interactions between the two groups of students, there should be no more than two speakers of one language to one speaker of the other language." Here, although Petitioners propose a model based upon a 50:50 balance in instructional time, the Petition does not adequately describe the enrollment of students based upon linguistic balance. The Petition does not identify the criteria to enroll students in classes to achieve the appropriate linguistic balance between the number of students who speak the native language and the target language.
3. Achievement Data: Although Petitioners propose to implement a dual language program, Petitioners present student achievement data in English only. The Petition does not present adequate data on pupil academic achievement in Spanish to substantiate and support its dual language proposal. Additionally, Petitioners present no data or evidence on the success of Voices students in their performance in high school or their college admissions rates, primarily because none of the Voices students at the Franklin-McKinley campus have yet transitioned into high school. Whether student learning from a Voices dual language program will translate into future student success is untested, and the District does not have adequate information to support the efficacy of the proposed dual immersion model.
4. Placement: Current research shows that language assimilation may take between 5 to 7 years. Accordingly, the Petition raises concerns about students entering the charter program after Kindergarten. Of specific concern is the failure by the Petition to address situations where students enter with less than 5 to 7 years of enrollment eligibility at the Charter School, and the lack of description of any plan to ensure that these students will obtain the requisite skills to prepare them for subsequent grade levels.
5. Academically High Achieving Students: The Petition does not adequately describe its plan to serve academically high achieving students. The stated strategies for serving gifted students are merely listed without elaboration and are the same as those that the Charter School proposes to use with its general education program, such as differentiation, personalized blended learning opportunities, project based-learning challenges, and leadership challenges and opportunities. (p. 50.) In fact, the Petition reflects that the Charter School views its dual immersion proposal as a one-size-fits-

all program, regardless of achievement level. Specifically, the Petition states, “the nature of the Voices MP program will provide a built in challenge for students since learning a second language is an expectation for all.” (p. 51.)

6. English Learners: The Petition does not adequately describe how the Charter School’s English learner (“EL”) plan will fit into the Charter School’s dual immersion language program or provide sufficient distinction between the EL program and the general program. Although the District recognizes that at least 50% of instruction from grades Kindergarten to 8th grade will be provided in Spanish, the plan and strategies used to serve EL students appears to be the same as those used for the general student population. Indeed, in its plan for serving EL students, the Petition specifically references the application of the dual immersion model, which is also to be used by the Charter School in its general program. (p. 54.)
7. Special Education: The Petition uses boilerplate special education provisions, without accounting for the specialized nature of the language immersion program proposed in the Petition. For example, the Petition does not address the Charter School’s expectations as to whether special education services, such as assessment and instruction, are to be provided in English or Spanish. Since the Charter School seeks to become its own LEA for the purposes of special education, the Charter School would incur legal obligations with respect to the provision of special education services. The Charter School’s expectation with respect to the language used in assessment and service delivery is of material impact upon the District’s allocation of special education personnel. Accordingly, the Petition’s failure to address this issue in its entirety is a significant defect.

Moreover, the Petition does not describe with adequate specificity special education eligibility, and the processes for conducting assessments or completing Individualized Education Program (“IEP”) is lacking detail. The Petition states that Voices will use a full inclusion model for all students with disabilities. (p. 56.) However, the Petition lacks description regarding how the Charter School will address the needs of students with severe disabilities including autism, emotional disturbance, intellectual disabilities or hearing or visually impaired students. In addition, the Petition lacks adequate description regarding the training for general education teachers to support the proposed full inclusion model.

Additionally, of specific concern is the fact that Voices in Franklin McKinley enrolls students with disabilities at a disproportionate rate compared to its authorizing agency. According to the California Department of Education, Franklin-McKinley has a student with disabilities rate of approximately 10.4%, whereas the Voices has an enrollment rate of only 7.6%. Accordingly, the data reflects exclusivity in enrollment, which may be further compounded by the Charter School’s inadequate description of its plan to serve special education students.

8. Common Core: Although the Petition makes numerous general references to the Common Core, such as the Charter School’s intent to comply with the Common Core State Standards in instructional delivery, the Petition does not adequately describe specifically how the Charter School will apply the Common Core in a dual language context/classroom.

Element 2/3 – Measurable Pupil Outcomes and Methods of Student Assessment

The Education Code and Regulations provide for a charter petition to identify the specific skills, knowledge and attitudes that reflect the school's educational objectives and that can be assessed frequently and sufficiently by objective means to determine satisfactory progress and provide for the frequency of the objective means for measuring outcomes to vary by factors such as grade level, subject matter, and previous outcomes. (Ed. Code, § 47605, subd. (b)(5)(B); Regulations, § 11967.5.1, subd. (f)(2).) Pupil outcomes must include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school. (Ed. Code, § 47605, subd. (b)(5)(B).) To be sufficiently detailed, objective means of measuring pupil outcomes must be capable of being used readily to evaluate the effectiveness of, and to modify, instruction for individual students and for groups of students during the school year. (Regulations, § 11967.5.1, subd. (f)(2)(A).)

The Education Code and Regulations also require a charter petition to identify the methods by which pupil progress in meeting pupil outcomes is to be measured. To be sufficiently described, a petition must include a variety of assessment tools appropriate to the skills, knowledge, or attitudes being assessed, include the annual assessment results from the Statewide Testing and Reporting ("STAR") program, and outline a plan for collecting, analyzing, and reporting data on pupil achievement to school staff and to parents and guardians, and for utilizing the data continuously to monitor and improve the charter school. (Ed. Code, § 47605, subd. (b)(5)(C); Regulations, § 11967.5.1, subd. (f)(3).)

Staff finds that the Petition requires further comprehensive description of the Charter School's measurable student outcomes and methods of measurement for the following reasons: The Petition proposes pupil outcomes that are not quantifiable or measurable. For example, under State Priority No. 8, "Student Performance," the Petition states the following as pupil outcomes: "All students will become proficient bilingual speakers, readers and writers; All students will reach high standards in mathematical skills and content; All students will reach high standards in science concepts and scientific thinking; All students will reach high standards in social science practices and content; All students will become proficient users of technology; All students will show growth on the PFT." (p. 86.) The Petition does not otherwise define what it means to be "proficient," to "reach high standards," or to "show growth." Such terms are vague and incapable of being measured. Accordingly, it is impossible to hold the Charter School accountable against unquantifiable outcomes.

While the Petition does provide, under the "Additional Voices MP Student Outcomes" section, some quantifiable figures to measure outcomes, the descriptions provided are vague and therefore the outcomes are rendered nearly meaningless. For example, the Petition states that "70% of students will show growth on their internal benchmark assessments for math." (p. 87.) However, the Petition does not further describe these internal benchmarks, and does not define the term "growth." Accordingly, it is impossible to hold the Charter School accountable, for example, for potentially developing non-rigorous internal benchmarks and claiming students have experienced growth.

Element 4 – Governance

The Education Code and Regulations provide for a charter petition to identify the governance structure including, at a minimum, evidence of the charter school's incorporation as a non-profit public benefit corporation, if applicable, the organizational and technical designs to reflect a seriousness of purposes to ensure that the school will become

and remain a viable enterprise; there will be active and effective representation of interested parties; and, the educational program will be successful. (Ed. Code, § 47605, subd. (b)(5)(D); Regulations, § 11967.5.1, subd. (f)(4).) The Education Code and Regulations also provide for evidence that parental involvement is encouraged in various ways. (*Ibid.*)

Staff finds that the Petition requires further comprehensive description of the Charter School's proposed governance for the following reasons:

1. Conflict of Interest: As detailed above under section IV.B, the Charter School's governing board is centralized and operates at a corporate level. However, the Petition does not account for the fact that corporate-level personnel will have conflicts between other Voices campuses and the proposed Charter School on such critical matters as budgeting, financing, staffing, allocation of resources, and other important operations. Indeed, the Petition does not provide safeguards to protect the proposed site, such as procedures against the commingling of funds. As proposed, the governance structure makes it impossible for board members to act in the best interests of the proposed campus if and when conflicts with the other Voices campuses arise. Moreover, the governance structure does not require or ensure representation on the board or the SAC from the Mt. Pleasant community because it operates at the corporate level. Accordingly, the governance structure is inadequately described.
2. Roles: The Petition indicates that Frances Teso is the Chief Executive Officer, and therefore the Executive Director, of the Voices College-Bound Language Academies, the non-profit corporation. (p. ii, 100.) However, Ms. Teso also serves as the principal of the Voices charter school in Franklin-McKinley. (Exh. C.) Accordingly, the Petition reflects the conflation of these two roles by the Charter School, demonstrates the Charter School's inattention to issues relating to conflicts of interest, and inadequately describes how the Charter School and its nonprofit corporation will operate in the future with respect to these positions. The Petition does not clarify whether or how Ms. Teso will continue serving as both the principal of the Franklin-McKinley Voice campus and the CEO of the corporation, or identify who will serve as the principal of the proposed Voices school.
3. Charter Management Organization: The Petition states that the Charter School will contract with a Charter Management Organization ("CMO") to support the instructional and operational needs of the Charter School. However, the Petition does not identify which specific CMO will be, or has been, selected to perform these tasks, nor the Charter School's criteria for selecting CMOs.

In addition, the Petition does not adequately describe the CMO's role and responsibilities as it relates to the Charter School. Although the Petition provides a chart indicating broad and undefined categories in which the Charter School and the CMO will share responsibilities, the chart only indicates the relative quantity of responsibilities to be shared through imprecise and vague bar graphs. (p. 100.) For example, the chart appears to show that the Charter School will bear the majority of the responsibility for instruction, but the Petition does not identify or specify the exact instruction-related responsibilities to be performed by the CMO. As another example, the chart states that the Charter School and the CMO will share responsibilities regarding "school culture," but this category is undefined and does not further elaborate what duties are associated with the "school culture" function. In sum, the chart presents a visual/conceptual understanding of the relationship

between the Charter School and the CMO, without any express written provisions or specific language to allow the District to hold the Charter School accountable for its responsibilities.

Moreover, the relationship between the Charter School and the CMO is made further unclear by the Petition's organizational chart. Specifically, the organizational chart reflects that the Charter School board will govern the CMO, and the CMO will govern the Charter School. In other words, the organizational charter reflects that the CMO will operate the Charter School and no direct link exists between the board and the Charter School. Accordingly, the Charter School's governance with respect to CMO is inadequately described.

Element 5 – Employee Qualifications

The Education Code and Regulations provide for a charter petition to identify general qualifications for various categories of employees the school anticipates, identify those positions that the charter school regards as key in each category and specify the additional qualifications expected of individuals assigned to those positions, and specify that all employment requirements set forth in applicable provisions of law will be met, including but not limited to credentials as necessary. (Ed. Code, § 47605, subd. (b)(5)(E); Regulations, § 11967.5.1, subd. (f)(5).)

Staff finds that the Petition requires further comprehensive description of the Charter School's employee qualifications for the following reasons:

1. **Responsibilities**: The Petition sets forth an introductory provision stating that “[r]esponsibilities are subject to change at any time. A single individual may assume the responsibilities of more than one position, or staff may be shared between Voices MP and Voices Flagship, especially during the Charter School's early years.” (p. 114.) This overbroad provision renders the employee qualifications and responsibilities set forth in the Petition meaningless, as it gives the Charter School a blank check to change employee qualifications and duties at any time.
2. **Principal**: The Petition does not set forth the appropriate qualifications for the Charter School principal. According to the Petition, “charter school experience, English/Spanish bilingualism, an MA, and Tier II Administrative Credential are desirable qualifications,” not mandatory. (p. 115.) The Petition allows for the possibility that the Charter School may hire an individual with no prior charter school experience and with no Spanish language skills to operate and serve as the day-to-day administrator of a Spanish-English dual language charter school. Moreover, although all staff are expected to have bilingual skills due to the nature of the program, the principal is not required to hold a Bilingual Crosscultural, Language and Academic Development (“BCLAD”) or other bilingual authorization.
3. **Associate Teachers**: The Petition states that “Voices reserves the right to hire or retain non-credentialed instructional support staff (Associate Teacher) to support core or college prep subjects.” (p. 118.) Specifically, the Charter School may hire “associate teachers,” who are not certificated but who are expected to provide instruction. (Exh. AJ.) The Petition, as written, suggests that the Charter School does not currently have a plan on using associate teachers, and reserves the right to employ them in the future. Thus, the Petition raises concerns about the inadequate description of the associate teachers and how they will fit into the dual immersion program.

4. Job Descriptions: The Charter School seeks to hire a principal, regular teachers, educational specialist, associate teachers, special education associate teacher, intervention teacher, and academic coach. (p. Budget Narrative, p. 4.) However, the Petition does not include job descriptions for the educational specialist, special education associate teacher, intervention teacher, and academic coach. (Exh. AJ.) Additionally, the job descriptions for the teachers do not reflect how the Charter School will assess their proficiency levels of bilingualism.

Element 7 – Means to Achieve Racial and Ethnic Balance

The Education Code provides for the charter petition to identify the means by which the charter school will achieve a racial and ethnic balance among its students that is reflective of the authorizing district's general population. (Ed. Code, § 47605, subd. (b)(5)(G).)

Staff finds that the Petition requires further comprehensive description of the Charter School's plan to achieve an appropriate racial and ethnic balance for the following reasons: The proposed racial and ethnic balance plan is general and vague, and the Petition does not set forth with adequate specificity its plans to achieve a racial and ethnic balance that is reflective of the District's general population. (p. 135.) For example, the Petition states that the Charter School will conduct outreach efforts via neighborhood groups, community organizations, churches, and other leadership organizations. However, "outreach efforts" is undefined, and the Petition does not otherwise identify specifically which groups, organizations, and churches that the Charter School will target. The Petition also states that the Charter School will engage in "community walks through neighborhoods and door to door campaigns," but does not describe what a community walk or campaign entails. The Petition states as a strategy, "attendance and participation at local events and activities to promote the Charter School," but again fails to identify which specific events and activities in which it seeks to participate. In sum, the proposed plan to achieve racial and ethnic balance comprises of a listing of generalized and vague strategies that lack the specificity required to persuasively demonstrate an actual intent to implement the plan. The District finds the proposal inadequate and concerning, especially in light of the fact that the Voices campus at Franklin-McKinley has failed to achieve the appropriate racial and ethnic balance of its own authorizing agency, as further detailed above under section IV.B.

Element 8 – Admission Requirements

The Education Code and Regulations require the charter petition to identify admission requirements that are in compliance with applicable law. (Ed. Code, § 47605, subd. (b)(5)(H); Regulations, § 11967.5.1, subd. (f)(8).)

Staff finds that the Petition requires further comprehensive description of the Charter School's admission requirements for the following reasons: The Petition exempts siblings of students already enrolled at or admitted to the Charter School and children of teachers and staff from the public random drawing. These students receive exemption from the lottery and are granted admission ahead of students who reside in the District and who qualify for free or reduced price meals. In light of Petitioners' claim that the current waiting list for Voices exceeds 500 students, the admissions policy as described in the Petition makes unrealistic the Charter School's promise to "admit all pupils who wish to attend the Charter School." (p. ix, 137-39.) Moreover, the exemption for siblings and children of staff will make it more difficult for the Charter School to "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" as is required by Education Code section 47605(b)(5)(G), since it narrows the number of seats available to the general population.

Element 10 – Suspension and Expulsion Procedures

The Education Code and Regulations require a charter petition to specify procedures by which students can be suspended or expelled that provides due process for all pupils. These shall include, at a minimum, identification of a preliminary list of offenses for which students must and may be disciplined, the procedures for suspending and expelling pupils who have committed such offenses, and how parents, guardians and students will be informed of the grounds and their due process rights. (Regulations, tit. 5, § 11967.5.1, subd. (f)(10).) A petition must also provide evidence that in preparing the list of offenses and the procedures, the petitioners reviewed the lists of offenses and procedures that apply to students attending non-charter public schools, as well as evidence that petitioners have reviewed their list and believe it provides for adequate safety for students, staff and visitors. (Ibid.) The charter petition must also include a description of due process for and understanding of the rights of students with disabilities with regard to suspensions and expulsion and how discipline policies and procedures will be periodically reviewed and modified. Finally, the petition must outline how detailed policies and procedures regarding suspension and expulsion will be developed and periodically reviewed, including, but not limited to, periodic review and (as necessary) modification of the lists of offenses for which students are subject to suspension or expulsion. (Ed. Code, § 47605, subd. (b)(5)(J); Regulations, § 11967.5.1, subd. (f)(10).)

Staff finds that the Petition requires further comprehensive description of the Charter School's suspension and expulsion procedures for the following reasons:

1. Discretionary Offenses: The Petition states that "the Charter School has reviewed Education Code section 48900 et seq. which describes the noncharter schools' list of offenses" and that the list of offenses "closely mirrors the language of Education Code section 48900 et seq." (p. 141.) However, the Petition does not accurately reflect Education Code requirements and is not appropriate for the grade levels that the Charter School seeks to serve. For example, Assembly Bill 420, which was signed September 27, 2014, amends Education Code section 48900(k) and limits the use of school discipline for the catch-all category known as "willful defiance." Specifically, a K-3 student cannot be suspended, and a K-12 student cannot be recommended for expulsion, for having "disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties." However, the Petition continues to identify willful disruption as grounds for suspension or expulsion. (p. 143, 147.)
2. Appeal Rights: The suspension and expulsion procedures do not provide for appealing an expulsion or suspension, which may infringe upon students' due process rights.
3. Notice: The Petition does not describe any protocols for informing the District of any student expulsions or disenrollment, which may place the District at risk of unknowingly enrolling former students of the Charter School without adequate information of significant behavioral issues.

Element 14 – Dispute Resolution Procedures

The Education Code and Regulations require a charter petition to specify the procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Such procedures should include how the costs of the dispute resolution process, if needed, would be funded, and recognize that if the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter, the matter will be addressed at the District's discretion. (Ed. Code, § 47605, subd. (b)(5)(N); Regulations, § 11967.5.1, subd. (f)(14).)

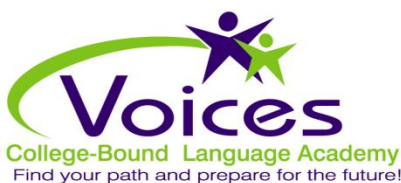
Staff finds that the Petition requires further comprehensive description of the Charter School's dispute resolution procedures for the following reasons: Although the Petition sets forth the Charter School's dispute resolution procedures, the Petition fails to clarify that disputes that may result in revocation must be addressed at the District's discretion. The Petition fails to clarify that disputes relating to or that may result in revocation are exempt from the dispute resolution procedure, and instead makes a blanket assertion that "the District shall not intervene in any such internal disputes without the consent of the Board of the Charter School." (p. 163.) Accordingly, the Petition's dispute resolution procedures are not adequately described.

Miscellaneous

Insurance: The Petition states that the Charter School will retain "standard insurance policies" but does not identify the specific policies to be retained or their specific coverage limits. Moreover, the Petition does not assure that the District will be a named insured on all insurance policies.

V. CONCLUSION

For the reasons stated above, staff finds that the Petition does not meet the petition signature requirement; Petitioners are demonstrably unlikely to successfully implement the program as presented in the Petition and its supporting documents; and the Petition fails to provide a reasonably comprehensive description of all required elements of a charter petition. Accordingly, staff recommends that the Board deny the Petition and adopt this Staff Report as its written findings in support of its denial.



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December 19, 2014

Via Hand Delivery

Jon R. Gundry, Superintendent
Santa Clara County Office of Education
1290 Ridder Park Drive
San Jose, CA 95131-2304

Re: Voices College-Bound Language Academy's Response to Findings of Fact for Denial of Charter Petition by Mount Pleasant Elementary School District

Dear Superintendent Gundry:

The purpose of this letter is to respond to the Mount Pleasant Elementary School District's ("MPESD" or the "District") staff report and findings of fact for denial of the Voices College Bound Language Academy ("Voices" or the "Charter School") charter petition by the District Board of Trustees ("Board"), and to demonstrate that the report does not constitute sufficient legal grounds to deny the Voices charter.

By way of introduction, Voices College-Bound Language Academies ("VCBLA") is the corporate entity that would operate Voices. VCBLA currently operates one other charter school, Voices College-Bound Language Academy ("Voices Flagship"). In 2012-13, Voices Flagship's Academic Performance Index ("API") was 898, with statewide and similar schools rankings of 9 and 10, respectively. Also, the Santa Clara County Office of Education approved the charter for Voices College-Bound Language Academy at Morgan Hill last month, which will be operated by VCBLA. With this petition, VCBLA seeks to operate a charter school within the boundaries of MPESD. VCBLA is eager to bring its proven educational program to students located in the District.

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

In reviewing petitions for the establishment of charter schools ... the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged. (Emphasis added.)

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

The governing board of the school district shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice. The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

- (1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.
- (2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
- (3) The petition does not contain the number of signatures required by subdivision (a) [of Education Code Section 47605].
- (4) The petition does not contain an affirmation of each of the conditions described in subdivision (d) [of Education Code Section 47605].
- (5) The petition does not contain reasonably comprehensive descriptions of [the 16 required elements]. (Emphasis added.)

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

The District staff report, which formed the basis for findings for denial of the charter petition by the MPESD Board, contains findings that do not meet the legal standard for denial of a charter petition. Many of the findings concern resolvable matters that the District could have more appropriately dealt with through minimal communication with Voices, or in a memorandum of understanding with Voices. Moreover, the findings are based on incorrect facts, conjecture, or go beyond the requirements set forth in law, and therefore the findings constitute an impermissible basis for denial of the Voices charter.

Below, please find the summary of the findings from the District staff report (in *italicized* text), in the order in which they were presented, immediately followed by the Charter School's response (in plain text).

A. The Petition does not satisfy the Petition signature requirement pursuant to Education Code section 47605(b)(3)

District Finding: Staff finds that the Petition does not satisfy the signature requirement pursuant

to Education Code section 47605(b)(3). Petitioners include the signatures from 12 teachers to support their Petition. (Exh. E.) However, upon close review of the teacher-signatories, staff finds that all 12 signatures come from these teachers who currently teach at the Voices charter school operating within the Franklin-McKinley School District according to their website. Therefore, the Petition raises serious doubts as to whether the 12 teacher signatories here are genuinely and “meaningfully interested” in teaching at this proposed Voices charter school, as such “meaningful interest” would require the departure of the 12 teachers from the Franklin-McKinley Voices charter school and undermine their existing program. Accordingly, Petitioners have not persuasively demonstrated adequate meaningful interest from teachers as required by law to meet the petition signature requirement of Education Code section 47605(b)(3).

Voices’ Response:

This finding is an erroneous assumption and not based on fact. The law requires signatures of only one half of the required teachers for year 1 of operations, in this case three. Voices has included the signatures of any Voices teachers that indicated that they are meaningfully interested in teaching at Voices in accordance with Education Code Section 47605(a)(3). The twelve teachers whose signatures were included with the charter petition have expressed an interest to us that they wish to be considered as a founding teacher at Voices MP (Mt. Pleasant). Voices plans on inviting up to 2 current teachers to step up to a leadership position as founding staff at the new campus, thus will not “undermine the existing program”. Voices will advertise and hire for any other necessary positions as needed through its established recruitment methods which have produced more teacher applicants than it could possibly hire in the past, as described on page 119. Thus, the District’s finding is based on conjecture and may not be used as a legal basis to deny the charter petition.

B. Petitioners are demonstrably unlikely to successfully implement the program pursuant to Education Code section 47605(b)(2)

1. Educational Program

District Finding: The Petition raises significant concerns regarding the Charter School’s educational program. The Petition lists various educational philosophies and strategies in broad terms to support its dual language program. For example, the Petition states that it will apply the following “research-based pedagogical principles”: state standards-based, multilingual, cognitive, developmental, rigor, critical thinking, reflective, authentic, collaborative, recursive, transformational, development of character, culturally responsive practices, and parent and community involvement. (p. 9-10.) However, the Petition does not adequately explain exactly how the Charter School will ensure the application of these principles in the unique context of a dual language classroom.

Voices’ Response:

This finding goes beyond the legal requirement “to identify how learning best occurs.” The petition does in fact explain, define (see charter petition, pages 8-10, 19-28, and 29-40) and give examples through “Day in The Life Narratives” (see charter petition, pages 65-70) of how these instructional practices will be implemented. As a matter of fact, the evidence that it can

successfully be done is observable at Voices Flagship school, whose charter petition expressed a virtually identical program. Furthermore, these educational philosophies are not bound by language in any shape or form and can be implemented regardless of language of instruction.

District Finding: Additionally, the Petition does not provide a reasonably comprehensive description of the curriculum to be used by the Charter School to implement the educational program. The Petition sets forth general pedagogical philosophies and strategies for instruction, but does not adequately describe the instructional materials and/or texts to be used by the Charter School to support the dual immersion program. For example, it appears that the Charter School will rely upon teachers to engage in backwards mapping as a means of developing the curriculum. However, the Petition only provides one sample backwards map for the fourth grade only, which merely consists of a listing of content standards and does not identify any instructional materials or other curricula. (Exh. R.) The Petition also includes a sample rubric, sample unit, sample pacing guide, and sample advisory scope and sequence, but does not otherwise explain exactly how its teachers will integrate these various elements in a dual language classroom context.

Voices' Response:

The description of our educational program exceed the legal requirements for a “reasonably comprehensive” description as required by Education Code section 47605(b)(5)(A), thus the District’s finding is impermissible reason for denial of the charter petition.

The petition does describe the instructional materials and/or texts to be used by in Appendix A “Proposed Curriculum/Program Guide”. All elements identified in the findings are used by the teachers regardless of language of instruction. The teachers use all of these elements to plan and guide their instruction regardless of language of instruction. What guides the language of instruction is the allocation of Spanish/English time per the program’s 80:20 model.

Backwards maps have been proven to be a highly successful practice at Voices for the past 8 years and are backed up by reform research (<http://www.edutopia.org/blog/common-core-map-backwards-jay-mctighe-grant-wiggins>). Furthermore, Voices in fact does have curriculum maps for all grades; however we have not included all of our curriculum and instructional documents in the petition. This would exceed the charter petition requirements for reasonable comprehensive description. Rather we have chosen to give a sampling of these documents across all grades to demonstrate the breath of the comprehensiveness of our preparations and planning. Voices would have gladly complied if only the District had requested all of our curriculum maps, however, the District never inquired. Please note that Voices will provide all curriculum maps to the County upon request.

District Finding: The Petition also raises concerns about students entering the charter program after Kindergarten. Of specific concern is the failure by the Petition to address situations where students enter with less than 5 to 7 years of enrollment eligibility at the Charter School, since current research shows that students require 5 to 7 years for language assimilation, and the lack of description of any plan to ensure that these students will obtain the requisite skills to prepare them for subsequent grade levels.

Voices' Response:

This finding goes beyond the requirements of law. Voices does not restrict enrollment based on language proficiency or age/grade upon entry. Voices school provides support to any student

requiring it through its RtI model, SST process, interventions, and language learner instructional practices described in the petition. In fact, the petition emphasizes that we view all students as language learners on page 54 where the petition states, “The ultimate goal is accessibility for ELs and SLs to grade-level content standards and concepts.”

Although the District’s dual immersions program seems to have entrance exams (per its enrollment application), Voices adheres to its assurance to enroll any pupil and does not call for additional enrollment requirements, “A random drawing is held that does not allow for preferences based on privilege, IQ, parent education levels, etc., nor do we require entrance exams” (p. vii). We will accelerate all students so they are as prepared as humanly possible for success in future grades, much like an English-only school would do for a new-comer arriving from Mexico.

District Finding: Although the Petition seeks to replicate the dual immersion program from the Franklin-McKinley Voices charter school, the Voices program has not been identified as one of the 257 dual language schools in the California network. Moreover, Voices has not been identified by the Center for Applied Linguistics as one of its 1,200 schools in its national network. Of concern to the District is the fact that the Association of Two-Way & Dual Language Education (“ATDLE”), a national and state organization that leads dual language and two-way program implementation in both public and charter schools, recently expressed its disapproval to the Santa Clara County Board of Education of the Voices dual language proposal, which was previously denied by the Morgan Hill Unified School District. Specifically, the ATDLE cited to the fact that Voices program does not adhere to the multitude of seminal research studies on dual language education, fails to demonstrate the development of the target language in their students, and lacks the basic understanding on how to implement a dual language program option that develops high levels of bilingualism and bi-literacy for all their students.

Voices’ Response:

The District’s finding goes far beyond the requirements of the law as set forth in Education Code Section 47605(b)(5) and is based on incorrect facts. The petitioner is not sure what the District is referring to when it states that Voices is not part of the California network. It is mistaken if it is referring to the CDE Directory. It should be noted that the CDE Directory is self-selected and Voices has not requested to be added. Voices can be found on the Center for Applied Linguistics directory at <http://www2.cal.org/jsp/TWI/SchoolSearch.jsp>. The District is correct in stating that it has not been identified by the Center for Applied Linguistics or ATDLE, as we have never applied, nor are interested in membership. And with all due respect, ATDLE has no firsthand knowledge of our program as it has never visited or spoken with our leadership. Furthermore, Voices is data-driven; that is, we make adjustments and modifications based on our real life local context and that data, rather than ideology, drives us. If one digs further into the origins of dual immersion programs in Florida with the original DI program (Coral Way, 1963), one can see that this current DI practices and recommendations originated based on the practices of this program. Most of the students in this program were children of highly educated and professional Cuban immigrants and dignitaries. They arrived in school with high oral language skills that would serve as good language models for other students. Voices program does not serve students from similar backgrounds and requires different instructional techniques and practices to achieve at high levels as more progressive and reform driven practices have revealed (ex. 90-90-90 study).

2. Potentially Discriminatory Impact

District Finding: In accordance with Education Code section 47605(d)(1), the Petition provides an affirmation and assurance that “the Charter School shall not discriminate on the basis of the characteristics listed in Education Code 220,” which includes race or ethnicity. (p. xiii.) The Petition raises concerns about the Charter School’s ability to comply with this mandatory assurance, and to remain nondiscriminatory in its enrollment practices. Specifically, several areas of the Petition make express references to prioritizing and targeting the Charter School for specific ethnic populations. For example, under the “Need for Voices MP” narrative, the Petition expressly states that “[a]lthough Voices MP will be open to any student, we are committed to providing educational opportunities and choice to those students who are underachieving in the Mount Pleasant Elementary District and surrounding areas (e.g., Hispanic students, students from disadvantaged socio-economic backgrounds, students with disabilities, and English-language learners).” (p. 5.) (Emphasis added.) The “Need for Voices” narrative makes further express references to statistical data regarding Latinos in particular, such as the percentage of Latino young adults who believe that college education is important for success, the percentage of Latino youth in the United States who are foreign-born, and the percentage of Latinos who believe that a college degree is important for getting ahead in life.

Voices’ Response:

This finding is inflammatory and unfounded. Voices lottery preferences do not include any ethnic or racial preference, and Voices affirms that it shall admit all students who wish to attend the school in a non-discriminatory manner in accordance with Education Code Sections 47605(d)(1) and 220. Furthermore, to imply that a school with a higher percentage of one ethnic group over another thereby discriminates is preposterous. Finally, and most importantly, the District has taken the Voices’ petition language, cited by the District in its finding, wholly out of context. The language in the petition demonstrates that the Voices petition meets the language set forth in Education Code Section 47605(h), as follows: “In reviewing petitions for the establishment of charter schools within the school district, the governing board of the school district shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences to pupils identified by the petitioner or petitioners as academically low achieving pursuant to the standards established by the department under Section 54032, as it read before July 19, 2006.”

Finally, the Voices charter beneficial to all students, in particular Hispanic students which have been historically underserved both nationally and locally.

District Finding: The Petition also states that the Charter School will collaborate with the Center for Latino Education and Innovation (“CLEI”) of the National Hispanic University (“NHU”). (p. x.) According to the Petition, the formation and purpose of the Charter School appears to be dependent upon and to have been heavily influenced by Petitioners’ relationship with CLEI and NHU. In fact, NHU sought “to pursue a school in the Mount Pleasant School District of San Jose that would be part of its ‘cradle to college’ initiative, now called the Center for Latino Education and Innovation” and invited Petitioners “to establishing a school on the NHU campus.” (p. x.) While the partnership with an outside entity is not in itself concerning, the District has significant concerns about the Charter School’s ability to maintain the partnership and comply with its mandatory assurances. According to the Petition, “[t]he vision of the Center

is to integrate research, policy, teaching and learning to holistically address the Latino educational crisis and to provide solutions that will transform the education of Latino students that are replicable nationwide. We strive to successfully shatter the achievement gap for Latinos in this country...CLEI will research, support, and encourage Hispanic parents to fully participate and engage as leaders in their children's education.” (p. xi-xii.) (Emphasis added.)

Voices' Response:

This finding is not relevant to the merits of this petition and is based wholly on conjecture. The CLEI has developed its goals, mission, and vision independently of any entity and Voices mission goals, while aligned, are also independent of the CLEI. It is not clear what the District is referencing when it states it has concerns regarding our ability to comply with “mandatory assurances.” The reference is completely speculative and unfounded, if this reference is regarding assurances as outlined in the petition on pages xiii. The CLEI vision and mission is independent to the success of Voices Academy as the partnership is voluntary and not governed by any compulsory agency. Any formal agreements (student teacher placement, facilities, etc.) will be negotiated by Voices as it would negotiate any contract or MOU with any agency.

Furthermore, while the partnership with the CLEI is complementary, it is not the main or only reason that Voices decided to open a school in the MPESD. MPESD was first considered by the Voices board upon analysis of a dashboard developed to identify high priority areas in which to replicate Voices Flagship school. This dashboard included the following categories: percent Hispanic, percent EL's, percent free/reduced lunch eligibility, achievement gap of subgroups, and facilities considerations. The specific reasons are noted on pages 5-7 of the petition and in particular because, “MPESD is currently a Year 3 Program Improvement (“PI”) District with an achievement gap between Asian and White students compared to Hispanic students, Socioeconomic disadvantaged students, and ELs in both ELA and Math.”

District Finding: While the District recognizes the correlation of pupil subgroups with other factors, such as disadvantaged socio-economic status and certain racial groups, the prominent focus of the Charter School and its partnership with the CLEI on assisting Latino students in particular places it at high risk of conflicting with the Petition's nondiscriminatory assurance. Indeed, the Petition is highly suggestive of the Charter School's intent to advance the specific needs of Latino students in particular, which raises significant concerns about the Charter School's ability to fulfill its stated mission without discrimination, especially in the area of admissions and enrollment. Thus, the Petition describes a program that, by the nature of the Charter School's collaboration with CLEI, proposed location at NHU, and stated philosophical concerns and goals, is at high risk of violating the Petition's nondiscrimination provision.

Voices' Response:

The District's findings are inflammatory, speculative and unfounded. Voices' policies and admission guidelines are independent of CLEI and will be adhered to as outlined in the charter petition and its assurances. Nothing has ever been stated or implied to indicate or suggest that CLEI would influence Voices enrollment policies or participate in discrimination. Furthermore, CLEI is a "special project" under the auspices of the NHU Foundation. CLEI's main focus is to collaborate with partners to help close the academic achievement gap. The NHU Foundation operates 3 schools with open enrollment and non-discrimination policies (Roberto Cruz, Luis

Valdez Leadership Academy and Latino College Prep) as well as with Santa Clara University. Voices' policies and admission guidelines are independent of the Center and will be adhered to as outlined in the charter petition and its assurances.

3. Parent Participation

District Finding: According to the Petition, parents of students enrolled at the Charter School are required to sign a parent agreement. (p. 110, Exh. AN.) The agreement states that "all parents must carefully read and sign the following agreement," which sets forth various parent requirements such as an agreement "to attend parent-teacher conferences [or] other functions and appointments that relate to my child's education," "to always act in a professional manner when speaking with someone at Voices College-Bound Language Academy," and "to attend most school-wide activities each year." (Exh. AN.) Moreover, in addition to the "required" parent requirements, the Petition sets forth "encouraged" parent participation opportunities, such as tutoring, homework center, classroom volunteer, family field trips, and eighth grade exit interview teams. (p. 110.) Additionally, the Petition states that "every parent is able to be involved at different levels due to individual-specific family, work, cultural reasons and even health issues" and "every attempt will be made to accommodate parents to allow them to participate in some capacity at the Charter School according to their schedules and interests." (p. 111.) (Emphasis added.)

These various provisions regarding the expectation for parent participation, when taken together, amounts to an impermissible parent participation requirement, or at the very least, places the Charter School at high risk of violating the free public school guarantee as provided by law. Even though the Petition recognizes no parent involvement plan shall require mandatory service from parents, such recognition is rendered meaningless as the Charter School will require parents to sign a parent agreement and maintains an expectation that "every parent is able to be involved" and every attempt will be made to allow parents to participate "in some capacity." The parent participation requirement, therefore, constitutes an impermissible form of tuition, contravenes the requirement that public education be provided free of charge, and violates state law. Specifically, Education Code section 49011 prohibits all public schools, including charter schools, from providing privileges relating to educational activities in exchange for services from a pupil's parents or guardians, removing privileges relating to educational activities, or otherwise discriminating against a pupil if the pupil's parents or guardians do not provide services to the school. (Ed. Code, § 49011, subd. (b); CDE Fiscal Management Advisory 12-02, April 24, 2013.)

Voices' Response:

This finding is untrue and based on incorrect facts. The Petitioner stands by its assertion that the Voices parent involvement plan DOES NOT require mandatory service from parents; Voices shall only encourage parent volunteerism at the school. The Petitioner is proud that it attempts to encourage parents to participate in the school and to develop opportunities at multiple levels to interest parents. It is also groundless and inflammatory assumption to imply that Voices families have or will suffer any consequences for lack of involvement, "under no circumstances shall any student suffer any adverse consequences, including without limitation, denial of admission or readmission based upon a parent's level of service to or other contribution to the Charter School"

(page 109). Thus, as the District’s claims regarding alleged violation of pupil fees laws is based on conjecture and facts not present in the petition, it may not be used as a legal basis to deny the charter petition.

District Finding: The Petition does not realistically account for the possibility that not all parents/families have the time and resources to volunteer their services. Many parents of lower socioeconomic status are unable to provide the participation expected by the Petitioners, which may effectively act as a barrier to entry for those students whose parents cannot afford to volunteer their time. Accordingly, the parent participation requirement may also have a discriminatory impact by serving as a barrier to meeting the racial and ethnic balance that Petitioners are required to achieve. (Ed. Code, § 47605, subd. (b)(5)(G).)

Voices’ Response:

Once again this finding is untrue and based on incorrect facts. The Petitioner cannot emphasize enough that there is no participation requirement and stands by its own assertion on page 109 of the petition that “We recognize that every parent is able to be involved at different levels due to individual-specific family, work, cultural reasons and even health issues. The definition of parent involvement that Voices MP values above all else is parental concern and home support of the Charter School’s efforts to educate the student through love, nurturing and good parenting” and that “no parent involvement plan shall require mandatory service from parents, and under no circumstances shall any student suffer any adverse consequences, including without limitation, denial of admission or readmission based upon a parent’s level of service to or other contribution to the Charter School.”

4. Governance

District Finding: Petitioners are unlikely to successfully implement their program as a result of the Charter School’s flawed governance structure. According to the Petition, the Charter School is to be operated by a California non-profit public benefit corporation, Voices College-Bound Language Academies, and its governing board. Currently, the corporation operates a Voices charter school within the Franklin-McKinley School District and was recently authorized to operate another Voices campus under the oversight authority of the Santa Clara County Board of Education. (p. 99.) Accordingly, the Charter School’s governing board is centralized and operates at a corporate level as it maintains multiples campuses under the oversight authority of other entities, and any other campuses that the corporation seeks to open in the future.

However, the Petition does not account for the fact that corporate-level personnel will have conflicts between their currently existing schools and the proposed Charter School on such critical matters as budgeting, financing, staffing, allocation of resources, and other important operations. Indeed, the Petition does not provide safeguards to protect the proposed site, such as procedures against the commingling of funds, especially since the Petition makes numerous references to the fiscal accomplishments of its Franklin-McKinley campus such as the maintenance of strong reserves every year, securing of working capital line of credit, and the awarding of various grants. (p. ix.) As proposed, the governance structure makes it impossible for board members to act in the best interests of the proposed campus if and when conflicts with the other Voices campuses arise. Indeed, according to the Petition, one of the board members has two children currently attending the Franklin-McKinley Voices charter school. (p. 106.)

Voices' Response:

This finding is without merit and based wholly on conjecture. Just like every other public school in California, each Voices school will have its own CDS code and charter school number, and individual revenue stream based on enrollment figures. The budget will be created by the school, within the boundaries of revenue and building a reserve. The Executive Director and the Chief Operations Officer of Voices College-Bound Language Academies will have input as each school budget gets built. In addition, the budget will also have input from each schools' principal to ensure that the school's vision and academic goals are achievable with the allocated budget dollars. This operational structure is based on many highly successfully charter management organizations throughout the state that operate multiple charter schools under the banner of a single corporation. This corporate structure brings economies of scale and operational efficiencies to the charter schools operated by a single non-profit public benefit corporation such as Voices College-Bound Language Academies. There is nothing illegal, untoward, or "flawed" in this structure.

Fundraising done at the school level via cookie dough sales, for example, will be kept at the school level. Larger development campaigns will be managed by Voices College-Bound Language Academies and monies will be used to benefit the network as a whole, either by building the CMO staff and/or funding one-time projects as needed. At full capacity, Voices College-Bound Language Academies operations will be funded solely on the management fee it collects from schools – an equitable flat percentage allocated to the schools' state and local charter dollars.

Dollars will not be comingled. A separate checking account will be opened for each school, as well as for Voices College-Bound Language Academies. This account will receive the schools' federal and state funding as well as pay all operating expenses for the school. In addition, each school and Voices College-Bound Language Academies will have its own set of accounting records. The annual financial audit will confirm that revenue and expenditures are appropriately accounted for.

The flagship school and its financial strength will be used as a model for the other schools. Voices College-Bound Language Academies will work diligently with each school Principal to ensure financial soundness at each school, as a stand-alone entity. To say that "corporate-level personnel will have conflicts between their currently existing schools and the proposed Charter School" is false and based on conjecture. The Voices College-Bound Language Academies staff shares the vision of the network and founders of Voices in designing schools "...where all children could learn at high levels." (Page iii)

District Finding: Moreover, the governance structure does not require or ensure representation on the board or the School Advisory Committee ("SAC") from the Mt. Pleasant community because it operates at the corporate level. In effect, the governance structure allows for the Charter School's governing board to be comprised of members who do not come from the Mt. Pleasant community and do not understand its needs. Without assured active representation on the board from the Mt. Pleasant community, and without any safeguards ensuring that board members will act in the best interest of the Charter School, the governance structure places the proposed site in a precarious and untenable position, and therefore Petitioners are unlikely to

successfully implement their program.

Voices' Response:

This finding is untrue. In fact the SAC was developed specifically to make sure that local school voices are heard at the Board level. The petition describes the SAC on page 112, "The Schools Advisory Committee will be comprised of at least one parent leader from each school in the network, the principal from each school, and the Executive Director or designee. Their primary purpose is to communicate local issues at the organizational level and serve as advisors to the Board. The committee will meet at least three times per year at a location and time determined by the committee. The Schools Advisory Committee will also be afforded training opportunities to further their expertise and knowledge base regarding such topics as school funding and laws" (*Emphasis added*).

5. *Qualifications*

District Finding: The Petition does not set forth the appropriate qualifications for the Charter School principal. According to the Petition, "charter school experience, English/Spanish bilingualism, an MA, and Tier II Administrative Credential are desirable qualifications," not mandatory. (p. 115.) The Petition allows for the possibility that the Charter School may hire an individual with no prior charter school experience and with no Spanish language skills to operate and serve as the day-to-day administrator of a Spanish-English dual language charter school. Accordingly, the lack of proper qualifications of the lead administrator raises significant doubts as to the Charter School's successful implementation of its program.

Voices' Response:

There is no legal requirement for the school leader of a charter school to possess any of the qualifications the District cites or an Administrative Services credential. While Voices MP Voices Flagship respects the Administrative Services credential and its associated knowledge, the Charter School is at liberty to select the employment qualifications that are required and desired for its employees. Education Code Section 47610, commonly known as the "mega-waiver," exempts charter schools from the laws applicable to school districts, including Education Code Section 44860. There is no basis in law for the District's conclusions; accordingly, this finding is an impermissible basis for denial of the charter petition.

6. *Staffing*

District Finding: As further detailed above, Petitioners include the signatures of only 12 teachers, all of whom currently teach at the already-existing Voices charter school within the Franklin-McKinley School District. As a result, the proposal raises doubts regarding whether the 12 teacher-signatories are meaningfully interested in teaching at the proposed Mt. Pleasant campus, and therefore indicates potential problems and difficulties relating to the proper staffing of the Charter School's dual immersion program.

Voices' Response:

Again, as stated previously in response to section A, this finding is an erroneous assumption and

is a misinterpretation of the requirements of the law. The law requires signatures of only half of the required teachers for year 1 of operations, in this case two (Voices MP will open up with four classrooms). Voices has included the signatures of all current Voices teachers that indicated that they were meaningfully interested. The teachers whose signatures were included have expressed an interest to us that they wish to be considered as a founding teacher at the MP school. Voices will invite up to 2 current teachers to step up to a leadership position as a founding staff on the new campus. Voices will advertise and hire for any other necessary positions as needed and is confident it can fill all positions with qualified staff dedicated to Voices' mission and dual immersion program.

7. Racial and Ethnic Balance

District Finding: The Voices charter school at Franklin-McKinley does not achieve a racial and ethnic balance that is reflective of the general population of the Franklin-McKinley School District. According to the California Department of Education, the Franklin-McKinley School District has Hispanic, Asian, African American and White student populations of approximately 61.3%, 30.1%, 1.8%, and 1.5%, respectively. However, the Voices charter school in Franklin-McKinley has percentages of approximately 90.6%, 2.5%, 3%, and 1%, respectively, of the same pupil subgroups. Accordingly, Voices at Franklin-McKinley is significantly overrepresented in Hispanic students and significantly underrepresented in Asian students, and therefore does not achieve a racial and ethnic balance representative of its authorizing agency.

Voices' Response:

Education Code Section 47605(b)(5)(G), the governing law for Element 7, requires the charter petition to provide a reasonably comprehensive description of: “[t]he 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.” (Emphasis added.)

First, charter petitions need simply to describe the means of achieving a reflective racial and ethnic balance; that is, a student recruitment plan. As the District knows, charter schools cannot discriminate on the basis of race, ethnicity, or other prohibited characteristic listed in Education Code Section 220 in admissions (see Education Code Section 47605(d)(1)). As such, the only way charter schools can have any control over actual enrollment is through targeted recruiting. When a charter school receives more applications than it has capacity, and holds a public random drawing to determine admission, it has even less control over actual enrollment.

Second, the law requires a comparison of a charter school's racial and ethnic balance in its student population to the general population (i.e., including adults) that resides in the school district. MPESD's statistics about Franklin-McKinley School District and its schools have no bearing on the legal requirements the Voices MP charter must meet.

District Finding: Based upon the Voices philosophy and educational program, the District expects for the proposed Charter School to attract similar percentages of student subgroups as those of its already-existing counterpart. Although the District maintains a Hispanic student population of approximately 71% and Asian student population of 13.5%, the District expects that the Charter School will again maintain a racial and ethnic imbalance with its student

population, with Hispanic students being overrepresented and Asian students being underrepresented, and fail to achieve a racial demographic reflective of the District as required by law.

Voices' Response:

The Petitioner asserts that it will strive to enroll an ethnic balance similar to that of MPESD through recruitment efforts. MPESD has an overall Hispanic student population of 72.36% and two schools in target neighborhoods with Hispanic population of 79.46% (Robert Sanders) and 84% (Mt. Pleasant) per <http://www.homefacts.com/schools/California/Santa-Clara-County/San-Jose/District/Mt-Pleasant-Elementary-School-District.html>. Furthermore, the racial and ethnic balance of Voices Flagship school cannot be used as a finding against the proposed Voices MP charter.

Accordingly, a finding based on conjecture and incorrect facts not specific to the Voices MP charter petition may not be used as a basis for denial of the charter petition.

8. Innovative Program

District Finding: The Charter Schools Act was intended to “increase learning opportunities” and “encourage the use of different and innovative teaching methods and programs.” (Ed. Code, § 47601.) However, the Charter School’s proposal is not unique or innovative. The Petition does not offer any program that the District does not already provide. Specifically, the District has, under its oversight authority, Ida Jew Academies Charter School, which currently offers a dual language program. Accordingly, the proposed educational program is not innovative for the purposes of satisfying the legislative intent behind the Charter Schools Act.

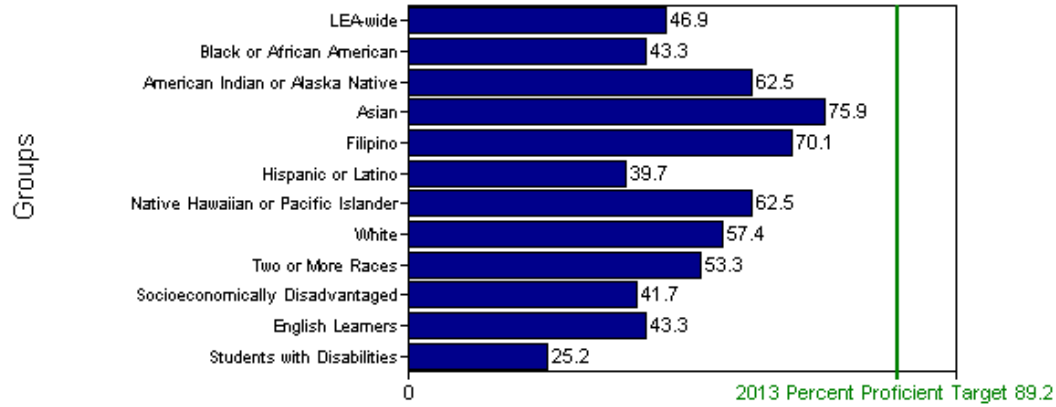
Voices' Response:

The Legislative intent language of Education Code Section 47601 is not a legal basis to deny the charter petition, however, Voices points out it meets all of the Legislative intent language. Moreover, the District itself states that Voices immersion program is not like theirs. The assertion that we are not innovative and that we are different than their program cannot both be true. Additionally, stating that Voices is not innovative because the District also has a dual immersion program makes as much sense as claiming that an English-only charter school is not innovative because the District already has an English-only schools. In fact, the true innovation can be seen if one compares the results of Voices students who are historically at risk of being academically underachieving. The innovation is in the effective implementation of best practices that lead to closing of the achievement gap.

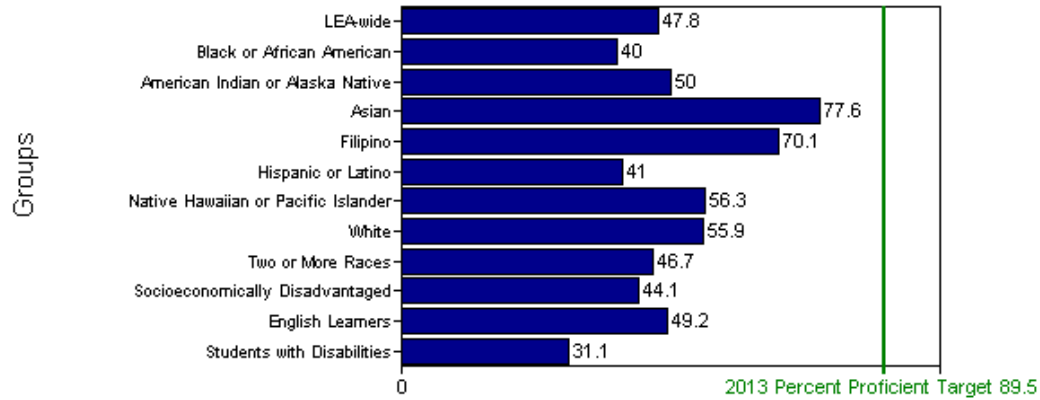
As seen in the following charts, Voices students not only outperformed the MPESD students in the areas of Math and ELA, but do not have a significant achievement gap amongst subgroups (<http://dq.cde.ca.gov/dataquest/Acnt2013/2013APRDstAYPChart.aspx?allcids=4369617>).

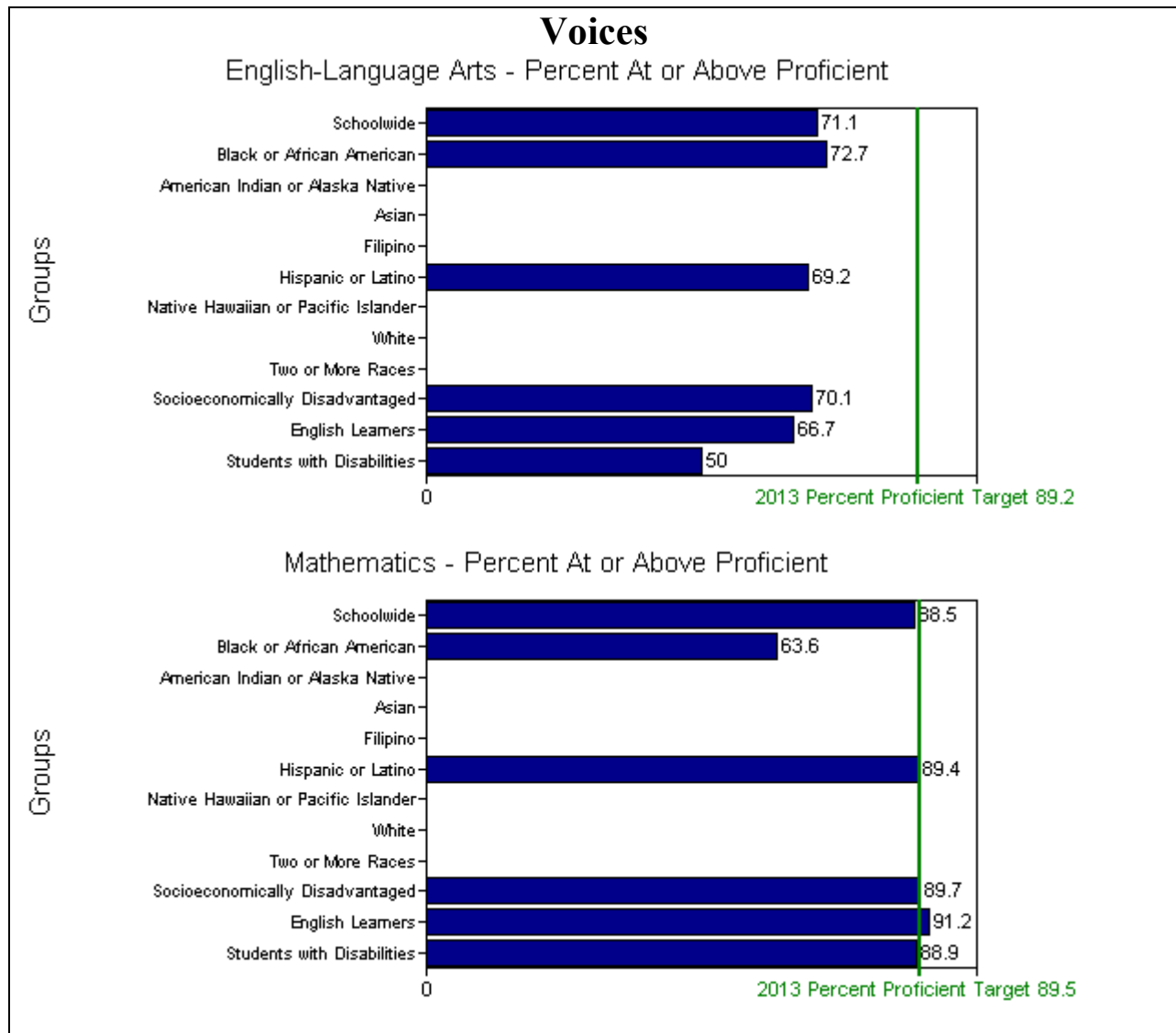
MPESD

English-Language Arts - Percent At or Above Proficient



Mathematics - Percent At or Above Proficient





9. Budget

a. Revenue

District Finding: The Petition states that the Charter School will anticipate approximately 72% of Voices students at the proposed District campus will qualify for free and reduced price lunch for the purposes of qualifying for supplemental grants under the Local Control Funding Formula (“LCFF”). The Budget’s LCFF assumptions worksheet also reflects a 72% free and reduced price lunch assumption. However, the Petition appears to overestimate this figure. According to the California Department of Education, the District has a free and reduced price meal population rate of 66.3%, and Santa Clara County has a rate of only 38.9%. Because admission to the Charter School will likely be dictated by the lottery, based upon Petitioners’ unsubstantiated claim that a waiting list of over 500 students currently exists, the proposed revenue calculation raises concerns about the Charter School’s ability to reach its free and reduced price lunch target for the purposes of generating supplemental grant revenue.

Voices' Response:

Voices will be situated within the attendance boundaries of Mt. Pleasant Elementary School which has a free and reduced rate of 79.4%. As such, the 72% assumption used is reasonable and highly likely to be reached by the school. Additionally, the Voices MP petition includes a lottery preference for students who qualify for free or reduced price meals as noted on page 139. Furthermore, since the District rate is 66.3%, the rate used in the petition is reasonable and in-line with the District rate. Below is a partial table found at <http://www.cde.ca.gov/ds/sd/sd/filespp.asp>, which shows that most individual schools within the MP District have a high rate of free and reduced students.

Academic Year	County Code	District Code	School Code	County Name	District Name	School Name	Adjusted Percent (%) Eligible FRPM (K-12)
2013-14	43	69617	6048037	Santa Clara	Mt. Pleasant Elementary	August Boeger Middle	71.3%
2013-14	43	69617	6048045	Santa Clara	Mt. Pleasant Elementary	Ida Jew Academies	57.7%
2013-14	43	69617	6048060	Santa Clara	Mt. Pleasant Elementary	Mt. Pleasant Elementary	79.4%
2013-14	43	69617	6048078	Santa Clara	Mt. Pleasant Elementary	Robert Sanders Elementary	77.0%
2013-14	43	69617	6067227	Santa Clara	Mt. Pleasant Elementary	Valle Vista Elementary	50.6%

District Finding: The Budget also relies upon the receipt of \$575,000 from the Public Charter Schools Grant Program (“PCSGP”). The PCSGP is a federal grant that is administered by the California Department of Education (“CDE”) to assist in the development of charter schools. These funds are restricted for use in planning, program design, and initial implementation of the school, and cannot be used for operational expenses. All expenditures must be approved and must demonstrate that they support achievement of the approved grant work plan, or else the funding must be returned. The current PCSGP has a 5-year grant cycle ending in July 2015. The CDE plans to apply for a one-year extension, but there is uncertainty surrounding the on-going funding of this grant beyond 2015. CDE has indicated that there is funding available that can be disseminated to authorized charters through the end of this fiscal year, provided that all grant requirements have been met, and the awards dispersed by year-end would not exceed the year-one allocation on the grant award letter. According to the CDE, charter schools with term dates beginning on or after July 1, 2015 will not be eligible for the last and final round of the PCSGP grant. Because the Charter School proposes that its charter term begin on July 1, 2015, Voices will not be eligible for receive PCSGP funding.

Voices' Response:

The Petitioner has requested the board to approve an effective term date prior to June 30, 2015. According to Colleen Quinn at the CDE, funding will be available to the charter school if the charter is able to move its effective date to a date prior to June 30, 2015.

Furthermore, Voices MP has already received notice of eligibility from the CDE, thus the budget is sound. The Petitioner received a letter from the CDE dated October 22, 2014, which stated that the “...overall narrative element score for the Voices College Bound Academy at Mt. Pleasant application met the Request for Applications criteria...” By changing the effective date of the charter, and the fact that the PCSGP application has been approved for funding, Voices MP will receive the funding outlined in the budget.

b. Expenses

District Finding: The proposed Budget includes certain expenses that appear understated. For example, the Budget accounts no money for legal expenses for the entire charter term, and no money for travel and conferences, despite the fact that the budget narrative states “the budget includes estimates for conference and travel costs” for professional development. (Budget Narrative, p. 6.) This is especially concerning given that the Petition promises to provide teachers with “external professional development” to assist students reach English language proficiency. (p. 53.) Other expenses appear wholly inaccurate, such as \$31,351 for telephone costs for the first year of operation.

Voices’ Response:

This finding is inaccurate. As noted in the petition, the school will be a part of a larger Voices network, as such; some of the expenses will be paid by Voices College-Bound Language Academies. Such expenses include legal, and audit. Voices College-Bound Language Academies will cover these expenses in exchange for the management fee that is paid by the school.

The Voices Flagship school has sent its teachers to attend professional development conferences throughout the United States. Travel costs related to these conferences are included in the Teacher Professional Development line in the budget. This rate was computed by taking the average cost paid per teacher over the last two years of the flagship school. The cost included travel, hotel, conference fees and meals.

Telephone expense of \$31K includes the following for that first year: \$6K auto call school reach system, \$351 for walkie-talkies for teachers/office staff to communicate during the day as needed and \$25K for the installation of a school-wide telephone system with intercom capabilities to ensure school safety in the event of a lock-down or other emergency.

District Finding: In addition, personnel costs comprise of approximately 50% of the Charter School’s total expenditures. However, the Petition only provides its staffing figures at full enrollment (Budget Narrative, p. 4), and does not provide a detailed staffing breakdown per school year, along with corresponding salaries. Accordingly, it is impossible to verify whether the salaries and statutory benefits, which comprise the largest component of the Charter School’s budget, are adequate to maintain a fiscally viable enterprise. In addition to the fact that the Petition states “[r]esponsibilities are subject to change at any time” and “a single individual may assume the responsibilities of more than one position, or staff may be shared between Voices MP and Voices Flagship, especially during the Charter School’s early years” (p. 114), the Petition and the lack of adequate staffing information in the proposed budget reflects that the Charter School’s staffing figures are fluid, and the Charter School does not currently have a defined staffing plan for at least its first several years of operation. Accordingly, the projected expenses for the Charter School are in flux and do not appear to reflect an accurate estimate of the Charter School’s expenditures.

Voices’ Response:

Stating that the “Charter School does not currently have a defined staffing plan” is not only misleading, but completely false. The expectation for a detailed staffing plan exceeds the legal

requirement and therefore was not included with the budget materials, but was, in fact, used in developing the school's 5 year budget.

The following two charts provide both the detailed staffing breakdown per school year, and the corresponding average salaries. Salary amounts are included in the petition in total by year. Headcount and salaries were not only vetted to ensure that the school would have human capacity at every point in time, but also to ensure that the school remained fiscally viable.

Staff headcount was provided in the assumptions page of the petition, in total. Teachers (include both Regular and SPED) were broken out followed by total staff. The chart below provides a more detailed breakdown of the information provided in the assumptions page.

The chart below depicts the staffing headcount by year:

Staffing Headcount	FY 2014-2015	FY 2015-2016	FY 2016-2017	FY 2017-2018	FY 2018-2019	FY 2019-2020
Teachers' Salaries	-	5.00	7.00	9.00	12.00	14.00
SPED Teachers	-	0.60	0.60	2.00	2.00	2.00
Certificated Supervisor and Administrator Salaries	-	1.00	1.00	1.00	1.00	1.00
Instructional Aide Salaries (Enrichment/Teacher Assistants)	-	3.20	4.40	5.60	6.80	7.40
Classified Support Salaries	-	0.50	0.50	0.50	1.00	1.00
Clerical/Technical/Office Staff Salaries	-	1.00	1.50	1.50	1.50	1.50
Other Classified Salaries	-	1.80	1.80	1.80	3.50	4.30
Total Headcount	-	13.10	16.80	21.40	27.80	31.20

The chart below depicts the average salaries by year and by staff role:

Average Salaries	FY 2014-2015	FY 2015-2016	FY 2016-2017	FY 2017-2018	FY 2018-2019	FY 2019-2020
Teachers	-	52,976	54,036	55,117	56,219	57,343
SPED Teachers	-	39,545	40,337	41,143	41,966	42,805
Certificated Supervisor and Administrator	-	71,400	72,828	74,285	75,770	77,286
Instructional Aides (Enrichment/Teacher Assistants)	-	23,501	23,970	24,450	24,940	25,438
Classified Support	-	37,540	38,290	39,056	39,837	40,634
Clerical/Technical/Office Staff	-	45,900	38,703	39,477	40,266	41,072
Other Classified	-	16,606	16,938	17,277	18,839	18,598

The chart below depicts Benefits as a percentage of Salaries by year:

Benefits as a percentage of Salaries	FY 2014-2015	FY 2015-2016	FY 2016-2017	FY 2017-2018	FY 2018-2019	FY 2019-2020
Total Salaries	-	529,772	688,439	899,381	1,170,091	1,336,155
Total Benefits	-	125,618	170,663	241,482	346,515	416,677
% of Benefits to Salaries	0%	24%	25%	27%	30%	31%

The information in the benefits chart above was included in the petition (Appendix AO); however, this chart calculates the benefits as a percentage of salaries, proving that benefits are in line with salaries. Benefits include participation in the state's STRS program for teachers and a fixed percentage contributed for non-certificated staff into a 403(b). The remainder of the benefits are for health/welfare and the usual employer portion of payroll taxes associated with the corresponding salaries, as well as workers compensation.

The explanations above negate the comment written by the Mt. Pleasant board that *“.the projected expenses for the Charter School are in flux and do not appear to reflect an accurate*

estimate of the Charter School's expenditures."

c. Salaries

***District Finding:** The job description for the classroom teacher states that the position will pay a "highly competitive salary." (Exh. AJ.) This is, however, unsupported by the Budget. According to the Budget Assumption worksheet, the Budget assumes the employment of 6 teachers for the 2015-16 school year. Assuming that these 6 teachers also include the special education teacher, which is not made clear from the Petition or the Budget, the sum of the combined teachers' salaries and the special education teacher salary (Object 1100) for the 2015-16 school year is \$288,609. Accordingly, the Charter School's average teacher salary is approximately \$48,101, which is not competitive with the average teacher salaries of the District. According to the District's certificated salary schedule, teachers at the lowest range (AB-30) at step 1 earn \$49,097 and teachers at the highest range (AB-75) at step 1 earn \$55,557. Moreover, these District salaries do not take into account \$1,200 for holding a BCLAD credential, which is required by the Charter School for its dual language program, and \$1,200 for holding special education certification. Accordingly, the Petition raises significant concerns about the Charter School's ability to competitively attract, recruit, and retain qualified instructional staff with low turnover, especially in light of the fact that the Charter School requires its teachers to have specialized bilingual skills.*

Voices' Response:

The assumptions made by the District in this finding are inaccurate and false. As noted in the response under staffing expenses, the following is true for teachers and SPED teachers:

Teacher Average Salary (over 5 teachers) in 2015/2016 - \$52,976. This is \$3,879 higher than the lowest range (AB-30) step noted in the District's finding. It is obvious that some teachers will come in higher than this figure, some lower, depending on their years of experience, as mandated by the Charter School.

The SPED teacher (Educational Specialist) will be staffed at 60% for year 1, with increased time as necessary. In addition, as with the Voices Flagship school, outside SPED services will be contracted to complement the needs of the school's SPED population.

Staffing for the Charter School is based on the successful staffing used at Voices San Jose, the flagship school, where school wide API was 898 in the school year ended 2012-13.

***District Finding:** The Charter School principal salary is also uncompetitive. The proposed Budget allocates \$71,400 per year for the Charter School principal. However, according to the District's management salary schedule, the District allocates \$97,313 at step 1 for its elementary school principals and \$98,934 at step 1 for its middle school principals. Salaries for other personnel are also understated. For example, the Budget indicates that the Charter School seeks to employ a special education teacher at only \$23,727, despite the fact that the Charter School seeks to become its own local education agency ("LEA") and will be responsible for the provision of special education services, and classified support salaries at only \$18,770.*

Voices' Response:

Stating that the Charter School principal salary is “uncompetitive” is false. This salary is also competitive with other like-charter schools in the area. Currently, two expert teachers are participating in a principal leadership program and are slated to lead future Voices schools. If approved, one of these leaders will accept the Principal position at the Mt Pleasant school site. These individual are aware of the salary ranges and benefits that come with the position, as well as the job description.

The SPED staff has been budgeted at 60% FTE for the first year of operations, thus having a lower salary for the year ended 2015-16. The school will in fact provide special education services as budgeted in the 5 year model that was submitted with the petition.

District Finding: Additionally, the ratio of Charter School employee salary and benefits to total expenses is disproportionate and reflects that employee compensation is understated. According to the budget, personnel costs (e.g., certificated salaries, classified salaries, and employee benefits) comprise of only approximately 50% of the Charter School's total expenditures Page 11 of 20 during the 2015-16 school year, and dropping to approximately 48.5% by 2019-20, which is below the industry standard.

Voices' Response:

This finding is without merit. By stating that the Charter School's salaries and benefits are “...below industry standard(s)” is completely false. The District is noting District standards as industry standards which vary significantly from charter schools in the area. The Charter School's salary & benefit to total expenditure ratios are comparable among other charter schools in the area and the Voices Flagship school.

d. Unsubstantiated Growth

District Finding: For the current 2014-15 school year, the Voices charter school in Franklin McKinley is at its full K-8 configuration. In November 2014, the Santa Clara County Board of Education approved another Voices charter school, which was previously denied by the Morgan Hill Unified School District. The proposed Voices charter school here seeks to enroll 112 students during its first year of operation and grow, by adding one grade level per year, to upwards of 500 students in grades K-8. The Petition does not provide any quantifiable evidence or other adequate documentation to persuasively support this level of expansion, especially within the confines of the San Jose area and in light of the highly-specialized nature of the educational program being offered. Petitioners are assuming an enrollment trajectory that will place them on pace to grow to the size of a traditional public school. However, this growth trajectory is premised upon a rate of growth that assumes the ability to backfill attrition at a 100% rate. Such an assumption cannot be made with a language immersion program, where attrition can only be backfilled at the higher grades with students possessing the requisite language skills to enter an immersion program midstream. Moreover, the growth trajectory upon which the Charter School's financial plan is based, which assumes that not only will the Charter School be able to backfill attrition at 100%, but will also grow by approximately 50-60 students per year, is unpersuasive and not realistic.

Voices' Response:

The District statement that our growth trajectory assumes the ability to backfill attrition at a

100% rate and that such an assumption cannot be made because a dual immersion program cannot be backfilled at the higher grades is an opinion based on their practices. The Voices flagship schools historically have been able to “backfill” at a 100% rate. We have always maintained a waitlist and have maintained a 100% enrollment rate. We prefer not to backfill in upper grades, but have added new students in the upper grades as well, while maintaining excellent results all the while. These students are also thriving as a direct result of our support and intervention systems. These students’ parents are fully informed before they start that we cannot guarantee that they will exit the program bilingual at high levels, but value the fact that we will provide them an excellent education and safe environment while they are here.

The District assertion that growing Voices at 50-60 students per year is not realistic is also a warrantless opinion since one only need to look at the Flagship’s’ historical data over the past 8 years. Since our first year of operation we have maintained a large kindergarten and first grade waitlist and have held a lottery every year. There is every reason to believe that Voices MP will experience a similar trend since it is geographically accessible to the Voices Flagship school. Accordingly, a finding based on opinion and facts not present in the petition may not be used as a legal basis to deny the charter petition.

District Finding: Additionally, this unsubstantiated growth projection raises significant concerns about the Charter School’s ability to remain fiscally viable, especially in light of the fact that the Petition does not present an educational program that is substantially different or “innovative” than what is already offered by the Ida Jew Academies Charter School. Moreover, as reflected by the inadequate number of teachers who are “meaningfully interested” in teaching at the proposed campus, even if the Charter School were to attract the numbers of students promised by the instant proposal, the Petition raises significant concerns about the Charter School’s ability to attract adequate numbers of teachers with the requisite language skill sets to sustain and maintain upwards of 500 students at the proposed site.

Voices’ Response:

As stated previously in response #8, The District itself states that Voices immersion program is not like theirs. The assertion that we are not innovative and that we are different than their program cannot both be true. Additionally stating that Voices is not innovative because the District also has a dual immersion program makes as much sense as claiming that English only charter school is not innovative because they already have an English-only schools. In fact the true innovation can be seen if one compares the results for students who are at risk if being academically underachieving. The innovation is in the effective implementation of best practices that lead to closing of the achievement gap.

Furthermore, as stated in response section A above, the number of teacher signatures submitted with the petition is not inadequate: Voices has included the signatures of any Voices teachers that indicated that they were meaningfully interested. The teachers whose signatures were included have expressed an interest to us that they wish to be considered as a founding teacher at the MP school.

Besides its normal and successful teacher recruiting strategies, Voices will also leverage its partnership with CLEI and Santa Clara University to create a pipeline of highly qualified

teachers with the requisite language skills for Voices. These teacher candidates will complete their student teaching at Voices and be recruited to teach at Voices once they are fully credentialed. Santa Clara University, at a significantly reduced tuition, will offer a credential program for teachers agreeing to work in schools with a high Hispanic population after graduation.

C. The Petition fails to provide a reasonably comprehensive description of all required elements of a Charter Petition

Element 1 – Educational Philosophy and Program

District Finding:

1. Curriculum: The Petition does not provide a reasonably comprehensive description of the curriculum to be used by the Charter School to implement the educational program. The Petition sets forth the Charter School’s pedagogical philosophies, which are broad and overarching, such as “using research-proven instructional models,” “sharing best practices for student success,” “having a results matter philosophy,” and “enabling character education and remaining college-bound focus.” (p. 19.) The Petition also sets forth generalized strategies for instruction, such as extended learning time, differentiated instruction, and cooperative learning. (p. 29- 30.) However, the Petition does not adequately describe exactly how the Charter School will materialize these philosophies and strategies into actual instructional delivery in the unique context of a dual language classroom, nor does it describe with adequate specificity the curriculum, materials, and texts to be used by the Charter School to support the program.

It appears that the Charter School intends to “backwards map” the curriculum, where teachers themselves develop the curriculum before the beginning of the school year. (p. 31.) However, in support of this proposal, Petitioners include only one sample backwards map for the fourth grade, which merely lists content standards, not curriculum. (Exh. R.) Because the process of language acquisition can take 5 to 7 years, a reasonably comprehensive description of a language immersion program requires program and curriculum design mapping for at least five years. The lack of description with respect to curriculum raises significant concerns as to the Charter School’s ability to implement its dual immersion language program.

Voices’ Response:

The description of our educational program exceed the legal requirements for a “reasonably comprehensive” description as required by Education Code section 47605(b)(5)(A), and is therefore an impermissible reason for denial of the charter petition.

Furthermore, these educational philosophies are not bound by language in any shape or form and can be implemented regardless of language of instruction and the curriculum materials can be found in Appendix A “Proposed Curriculum/Program Guide”

The District also asserts that curriculum mapping for at least five years is required. Voices does have curriculum maps for all grades; however we have not included all of our curriculum and instructional documents in the petition. This would exceed the charter petition requirements for reasonable comprehensive description. Rather we have chosen to give a sampling of these

documents across all grades to demonstrate the breath of the comprehensiveness of our preparations and planning. Voices would have gladly complied if only the District had requested all of our curriculum maps, however, the District never inquired. Please note that Voices will provide all curriculum maps to the County upon request.

District Finding: The proposed program also does not adequately describe how Spanish literacy will be taught.

Voices' Response:

This finding goes beyond the requirement of the law. Our charter petition includes details regarding a description of the educational program and literacy instruction to be used for both English and Spanish. Our charter petition includes description of program design which includes: reading aloud, word study, shared reading, guided reading, independent reading, reader's workshop, shared and interactive writing and writer's workshop, which can be found on pages 25-28

District Finding: The Petition provides no reference to the Common Core State Standards En Español as part of the program's curriculum, which would be required of a program promoting literacy in two languages.

Voices' Response:

This finding goes beyond the requirement of the law. Our charter petition includes details regarding a description of the educational program and literacy instruction to be used for both English and Spanish. Furthermore, the statement that the standards En Español would be "required" is mistaken since these standards are one of the many resources availed to schools. There is no entity that "requires" the use of these specific standards. Up to this point, Voices Academy has tended to differences in teaching Spanish literacy by teaching standards previously published by the San Diego County office of Education, which were aligned to the California Language Arts Standards. These non-transferable Spanish language differences are documented in Voices Flagship's standards-based report card and can be submitted to the County if it would be helpful to reviewers. At the time the petition was submitted, the standards En Español were not completed nor published. After the Petitioner has an opportunity to review the standards En Español, we will decide how we will utilize the resource so we maintain alignment with the CCCS. The description of the educational program provided in the petition exceeds the legal requirements for a "reasonably comprehensive" description as required by Education Code Section 47605(b)(5), rather than the use of the particular resource the District asserts.

District Finding:

2. Linguistic Balance: According to current research regarding dual immersion programming (Lindholm-Leary, 2005), "[t]o maintain an environment of educational and linguistic equity in the classroom and to promote interactions between native and non-native English speakers, the most desirable ratio is 50% English speakers to 50% non-English language speakers to ensure that there are enough language models of each language to promote interactions between the two groups of students, there should be no more than two speakers of one language to one speaker of the other language." Here, although Petitioners propose a model based upon a 50:50 balance in instructional time, the Petition does not adequately describe the enrollment of students based upon linguistic balance. The Petition does not identify the criteria to enroll students in classes to achieve the appropriate linguistic balance between the number of students who speak the native language and the target language.

Voices' Response:

Voices has an 8 year track record of success and high achievement, demonstrating that it is in fact implementing an effective dual immersion program. We have received the State Title I Academic Achievement Award, were recognized as a Distinguished School, have the 2nd highest Latino, and the 3rd highest 2013 API in Santa Clara and San Mateo Counties, and are the 3rd highest achieving dual immersion school in California (2013 API). In a dual language education programs, students are taught literacy and academic content in English and a partner language. The goals of dual language education are for students to develop high levels of language proficiency and literacy in both program languages, to demonstrate high levels of academic achievement, and to develop an appreciation for and an understanding of diverse cultures.

Furthermore, as a public charter school, Voices cannot have an admission preference for home language which could be construed as discriminatory against a protected class. In this case, having preferences or quotas for home language could look like a proxy for race and ethnicity preferences, which is unlawful. Additionally, the research states that maintaining a linguistic balance is preferable so that students can serve as language models for each other. Voices achieves this goal by making sure that staff and teachers are fluent speakers of English and Spanish, because, ultimately, they are the language models for students. Voices is data-driven; that is, we make adjustments and modifications based on our real life local context and that data, rather than ideology drives us. If one digs further into the origins of dual immersion programs in Florida with the original DI program (Coral Way, 1963), one can see that this recommendation originated based on the practices of this program. Most of the students in this program were children of highly educated and professional Cuban immigrants and dignitaries. They arrived in school with high oral language skills that would serve as good language models for other students. However, our program does not serve students from similar backgrounds and even our native speakers arrive in kindergarten with low oral academic language skills and would not serve as the best language models for other students.

District Finding:

3. Achievement Data: Although Petitioners propose to implement a dual language program, Petitioners present student achievement data in English only. The Petition does not present adequate data on pupil academic achievement in Spanish to substantiate and support its dual language proposal. Additionally, Petitioners present no data or evidence on the success of Voices students in their performance in high school or their college admissions rates, primarily because none of the Voices students at the Franklin-McKinley campus have yet transitioned into high school. Whether student learning from a Voices dual language program will translate into future student success is untested, and the District does not have adequate information to support the efficacy of the proposed dual immersion model.

Voices' Response:

This finding goes beyond requirement of the law. The charter petition includes comparable and verifiable achievement data (such as STAR, API, CELDT) in the petition. The charter petition includes achievement goals and means to measure student Spanish achievement which includes grade-specific reading level benchmarks, grade-specific writing rubrics, and LAS Links en Español (an assessment which mirrors the CELDT assessment in Spanish) which can be found on pages 92-95 of the petition. Unfortunately, there is currently no state-standardized, objective ways to measure Spanish development in a way that it can be compared from one school to

another. Internal school data can be submitted to the County staff if it would be helpful in their review of the petition.

District Finding:

4. Placement: Current research shows that language assimilation may take between 5 to 7 years. Accordingly, the Petition raises concerns about students entering the charter program after Kindergarten. Of specific concern is the failure by the Petition to address situations where students enter with less than 5 to 7 years of enrollment eligibility at the Charter School, and the lack of description of any plan to ensure that these students will obtain the requisite skills to prepare them for subsequent grade levels.

Voices' Response:

This finding goes beyond the requirements of law. The charter school does not restrict enrollment based on language proficiency or age/grade upon entry. The charter school provides support to any student requiring it through its RtI model, SST process, interventions, and language learner instructional practices described in the petition. In fact, the petition emphasizes that we view all students as language learners on page 54 when it states, "The ultimate goal is accessibility for ELs and SLs to grade-level content standards and concepts."

Although the District's dual immersions program seems to have entrance exams (per its enrolment application), Voices adheres to its assurance to enroll any pupil and does not call for additional enrolment requirements, "A random drawing is held that does not allow for preferences based on privilege, IQ, parent education levels, etc., nor do we require entrance exams" (p. vii). We will accelerate all students so they are as prepared as humanly possible for success in future grades, much like an English-only school would do for a new-comer arriving from Mexico.

District Finding:

5. Academically High Achieving Students: The Petition does not adequately describe its plan to serve academically high achieving students. The stated strategies for serving gifted students are merely listed without elaboration and are the same as those that the Charter School proposes to use with its general education program, such as differentiation, personalized blended learning opportunities, project based-learning challenges, and leadership challenges and opportunities. (p. 50.) In fact, the Petition reflects that the Charter School views its dual immersion proposal as a one-size-fits all program, regardless of achievement level. Specifically, the Petition states, "the nature of the Voices MP program will provide a built in challenge for students since learning a second language is an expectation for all." (p. 51.)

Voices' Response:

The District ignored the fact that any needs of an academically high achieving student will be met through individualization, "students achieving above grade level as measured by multiple measures (interim assessments, reading levels in English or Spanish, teacher and parent observations, etc.) and preferably determined through the SST process, will receive appropriate academic extensions within and outside the classroom" (page 50). Differentiation and personalization and other methods described in the findings, are best practices and instructional strategies that are keys to our success because they are flexible, and appropriate for all students.

District Finding:

6. *English Learners: The Petition does not adequately describe how the Charter School’s English learner (“EL”) plan will fit into the Charter School’s dual immersion language program or provide sufficient distinction between the EL program and the general program. Although the District recognizes that at least 50% of instruction from grades Kindergarten to 8th grade will be provided in Spanish, the plan and strategies used to serve EL students appears to be the same as those used for the general student population. Indeed, in its plan for serving EL students, the Petition specifically references the application of the dual immersion model, which is also to be used by the Charter School in its general program. (p. 54.)*

Voices’ Response:

The petition exceeds requirement to provide a reasonably comprehensive description of its educational program, including its plan for serving English Learners. In particular, the described plan for ELs can be found on pages iv, 22-23 and 51-55.

District Finding:

7. *Special Education: The Petition uses boilerplate special education provisions, without accounting for the specialized nature of the language immersion program proposed in the Petition. For example, the Petition does not address the Charter School’s expectations as to whether special education services, such as assessment and instruction, are to be provided in English or Spanish. Since the Charter School seeks to become its own LEA for the purposes of special education, the Charter School would incur legal obligations with respect to the provision of special education services. The Charter School’s expectation with respect to the language used in assessment and service delivery is of material impact upon the District’s allocation of special education personnel. Accordingly, the Petition’s failure to address this issue in its entirety is a significant defect.*

Voices’ Response:

This finding is wholly incorrect. A thorough description can be found on pages 43-45 in the Procedural Manual, Appendix AA. The description of the process for special education eligibility found in the petition is thorough and goes beyond the requirement of law. Furthermore, these processes are more fully flushed out in Appendix AA and AB. A full understanding of the legal responsibility to students with disabilities is not only evident based on the petition, description, and appendix, but also is asserted in the Affirmations and Assurances on page xxiii, number 8.

District Finding: Moreover, the Petition does not describe with adequate specificity special education eligibility, and the processes for conducting assessments or completing Individualized Education Program (“IEP”) is lacking detail. The Petition states that Voices will use a full inclusion model for all students with disabilities. (p. 56.) However, the Petition lacks description regarding how the Charter School will address the needs of students with severe disabilities including autism, emotional disturbance, intellectual disabilities or hearing or visually impaired students. In addition, the Petition lacks adequate description regarding the training for general education teachers to support the proposed full inclusion model.

Voices’ Response:

This finding is factually inaccurate. The petition does not state that we will “provide a full inclusion model for all students with disabilities”, but rather that “All students with IEPs are mainstreamed for the maximum amount of the day possible (least restrictive environment (“LRE”)), as their IEP permits. A free, appropriate education (“FAPE”) will be provided to

students with an IEP who cannot be served with a full inclusion model (moderate to severe) as necessary based on their individual need and may include, but is not limited to a 1-1 aide, Special Day Class placement for all or part of the day. The Charter School will provide or secure such placements with the District or other entity through an MOU if necessary” (p. 5 of Petition). Furthermore, Appendix AA Procedural Manual describes the process to determine FAPE on page 4.

The description of placement process is fully described in Appendix AA page 13 of the Procedural Manual. This description exceeds the requirements of law. As stated in Section (b) above, the petition does not state that Voices uses only an inclusion model.

District Finding: Additionally, of specific concern is the fact that Voices in Franklin McKinley enrolls students with disabilities at a disproportionate rate compared to its authorizing agency. According to the California Department of Education, Franklin-McKinley has a student with disabilities rate of approximately 10.4%, whereas the Voices has an enrollment rate of only 7.6%. Accordingly, the data reflects exclusivity in enrollment, which may be further compounded by the Charter School’s inadequate description of its plan to serve special education students.

Voices’ Response:

This finding is speculative and has no relevance to this petition. Voices Flagship has served every student who has enrolled which encompasses a wide breadth of disabilities, including hard of hearing, specific learning disability, autism, speech and language disorders, emotional disturbance, and other health impairments. This demonstrates that Voices is prepared and has the capacity to mobilize to serve any future Voices student regardless of disability. The finding stating that “the data reflects exclusivity in enrollment” is based on conjecture and may not be used as a legal basis for denial of the charter petition.

District Finding:

8. Common Core: Although the Petition makes numerous general references to the Common Core, such as the Charter School’s intent to comply with the Common Core State Standards in instructional delivery, the Petition does not adequately describe specifically how the Charter School will apply the Common Core in a dual language context/classroom.

Voices’ Response:

The description of the educational program provided in the petition exceed the legal requirements for a “reasonably comprehensive” description as required by Education Code Section 47605(b)(5)(A). Furthermore CCCS guides content instruction. Effective content instruction is described throughout the petition. Methods of instruction and best practices stand strong regardless of language of delivery.

Element 2/3 – Measurable Pupil Outcomes and Methods of Student Assessment

District Finding: Staff finds that the Petition requires further comprehensive description of the Charter School’s measurable student outcomes and methods of measurement for the following reasons: The Petition proposes pupil outcomes that are not quantifiable or measurable. For example, under State Priority No. 8, “Student Performance,” the Petition states the following as pupil outcomes: “All students will become proficient bilingual speakers, readers and writers; All students will reach high standards in mathematical skills and content; All students will reach high standards in science concepts and scientific thinking; All students will reach high standards in social science practices and content; All students will become proficient users of technology;

All students will show growth on the PFT.” (p. 86.) The Petition does not otherwise define what it means to be “proficient,” to “reach high standards,” or to “show growth.” Such terms are vague and incapable of being measured. Accordingly, it is impossible to hold the Charter School accountable against unquantifiable outcomes.

While the Petition does provide, under the “Additional Voices MP Student Outcomes” section, some quantifiable figures to measure outcomes, the descriptions provided are vague and therefore the outcomes are rendered nearly meaningless. For example, the Petition states that “70% of students will show growth on their internal benchmark assessments for math.” (p. 87.) However, the Petition does not further describe these internal benchmarks, and does not define the term “growth.” Accordingly, it is impossible to hold the Charter School accountable, for example, for potentially developing non-rigorous internal benchmarks and claiming students have experienced growth.

Voices’ Response:

The District finding goes beyond the legal requirements for the Measurable Pupil Outcomes content of a charter petition. Furthermore the District’s finding is incorrect. The Petitioner defines “proficient” for interim assessment on pages 46, “Students who are academically low achieving are defined as any student scoring below proficient on the California testing system or scoring less than 80% on interim or formative assessments or not meeting Big Goals (See Appendix V for Sample Big Goals)” and proficiency on state assessment are those prescribed by the CDE for all schools.

Element 4 – Governance

District Finding:

1. Conflict of Interest: As detailed above under section IV.B, the Charter School’s governing board is centralized and operates at a corporate level. However, the Petition does not account for the fact that corporate-level personnel will have conflicts between other Voices campuses and the proposed Charter School on such critical matters as budgeting, financing, staffing, allocation of resources, and other important operations. Indeed, the Petition does not provide safeguards to protect the proposed site, such as procedures against the commingling of funds. As proposed, the governance structure makes it impossible for board members to act in the best interests of the proposed campus if and when conflicts with the other Voices campuses arise. Moreover, the governance structure does not require or ensure representation on the board or the SAC from the Mt. Pleasant community because it operates at the corporate level. Accordingly, the governance structure is inadequately described.

Voices’ Response:

The District’s finding is based on conjecture and jumps to conclusions without any basis found in law or evidence found in the charter petition. It is common practice for charter management organizations to utilize the same executive staff to handle the budgeting, financing, staffing, allocation of resources, and other operations for multiple charter schools operated by the same corporation. We are not aware of any perceived or actual conflict of interest involved with executive staff’s executive of such duties as directed by each position’s job description and overseen by the Voices Board of Directors. If such a conflict were to arise, the Board is responsible for investigating and remedying the issue. Furthermore, the Voices Board of

Directors has adopted a Conflict of Interest Code (see Appendix AF) and adheres to Board policies procedure to protect against self-dealing and commingling of funds.

To say that “...*corporate-level personnel will have conflicts between other Voices campuses and the proposed Charter School ...*” is false and without merit. As stated in the Governance section #4 above and in the charter petition, the CMO staff shares the vision of the network and founders of Voices in designing schools “...where all children could learn at high levels.” (Page iii).

Regarding the claim of comingling funds, and repeating Voices response in the Governance section # 4 above:

Dollars will not be comingled. A separate checking account will be opened for each school, as well as the CMO. This account will receive the schools’ federal and state funding as well as pay all operating expenses for the school. In addition, each school and the CMO will have its own set of accounting records. The annual financial audit will confirm that revenue and expenditures are appropriately accounted for.

Regarding the claim that the CMO “...*will have conflicts between other Voices campuses and the proposed Charter School on such critical matters as budgeting, financing, staffing, allocation of resources, and other important operations*” it is completely false. The board is there to serve the network as a whole with the intention of ensuring that each campus is both financially viable and having excellent academic results, as has been experienced in the flagship school. As noted in the organizational chart included in the petition (Figure 4.1), the board will also have a Schools Advisory Committee made up of a parent leader (from the campus), school principal and the ED, which will ensure that Voices MH is receiving the resources it needs.

Furthermore, the District’s finding is untrue. In fact, the SAC was developed specifically to make sure that a local voice is heard at the Board level. The petition describes the SAC on page 112, “The Schools Advisory Committee will be compromised of at least one parent leader from each school in the network, the principal from each school, and the Executive Director or designee. Their primary purpose is to communicate local issues at the organizational level and serve as advisors to the Board. The committee will meet at least three times per year at a location and time determined by the committee. The Schools Advisory Committee will also be afforded training opportunities to further their expertise and knowledge base regarding such topics as school funding and laws” (Emphasis added).

District Finding:

2. *Roles: The Petition indicates that Frances Teso is the Chief Executive Officer, and therefore the Executive Director, of the Voices College-Bound Language Academies, the non-profit corporation. (p. ii, 100.) However, Ms. Teso also serves as the principal of the Voices charter school in Franklin-McKinley. (Exh. C.) Accordingly, the Petition reflects the conflation of these two roles by the Charter School, demonstrates the Charter School’s inattention to issues relating to conflicts of interest, and inadequately describes how the Charter School and its nonprofit corporation will operate in the future with respect to these positions. The Petition does not clarify whether or how Ms. Teso will continue serving as both the principal of the Franklin-McKinley Voice campus and the CEO of the corporation, or identify who will serve as the principal of the proposed Voices school.*

Voices' Response:

The Petitioners could have easily answered this question had District asked. Frances Teso serves as the principal of Voices in FMSD for the 2014/2015 school year, however Mrs. Teso will transition roles to Executive Director of Voices College-Bound Language Academies at the end of the school year. The transition is part of the staffing plan.

District Finding:

3. *Charter Management Organization: The Petition states that the Charter School will contract with a Charter Management Organization (“CMO”) to support the instructional and operational needs of the Charter School. However, the Petition does not identify which specific CMO will be, or has been, selected to perform these tasks, nor the Charter School’s criteria for selecting CMOs.*

Voices' Response:

Voices College-Bound Language Academies is the non-profit benefit corporation that will operate Voices, otherwise known as a “CMO” that operates multiple charter schools- no selection is necessary as it is not an outside vendor.

District Finding: In addition, the Petition does not adequately describe the CMO’s role and responsibilities as it relates to the Charter School. Although the Petition provides a chart indicating broad and undefined categories in which the Charter School and the CMO will share responsibilities, the chart only indicates the relative quantity of responsibilities to be shared through imprecise and vague bar graphs. (p. 100.) For example, the chart appears to show that the Charter School will bear the majority of the responsibility for instruction, but the Petition does not identify or specify the exact instruction-related responsibilities to be performed by the CMO. As another example, the chart states that the Charter School and the CMO will share responsibilities regarding “school culture,” but this category is undefined and does not further elaborate what duties are associated with the “school culture” function. In sum, the chart presents a visual/conceptual understanding of the relationship between the Charter School and the CMO, without any express written provisions or specific language to allow the District to hold the Charter School accountable for its responsibilities.

Voices' Response:

By law, any finding for denial must be specific to the actual charter petition being considered and must set forth specific facts regarding that charter petition. This finding is based upon matters outside of the charter petition presented to the District. For those reasons alone, it is an impermissible basis for denial of the Voices charter petition.

The Petitioner included this chart as background and an overview of how the CMO and Voices MP will interact, not as a description of the CMO and its operations.

District Finding: Moreover, the relationship between the Charter School and the CMO is made further unclear by the Petition’s organizational chart. Specifically, the organizational chart reflects that the Charter School board will govern the CMO, and the CMO will govern the Charter School. In other words, the organizational charter reflects that the CMO will operate the Charter School and no direct link exists between the board and the Charter School. Accordingly, the Charter School’s governance with respect to CMO is inadequately described.

Voices' Response:

This finding reaches a level of absurdity as we are certain that the District is fully aware of the relationship between a nonprofit public benefit corporation, its Board of Directors, and the duties

and responsibilities of the Board of Directors. That is, Voices College-Bound Language Academies is the nonprofit public benefit corporation that operates the Charter School, as governed by the Board of Directors through its bylaws. The organizational chart in the petition utilizes the term “CMO” as a means of describing the back office and executive-level operations of the CMO/Voices College-Bound Language Academies, which will provide various services as described in the charter petition to all charter schools operated by the corporation.

As noted in the first finding of this Governance section, the CMO board will have a Schools Advisory Committee to ensure that there are the “links” the district is requesting between the board and the Charter School. The charter petition contained quite a bit of detail explaining the composition of the governing board and the school advisory committee, beginning on page 112.

The organizational chart shows that the board will have input from the Schools Advisory Committee.

Element 5 – Employee Qualifications

District Finding:

1. Responsibilities: The Petition sets forth an introductory provision stating that “[r]esponsibilities are subject to change at any time. A single individual may assume the responsibilities of more than one position, or staff may be shared between Voices MP and Voices Flagship, especially during the Charter School’s early years.” (p. 114.) This overbroad provision renders the employee qualifications and responsibilities set forth in the Petition meaningless, as it gives the Charter School a blank check to change employee qualifications and duties at any time.

Voices’ Response:

The District’s finding goes beyond the requirements of the law. Indeed, the charter petition includes a reasonably comprehensive description of the qualifications of its employees as required by Education Code Section 47605(b)(5)(E) (see petition, pages 114-123). The statement cited in the District’s finding indicates that duties and responsibilities may change over time due to the growing nature of the Voices organization, e.g., through Board-adopted changes to job descriptions, which are a necessary function of the Board of Directors. Accordingly, this may not be used as a legal basis to deny the charter petition.

It is without merit to say that the “...employee qualifications and responsibilities set forth in the Petition are meaningless...” The Charter School and the CMO take the credentialing and qualifications of employees very seriously and will ensure that people are qualified for their positions before making any changes. The Charter School will not have “a blank check” to change employee qualifications; those are set by compliance and credentialing specifications.

District Finding:

2. Principal: The Petition does not set forth the appropriate qualifications for the Charter School principal. According to the Petition, “charter school experience, English/Spanish bilingualism, an MA, and Tier II Administrative Credential are desirable qualifications,” not mandatory. (p. 115.) The Petition allows for the possibility that the Charter School may hire an

individual with no prior charter school experience and with no Spanish language skills to operate and serve as the day-today administrator of a Spanish-English dual language charter school. Moreover, although all staff are expected to have bilingual skills due to the nature of the program, the principal is not required to hold a Bilingual Crosscultural, Language and Academic Development (“BCLAD”) or other bilingual authorization.

Voices’ Response:

There is no legal requirement for the school leader of a charter school to possess an Administrative Services credential nor a BCLAD. While Voices respects the Administrative Services credential and its associated knowledge, the Charter School is at liberty to select the employment qualifications that are required and desired for its employees. Education Code Section 47610, commonly known as the “mega-waiver,” exempts charter schools from the laws applicable to school districts, including Education Code Section 44860. There is no basis in law for the District’s conclusions; accordingly, this finding is an impermissible basis for denial of the charter petition.

District Finding:

3. Associate Teachers: The Petition states that “Voices reserves the right to hire or retain non-credentialed instructional support staff (Associate Teacher) to support core or college prep subjects.” (p. 118.) Specifically, the Charter School may hire “associate teachers,” who are not certificated but who are expected to provide instruction. (Exh. AJ.) The Petition, as written, suggests that the Charter School does not currently have a plan on using associate teachers, and reserves the right to employ them in the future. Thus, the Petition raises concerns about the inadequate description of the associate teachers and how they will fit into the dual immersion program.

Voices’ Response:

This finding is speculative and based on erroneous assumptions. The petition describes associate teachers numerous times on pages 30, 40, 118, and in detail on the job description in Appendix AJ. Furthermore a narrative description of how associate teachers assist during the day can be seen in the Day in the Life Narratives on pages 67-70.

District Finding:

4. Job Descriptions: The Charter School seeks to hire a principal, regular teachers, educational specialist, associate teachers, special education associate teacher, intervention teacher, and academic coach. (p. Budget Narrative, p. 4.) However, the Petition does not include job descriptions for the educational specialist, special education associate teacher, intervention teacher, and academic coach. (Exh. AJ.) Additionally, the job descriptions for the teachers do not reflect how the Charter School will assess their proficiency levels of bilingualism.

Voices’ Response:

Regarding the Educational Specialist (special education teacher) no law requires that a job description must be included in a charter petition; only employment qualifications, as per Education Code Section 47605(b)(5)(E). In fact, the petition does include the employment qualifications and job duties in the petition. The petition states on page 57, “It is the role of the school’s Education Specialist, and the SPED associate teacher, to provide academic services within the general education classroom through small group instruction, individualized instruction, collaboration with the classroom teacher, and other methods that assist students with different learning needs in achieving academically, if described in the IEP”. Meanwhile, page

119 lists the requirements, Appendix AA pages 10-13 and Appendix AB, Policy 10. We would be happy to provide this job description as additional information if it would be useful to the County in its review of our charter.

The Academic Coach and Intervention Teachers at Voices are described under the teacher qualifications and can also be found in Figure 5.0. These teacher positions are promotions within the organization.

Furthermore, teacher's initial assessment of language proficiency is determined on the basis of having acquired a BLCAD or equivalent. Additionally, all bilingual employees are required to go through a rigorous interview process which includes assessment of English and Spanish oral and written skills. Moreover, employees are evaluated annually. During this evaluation, proficiency levels of bilingualism and biliteracy can be assessed. This finding exceeds the applicable governing law, and for factual and legal reasons, is an impermissible basis upon which to deny the charter.

Element 7 – Means to Achieve Racial and Ethnic Balance

District Finding: Staff finds that the Petition requires further comprehensive description of the Charter School's plan to achieve an appropriate racial and ethnic balance for the following reasons: The proposed racial and ethnic balance plan is general and vague, and the Petition does not set forth with adequate specificity its plans to achieve a racial and ethnic balance that is reflective of the District's general population. (p. 135.) For example, the Petition states that the Charter School will conduct outreach efforts via neighborhood groups, community organizations, churches, and other leadership organizations. However, "outreach efforts" is undefined, and the Petition does not otherwise identify specifically which groups, organizations, and churches that the Charter School will target. The Petition also states that the Charter School will engage in "community walks through neighborhoods and door to door campaigns," but does not describe what a community walk or campaign entails. The Petition states as a strategy, "attendance and participation at local events and activities to promote the Charter School," but again fails to identify which specific events and activities in which it seeks to participate. In sum, the proposed plan to achieve racial and ethnic balance comprises of a listing of generalized and vague strategies that lack the specificity required to persuasively demonstrate an actual intent to implement the plan. The District finds the proposal inadequate and concerning, especially in light of the fact that the Voices campus at Franklin-McKinley has failed to achieve the appropriate racial and ethnic balance of its own authorizing agency, as further detailed above under section IV.B.

Voices' Response:

This finding is inaccurate. Education Code Section 47605(b)(5)(G), the governing law for Element 7, seeks a reasonably comprehensive description of: "[t]he 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." (Emphasis added.)

First, charter petitions need simply describe the means of achieving a reflective racial and ethnic balance; that is, a student recruitment plan. As the District knows, charter schools cannot

discriminate on the basis of race or ethnicity in admissions (see Education Code Section 47605(d)(1)). As such, the only way charter schools can have any control over actual enrollment is through targeted recruiting. When a charter school receives more applications than it has capacity, and holds a public random drawing to determine admission, it has even less control over actual enrollment.

Secondly, the petition does adequately describe its recruitment plan and any District expectation to be more specific goes beyond the requirement of the law. Incidentally, the Petitioners specifically shared the recruitment plan and lottery preferences with the District Superintendent, Marianne Engle, prior to submitting the petition and requested any suggestions for changes desired. The only response from Dr. Engle was to exclude the desire to have the District share a list of its lowest performing students. Upon this request, the Petitioner removed it from the final petition submitted to the district. No mention was made as to any other objections.

Element 8 – Admission Requirements

District Finding: Staff finds that the Petition requires further comprehensive description of the Charter School's admission requirements for the following reasons: The Petition exempts siblings of students already enrolled at or admitted to the Charter School and children of teachers and staff from the public random drawing. These students receive exemption from the lottery and are granted admission ahead of students who reside in the District and who qualify for free or reduced price meals. In light of Petitioners' claim that the current waiting list for Voices exceeds 500 students, the admissions policy as described in the Petition makes unrealistic the Charter School's promise to "admit all pupils who wish to attend the Charter School." (p. ix, 137-39.) Moreover, the exemption for siblings and children of staff will make it more difficult for the Charter School to "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" as is required by Education Code section 47605(b)(5)(G), since it narrows the number of seats available to the general population.

Voices' Response:

The Petitioners specifically shared the recruitment plan and lottery preferences with the District Superintendent, Marianne Engle, prior to submitting the petition and requested any suggestions for changes desired. The only response from Mrs. Engle was to exclude the desire to have the District share a list of its lowest performing students. Upon this request, the Petitioner removed it from the final petition submitted to the District. No mention was made as to any other objections.

Furthermore, the preferences and exemptions as stated in the petition comply with state and federal parameters. The exemptions listed are permitted under the federal PCSGP program guideline, which the Charter School is obligated to follow during its receipt of the federal PCSGP funds. Moreover, the District's dual-immersion program also grants preference to siblings of currently enrolled students and sees no problem with that practice. The District's speculation here that preference will make it difficult to achieve a racial and ethnic balance is not based upon fact, and is therefore an impermissible reason for denial of the charter petition.

Lastly the statement that the charter school is making an "unrealistic promise" by stating that it

will admit all pupils who wish to attend the Charter school is taken out of context and is a misunderstanding of the law. The fact is that as a public school, Voices shall admit any student, provided there is a space, “The Charter School will admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [ref. Education Code Section 47605(d)(A)-(C)].” (see charter petition, page xiii). Thus, in accordance with state law, in the case that applications for Voices MP do not exceed capacity, all applicants will be admitted; but if applications do exceed capacity, then a lottery and preferences will be applied for admission in accordance with the Education Code and procedures set forth in the school’s charter...

Element 10 – Suspension and Expulsion Procedures

District Finding:

1. Discretionary Offenses: The Petition states that “the Charter School has reviewed Education Code section 48900 et seq. which describes the noncharter schools’ list of offenses” and that the list of offenses “closely mirrors the language of Education Code section 48900 et seq.” (p. 141.) However, the Petition does not accurately reflect Education Code requirements and is not appropriate for the grade levels that the Charter School seeks to serve. For example, Assembly Bill 420, which was signed September 27, 2014, amends Education Code section 48900(k) and limits the use of school discipline for the catch-all category known as “willful defiance.” Specifically, a K-3 student cannot be suspended, and a K-12 student cannot be recommended for expulsion, for having “disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.” However, the Petition continues to identify willful disruption as grounds for suspension or expulsion. (p. 143, 147.)

Voices’ Response:

Under the mega-waiver, charter schools are not obligated to follow the 48900 list of offenses and thus have the flexibility to continue to use willful defiance in its policy. Voices board will consider revision of its policy given the law does not take effect until Jan 1, 2015.

District Finding:

2. Appeal Rights: The suspension and expulsion procedures do not provide for appealing an expulsion or suspension, which may infringe upon students’ due process rights.

Voices’ Response:

Indeed, there are no expulsion appeal rights provided beyond the final decision that is made by the Voices Board of Directors as there is no further or available body within the Voices organization to consider expulsion appeals. Voices affirms that its suspension and expulsion procedures as currently written in the charter petition provide full due process to students. The District states this process “may infringe upon students’ due process rights” without any legal basis for its conclusion nor recognition that this process is common practice for charter schools throughout the state unless their District or County requests or requires to participate as an appellate body.

District Finding:

3. *Notice: The Petition does not describe any protocols for informing the District of any student expulsions or disenrollment, which may place the District at risk of unknowingly enrolling former students of the Charter School without adequate information of significant behavioral issues.*

Voices’ Response:

This finding is inaccurate. The petition does describe that it will inform the district if a student leaves the school for any reason in its affirmations on page xiv, “If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)].”

Element 14 – Dispute Resolution Procedures

District Finding: Staff finds that the Petition requires further comprehensive description of the Charter School’s dispute resolution procedures for the following reasons: Although the Petition sets forth the Charter School’s dispute resolution procedures, the Petition fails to clarify that disputes that may result in revocation must be addressed at the District’s discretion. The Petition fails to clarify that disputes relating to or that may result in revocation are exempt from the dispute resolution procedure, and instead makes a blanket assertion that “the District shall not intervene in any such internal disputes without the consent of the Board of the Charter School.” (p. 163.) Accordingly, the Petition’s dispute resolution procedures are not adequately described.

Voices’ Response:

The District’s finding goes beyond the requirements of a “reasonably comprehensive description” as the Education Code does not require the specific statements cited in the District’s finding to be included in a charter petition. Indeed, the Charter School is not required to restate in the charter petition the District’s right to pursue revocation of the school’s charter; such rights and procedures are already detailed in Education Code Section 47607 and its implementing procedures. If the District’s preference was to specifically exempt itself from the Dispute Resolution procedures (a right the District has regardless of whether specifically stated in the petition or not), then such a requirement is more appropriate for inclusion in a mutually agreeable memorandum of understanding between the parties. Accordingly, this finding may not be used as a legal basis for denial of the charter petition.

Miscellaneous

District Finding:

Insurance: The Petition states that the Charter School will retain “standard insurance policies” but does not identify the specific policies to be retained or their specific coverage limits. Moreover, the Petition does not assure that the District will be a named insured on all insurance policies.

Voices’ Response:

These details beyond the requirements of the petition, as the Education Code does not require a charter petition to address or describe its proposed insurance coverage. However, the charter petition addresses this matter anyway, exceeding the requirements of the law. The assurance is listed on page xiv and page 172. The Charter School’s insurance company is CharterSAFE and the authorizer will be named as an additional insured on all policies of the Charter School.. Also, CharterSAFE has assured The charter school that coverage limits and coverages would meet the District’s requirements. Furthermore, these details should be addressed in an MOU with the authorizer, not in the charter petition.

* * *

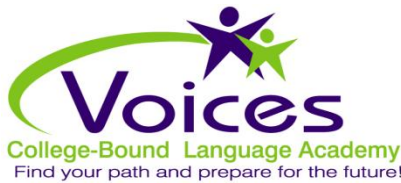
As demonstrated herein, the Voices charter petition meets or exceeds the legal requirements for approval, and the District’s staff report presents findings which are impermissible bases for denial of the charter petition appeal. We urge the County Board to consider the Legislative intent behind the Charter Schools Act, that “charters schools **are and should become an integral part** of the California educational system and that **establishment of charter schools shall be encouraged.**” (Education Code Section 47605(b), emphasis added.)

The conclusions of the District’s staff report are inaccurate. The Voices charter petition does provide a sound educational program. The petitioners are demonstrably likely to successfully implement the program set forth in the petition. The Voices charter petition does include all required signatures. The Voices charter petition clearly includes all legally required affirmations. Finally, the Voices charter petition does include a reasonably comprehensive description of the 16 required elements.

We find the District’s staff report to contain issues that are easy resolvable with technical amendments to the charter and/or a memorandum of understanding between the parties. The Charter School has proven itself to be extraordinarily committed to the education of students in the region and seeks the County Board’s approval to begin serving these students. Should you have any questions about the contents of the letter, please do not hesitate to contact me at any time.

Sincerely,

Frances Teso, Principal



Notice of Changes¹

The following items will be revised in the Voices College-Bound Language Academy (“Voices MP”) charter, to reflect the Santa Clara County Board of Education as Voices MP’s authorizer: all references to Mt. Pleasant Elementary School District (“MPESD”) as the authorizer will be revised to reflect the Santa Clara County Board of Education (“SCCBOE”) as the authorizer, with the Santa Clara County Office of Education (“SCCOE”) (collectively referred to herein as the “County”) as the oversight entity.

Because Voices MP will be categorized as a local educational agency for purposes of special education, no substantive changes are necessary in the special education section. Additionally, no changes are necessary to sections discussing MPESD’s student population demographics, racial and ethnic balance, or to goals established in comparison to MPESD performance. Further, Voices MP hereby affirms that it will agree to any additional changes deemed necessary by the County.

- Affirmations and Assurances: pages xii – xiv
 - Voices MP will be located within the boundaries of MPESD, but will be authorized by the County
- Special education: pages 57 – 66
 - References to MPESD as the authorizer will be revised to reflect the County
- Measurable Student/Schoolwide Outcomes: page 79
 - References to MPESD as the authorizer will be revised to reflect the County
- Reporting Program Effectiveness to Authorizing Entity, Board, Parents, and Other Stakeholders: page 99
 - References to MPESD as the authorizer will be revised to reflect the County
- Element 4, Governance: pages 101 – 115
 - References to MPESD as the authorizer will be revised to reflect the County
- Element 8, Admissions Requirements: pages 139 – 141
 - References to MPESD as the authorizer (in particular in the Public Charter Schools Grant Program section) will be revised to reflect the County
- Element 9, Independent Financial Audit: page 142
 - References to MPESD as the authorizer will be revised to reflect the County; in particular this includes the submission of the annual audit, and the resolution of any audit exceptions
- Element 14, Dispute Resolution: pages 165 – 166
 - References to MPESD as the authorizer will be revised to reflect the County
- Element 16, Closure Procedures: pages 167 – 168
 - References to MPESD as the authorizer will be revised to reflect the County

¹ This document has been prepared in response to item #3 on the SCCOE “Process for Considering a Charter Petition Received on Appeal” document. It was designed to reflect the Petitioner’s best understanding of SCCOE’s intent for a comprehensive response. Should this document not meet SCCOE expectations, the Petitioner would be glad to make any changes desired by SCCOE.

- Miscellaneous Provisions: pages 169 – 180
 - References to MPESD as the authorizer will be revised to reflect the County

CHARTER REVIEW MATRIX

Proposed Charter School	Petitioner Contact Information	Petition Review Timeline	
Name Charter School: Voices College-Bound Language Academy at MT. Pleasant	Name: Frances Teso	Petition Received:	
Location of School(s): San Jose	Title: Lead Petitioner	Public Hearing: (30 days from receipt)	
Grade Level(s): k-8	Phone/Cell: 408-599-0955	Board Decision: (60 days from receipt)	
District of Proposed Charter School: Mt. Pleasant Elementary School District	Email: fteso@voicescharterschool.com	<input type="checkbox"/> 30 day extension granted (60 days from receipt, may be extended 30 days if agreed by petitioner(s) and SCCOE)	

OIS REQUIRED ELEMENTS: Education Code § 47605 (b) (1)-(5)	Yes	No	N/A	Page
<input type="checkbox"/> The charter school presents a sound educational program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1-70, Appendix
<input type="checkbox"/> The petitioners are demonstrably unlikely to successfully implement the program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1-70, Appendix
<input type="checkbox"/> The petition contains an affirmation of each of the conditions described in Education Code § 47605(d) (1)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	xiii-xv
<input type="checkbox"/> The initial review finds that the petition has included all of the required elements (A-P)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1-179
OIS NOTIFICATION UPON APPROVAL: Education Code § 47605 (3) (i)	Yes	No	N/A	Page
<input type="checkbox"/> The petition acknowledges that should the charter be granted, the petitioner will provide a written notice of the approval and a copy of the petition to: <ul style="list-style-type: none"> • The department (California Department of Education) • State Board of Education 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	179
OIS REQUIRED PETITION SIGNATURES IF CONVERSION OF EXISTING PUBLIC SCHOOL: Education Code § 47605(a)	Yes	No	N/A	Page
<input type="checkbox"/> 50% of parents/guardians of number of students expected to attend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
OR				
<input type="checkbox"/> 50% of the number of teachers expected to teach at the charter school during its 1st year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Appendix E
OIS REQUIRED AFFIRMATIONS: Education Code § 47605(d)(1)	Yes	No	N/A	Page
Statement that school will be non-sectarian in its programs, admission policies, employment practices, and all other operations, will not charge tuition, and will not discriminate against any pupil on the basis of ethnicity, national origin, gender or disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	xiii

Instructions to Review Team: This checklist is designed to guide the review of charter school petitions. Your comments are essential to understanding your assessment and will be used as part of the final analysis and report to the County Board.

Legend:
 Required to be included in charter petition and/or Memorandum of Understanding.

DETAILED REVIEW - REQUIRED ELEMENTS: Education Code § 47605(A-P)

ESB	A. Educational Program	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	1. Targeted School Populations		<input type="checkbox"/>	3-7
	Age, grade levels and number of students	<input type="checkbox"/>		3-7
	• Number of students per class room	<input type="checkbox"/>		3-7
	• Maximum enrollment predicted for school	<input type="checkbox"/>		3-7
	Type of desired student populations	<input type="checkbox"/>		3-7
	• States whether school will enroll students from outside the district (if submitted as an appeal previously denied by a district)	<input type="checkbox"/>		137
	• States whether school will enroll students from outside the county	<input type="checkbox"/>		137
<input type="checkbox"/>	2. Attendance		<input type="checkbox"/>	3
	• Describes whether multiple sites will be included	<input type="checkbox"/>		6
	• Indicates proposed opening date(s)	<input type="checkbox"/>		179
<input type="checkbox"/>	Attendance requirements		<input type="checkbox"/>	xiv-xv, Appendix M,N,A
	• Includes length of school day and year	<input type="checkbox"/>		xiv-xv
	• Submit for approval the specific means to be used for student attendance accounting and reporting, satisfactory to support state average daily attendance claims and to satisfy audits related to attendance that may be conducted	<input type="checkbox"/>		171-172
<input type="checkbox"/>	3. What it Means to be an Educated Person in the 21st Century		<input type="checkbox"/>	11-19
<input type="checkbox"/>	Objective of enabling pupils to become self-motivated, competent, lifelong learners		<input type="checkbox"/>	11-19
	Clear list of general academic skills and qualities important for an educated person	<input type="checkbox"/>		11-19
<input type="checkbox"/>	4. Description of How Learning Best Occurs		<input type="checkbox"/>	8-11
	Persuasive instructional design	<input type="checkbox"/>		8-11
	• Broad outline (not entire scope and sequence) of the curriculum content	<input type="checkbox"/>	<input type="checkbox"/>	8-11, Appendix L,O,H,S
	• Description of instructional approaches and strategies	<input type="checkbox"/>		1-70
	• Description of learning environment (e.g. traditional, independent study)	<input type="checkbox"/>		1-70
	Proposed program strongly aligned to school's mission	<input type="checkbox"/>		1-70
	Affirmation or description of curriculum aligned to student performance standards	<input type="checkbox"/>	<input type="checkbox"/>	1-70
	Outline of plan or strategy to support students not meeting pupil outcomes	<input type="checkbox"/>	<input type="checkbox"/>	1-70
	Instructional design or strategies based upon successful practice or research	<input type="checkbox"/>	<input type="checkbox"/>	1-70
	Instructional strategies for special education, English learners, etc.	<input type="checkbox"/>	<input type="checkbox"/>	1-70
	Minimal instructional time	<input type="checkbox"/>		xiii-xiv, 170, Appendix M
	Includes school calendar	<input type="checkbox"/>		1-70, Appendix AG
<input type="checkbox"/>	5. Transitional Kindergarten program outlines developmentally appropriate learning outcomes, using modified curriculum, specialized instruction, and assessment for all students (Only if Charter offers Kindergarten)		<input type="checkbox"/>	64
<input type="checkbox"/>	6. English Learner Services		<input type="checkbox"/>	1-70
<input type="checkbox"/>	All eligible students enrolled in the charter school will receive appropriate English Learner services in accordance with applicable state and federal law.		<input type="checkbox"/>	1-70
<input type="checkbox"/>	Staff members providing English Learner Services are appropriately credentialed.		<input type="checkbox"/>	114
<input type="checkbox"/>	A description of the manner in which students are identified as requiring English Learner Services		<input type="checkbox"/>	51
<input type="checkbox"/>	A description of the process for reclassification of English Learners		<input type="checkbox"/>	51-53, Appendix B
<input type="checkbox"/>	An acknowledgment of the responsibility of the charter school to provide access to grade-level core curriculum for English Learners. (Check for reference to the use of California English-language Development Standards.)		<input type="checkbox"/>	21-23, 70-83
<input type="checkbox"/>	References to curriculum and materials that will be utilized in the instruction of English Learners		<input type="checkbox"/>	21-23, 70-83, Appendix A
<input type="checkbox"/>	Petition tells how English Learners will be reclassified and how English Learners will be		<input type="checkbox"/>	Appendix

monitored			ndix B, 1-70
<input type="checkbox"/>	7. LCFF/LCAP Annual Goals and Annual Actions to Achieve Goals for Subgroups in EC 52052	<input type="checkbox"/>	70-89
<input type="checkbox"/>	Charter includes language that assures compliance with LCFF/LCAP	<input type="checkbox"/>	70-89
<input type="checkbox"/>	Describes annual goals for all pupils and for each subgroup of pupils identified in EC 52052 to be achieved in each of the 8 state priorities, as described in EC 52060(d), that apply for the grade levels served or the nature of program operated by the charter school.	<input type="checkbox"/>	70-89
<input type="checkbox"/>	A. Conditions of Learning	<input type="checkbox"/>	70-89
	(Priority 1) Basic Needs	<input type="checkbox"/>	70-89
	(Priority 2) Implementation of State Standards	<input type="checkbox"/>	70-89
	(Priority 7) Course Access	<input type="checkbox"/>	70-89
<input type="checkbox"/>	B. Pupil Outcomes	<input type="checkbox"/>	70-89
	(Priority 4) Pupil Achievement (College and Career)	<input type="checkbox"/>	70-89
	(Priority 8) Other Pupil Outcomes	<input type="checkbox"/>	70-89
<input type="checkbox"/>	C. Engagement	<input type="checkbox"/>	70-89
	(Priority 3) Parental Involvement	<input type="checkbox"/>	70-89
	(Priority 5) Pupil Engagement	<input type="checkbox"/>	70-89
	(Priority 6) School Climate	<input type="checkbox"/>	70-89
	Provides specific annual actions to achieve these goals for each of the subgroups listed below:	<input type="checkbox"/>	70-89
<input type="checkbox"/>	Racial/Ethnic groups	<input type="checkbox"/>	70-89
<input type="checkbox"/>	Low-income students, including homeless students	<input type="checkbox"/>	70-89
<input type="checkbox"/>	English learners	<input type="checkbox"/>	70-89
<input type="checkbox"/>	Students with disabilities	<input type="checkbox"/>	70-89
<input type="checkbox"/>	Foster youth	<input type="checkbox"/>	70-89
<input type="checkbox"/>	8. Transferability of High School Courses EC 47605 (b) (5) (A) (iii)	<input type="checkbox"/>	na
	If serving high school students, describes how district/charter school informs parents of:	<input type="checkbox"/>	na
<input type="checkbox"/>	Transferability of courses to other public high schools; and	<input type="checkbox"/>	na
<input type="checkbox"/>	Eligibility of courses to meet college entrance requirements	<input type="checkbox"/>	na
<input type="checkbox"/>	Courses that are accredited by the Western Association of Schools and Colleges (WASC) may be considered transferable, and courses meeting the UC/CSU "a-g" admissions criteria may be considered to meet college entrance requirements)	<input type="checkbox"/>	na
Strengths:			
Areas of Concern:			
Conclusions:			
ESB	B. Measurable Student Outcomes - "Exit Outcomes" or "Graduation Standards"	Evidence	Addressed in Petition
<input type="checkbox"/>	Pupil outcomes are measurable, i.e. specific assessments listed for each exit outcome.	<input type="checkbox"/>	77-88
	How pupil outcomes will address state content and performance standards in core academics.	<input type="checkbox"/>	77-88
	Exit outcomes include acquisition of academic and non-academic skills.	<input type="checkbox"/>	77-88
	Concise (one page) list of exit outcomes encompass specific skills, not too vague.	<input type="checkbox"/>	77-88
	Affirmation that "benchmark" skills and specific classroom-level skills will be developed.	<input type="checkbox"/>	77-88, Appen dixV
	Affirmation/description that exit outcomes will align to mission, curriculum and assessments.	<input type="checkbox"/>	77-88
	Affirmation that college-bound students wishing to attend California colleges or universities will have the opportunity to take courses that meet the "A-G" requirements.	<input type="checkbox"/>	na
	Lists school-wide student performance goals students will make over a given period of time, projected attendance, dropout, or graduation rate goals, etc.	<input type="checkbox"/>	77-88
	Acknowledges that exit outcomes and performance goals may need to be modified over time.	<input type="checkbox"/>	77-88
	If high school, graduation requirements defined.	<input type="checkbox"/>	na
	If high school, WASC accreditation standards addressed.	<input type="checkbox"/>	na
<input type="checkbox"/>	LCFF/LCAP Measurable Goals of the Education Program: Charter provides assurance that all identified subgroups will meet performance goals that are stated in the charter	<input type="checkbox"/>	70-89
<input type="checkbox"/>	Statement that pupil achievement measurements will include the elements listed below:	<input type="checkbox"/>	70-89

<input type="checkbox"/>	Alignment with state priorities 52060 (d) and description of how the charter will address all 8 state priorities	<input type="checkbox"/>	70-89
<input type="checkbox"/>	(A) Statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the state board.	<input type="checkbox"/>	70-89
<input type="checkbox"/>	(B) The Academic Performance Index, as described in Section 52052	<input type="checkbox"/>	70-89
<input type="checkbox"/>	(C) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study that align with state board-approved career technical educational standards and frameworks,	<input type="checkbox"/>	na
<input type="checkbox"/>	(D) The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test or any subsequent assessment of English proficiency, as certified by the state board.	<input type="checkbox"/>	70-89
<input type="checkbox"/>	(E) The English learner reclassification rate.	<input type="checkbox"/>	70-89
<input type="checkbox"/>	(F) The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.	<input type="checkbox"/>	na
<input type="checkbox"/>	(G) The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program.	<input type="checkbox"/>	na

Strengths:

Areas of Concern:

Conclusions:

ESB	C. The Method by Which Pupil Progress in Meeting Outcomes Will be Measured	Evidence	Addressed in Petition	Page
	At least one assessment method or tool listed for each of the exit outcomes	<input type="checkbox"/>		77-100
	Assessments include multiple, valid and reliable measures using traditional/ alternative tools	<input type="checkbox"/>		77-100
	Chosen assessments are appropriate for standards and skills they seek to measure	<input type="checkbox"/>		77-100
	Affirmation/description of how assessments align to mission, exit outcomes, and curriculum	<input type="checkbox"/>		77-100
	Describes minimal required performance level necessary to attain each standard	<input type="checkbox"/>		77-100
	Outlines a plan for collecting, analyzing and reporting student/school performance data	<input type="checkbox"/>		77-100
<input type="checkbox"/>	LCFF/LCAP Assurance that methods of assessment are aligned with measurable student outcomes		<input type="checkbox"/>	77-100
<input type="checkbox"/>	(A) Utilizes a variety of assessment tools that include multiple, valid and reliable measures using traditional/alternative tools appropriate to the skills, knowledge, or attitudes being assessed. Including, at a minimum tools that employ objective means of assessment.		<input type="checkbox"/>	77-100
<input type="checkbox"/>	(B) Include the annual assessment tools as required by state and federal assessments (CAASPP, CELDT, etc.)		<input type="checkbox"/>	7100
<input type="checkbox"/>	(C) Outlines a plan for collecting, analyzing, and reporting data continuously to monitor and improve the charter school's educational program.		<input type="checkbox"/>	77-100

Strengths:

Areas of Concern:

Conclusions:

OIS	D. Governance Structure of School (Including Parental Involvement)	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Describes what role parents have in the governance of the school		<input type="checkbox"/>	98-109
<input type="checkbox"/>	Describes key features of governing structure (usually a board of directors) such as:		<input type="checkbox"/>	98-109, appen dix AF
	• Size/composition of board	<input type="checkbox"/>		98-109, Appen dix AF
	• Board committees or advisory councils	<input type="checkbox"/>		98-109, Apepn dix AF
	• Board's scope of authority/responsibility/conflict of interest	<input type="checkbox"/>		98-109, Appeni x AF
<input type="checkbox"/>	Status as a non-profit or public school		<input type="checkbox"/>	98-109,

			appendix AF
<input type="checkbox"/> If non-profit, provisions for liability of debts		<input type="checkbox"/>	98-109, Appendix x AF
Has set of, proposed bylaws, policies or similar documents	<input type="checkbox"/>		98-109, Appendix AF
Initial governing board members identified by name or the process used to select them	<input type="checkbox"/>		98-109, Appendix AF
Clear description of school's legal status and determination of whether a board member from the charter-granting agency is on the board of the charter	<input type="checkbox"/>		98-109, Appendix x AF
<input type="checkbox"/> Demonstrates compliance with Brown Act		<input type="checkbox"/>	xiii, 98-109, Appendix x AF
<input type="checkbox"/> Annual Review and Revision of the Local Control Accountability Plan (LCAP).		<input type="checkbox"/>	98-109
Strengths:			
Areas of Concern:			
Conclusions:			

HRB	E. Qualifications to be Met by Individuals to be Employed by The School	Evidence	Addressed in Petition	Page
	Identifies roles and functions of staff members (including...) <ul style="list-style-type: none"> Job Descriptions for Positions Identifies key staff positions with the charter school 	<input type="checkbox"/>		99-121, Appendix x AH-AJ
	Process for staff selection	<input type="checkbox"/>		99-121, Appendix x AH-AJ
	Procedure for adequate background checks	<input type="checkbox"/>		99-121, Appendix x AJ
	Salaries and benefits for all employees	<input type="checkbox"/>		99-121, Appendix x AJ, AO
	Measures of assessment of performance	<input type="checkbox"/>		99-121, Appendix x AJ
	Describes specific key qualifications (knowledge, experience, education, certification, etc.) sufficient to ensure the health and safety of pupils and staff.	<input type="checkbox"/>		99-121, Appendix x AH-AJ
<input type="checkbox"/>	Defines "core, college preparatory" teachers/affirms they will hold appropriate credentials (Commission on Teacher Credentialing Certificate/Permit) <ul style="list-style-type: none"> Identifies whether these teachers will teach only within the restrictions of their credentials 		<input type="checkbox"/>	114-123
	Verification that teachers and paraprofessionals who are required to be certified are "highly qualified" as required by the federal No Child Left Behind Act	<input type="checkbox"/>		114-123
	Identifies any non-core, non-college prep teaching positions staffed by non-certified teachers and their qualifications	<input type="checkbox"/>		114-123
	The credentials/qualifications of other charter school staff (e.g., counselors, librarians, administrators, nurses and others)	<input type="checkbox"/>		114-123
	Statement of acknowledgment that all employees, even if not public, are subject to state and federal employment laws	<input type="checkbox"/>		114-123
	Explains how teachers will learn the curricula	<input type="checkbox"/>		114-123
Strengths:				
Areas of Concern:				
Conclusions				
HRB	F. Health and Safety Procedures	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Affirms that each employee will furnish the school with a criminal record summary		<input type="checkbox"/>	124-135
	Outlines specific health and safety practices addressing such key areas as: <ul style="list-style-type: none"> Seismic safety (structural integrity and earthquake preparedness) Natural disasters and emergencies Immunizations, health screenings, administration of medications, employee TB testing Tolerance for use of drugs and/or tobacco Staff training on emergency and first aid response Description of the charter school's safety plan and disaster preparedness plan 	<input type="checkbox"/>		124-135
	References/accompanied by more detailed set of health and safety related policies/procedures	<input type="checkbox"/>		Appendix AQ
<input type="checkbox"/>	Method for conducting criminal background checks in potential employees, contractors, and volunteers as required by law to ensure that the charter does not hire any person who has been convicted of a violent serious felony		<input type="checkbox"/>	124-135
Strengths:				
Areas of Concern:				
Conclusions				

OIS	G. Means to Achieve a Reflective Racial and Ethnic Balance	Evidence	Addressed in Petition	Page
	Lists several specific practices/policies likely to lead to a diverse applicant pool/enrollment: practices and policies appear to be selected to target relevant racial and ethnic groups	<input type="checkbox"/>		135-136
	<ul style="list-style-type: none"> Describes the means by which the school will achieve, or has achieved, racial and ethnic balance which is reflected of the district/COE's general student population 	<input type="checkbox"/>		135-136
Strengths:				
Areas of Concern:				
Conclusions:				
OIS	H. Admissions Requirements	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Mandatory assurances regarding non-discriminatory admission procedures		<input type="checkbox"/>	xiii-xiv 137-140
<input type="checkbox"/>	No contradiction of admissions requirements <i>re: conversion schools and public random drawings</i> <ul style="list-style-type: none"> Describes how random drawing will be conducted 		<input type="checkbox"/>	137-139
	Clearly describes admissions requirements, including any preferences <ul style="list-style-type: none"> Identifies that the charter school will give preference to pupils who reside in the district and how the charter school will employ this preference 	<input type="checkbox"/>		137-139
	Includes a copy of an annual parent/student contract, if available	<input type="checkbox"/>		Appendix AN
	Proposed admissions and enrollment process and timeline	<input type="checkbox"/>		137-141
<p><i>Note that with regard to student recruitment, charter schools cannot recruit students in any way that discriminates against students on the basis of race, gender, gender identity, gender expression, color, national origin or disability. In advertising for students, charter schools are required by federal law to distribute materials in ways that effectively reach all segments of the parent community. Charter schools must also be sure to safeguard the rights of parents/guardians who are limited-English proficient, providing materials in languages other than English in order to communicate effectively with all parent groups. Similarly, in recruiting students of parents/guardians with disabilities, outreach materials should be available upon request in various alternative formats (such as Braille or large print, or in public meetings where interpreters are available).</i></p>				
Strengths:				
Areas of Concern:				
Conclusions				
BSB	I. Financial Audit	Evidence	Addressed in Petition	Page
	Procedure to select and retain independent auditor	<input type="checkbox"/>		140-167
	Qualifications of independent auditor	<input type="checkbox"/>		140-167
	Audit will employ generally accepted accounting procedures	<input type="checkbox"/>		140-167
	Describe specific scope of audit	<input type="checkbox"/>		140-167
	Timing of audit and whom it will be sent to	<input type="checkbox"/>		140-167
	Process for resolving audit exceptions to satisfaction of granting agencies	<input type="checkbox"/>		140-167
Areas of Concern:				
Conclusions				

OIS	J. Pupil Suspension Expulsion	Evidence	Addressed in Petition	Page
	Student code of conduct and process by which this information is given to students and parents/guardians	<input type="checkbox"/>		141-160
	Procedure for involving parents, students and staff in designing and implementing a discipline policy	<input type="checkbox"/>		141-160
	Reference to a comprehensive set of student disciplinary policies OR detailed process by which student may be suspended or expelled	<input type="checkbox"/>		141-160
	Describes disciplinary steps to be taken prior to suspension or expulsion	<input type="checkbox"/>		141-160
	Evaluation Criteria [5CCR § 11967.5.1(f)(10)] (A) Identify a preliminary list, subject to later revision pursuant to subparagraph (E), of the offenses for which students in the charter school must (where non-discretionary) and may (where discretionary) be suspended and, separately, the offenses for which students in the charter school must (where non-discretionary) or may (where discretionary) be expelled, providing evidence that the petitioners' reviewed the offenses for which students must or may be suspended or expelled in non-charter public schools.	<input type="checkbox"/>		141-160
	(B) Identify the procedures by which pupils can be suspended or expelled.	<input type="checkbox"/>		141-160
	(C) Identify the procedures by which parents, guardians, and pupils will be informed about reasons for suspension or expulsion and of their due process rights in regard to suspension or expulsion.	<input type="checkbox"/>		141-160
	(D) Provide evidence that in preparing the lists of offenses specified in subparagraph (A) and the procedures specified in subparagraphs (B) and (C), the petitioners reviewed the lists of offenses and procedures that apply to students attending non-charter schools, and provide evidence that the charter petitioners believe their proposed lists of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serve the best interests the school's pupils and their parents (guardians).	<input type="checkbox"/>		141-160
	(E) If not otherwise covered under subparagraphs (A), (B), (C), and (D): <ol style="list-style-type: none"> 1. Provide for due process for all pupils and demonstrate an understanding of the rights of pupils with disabilities in regard to suspension and expulsion. 2. Outline how detailed policies and procedures regarding suspension and expulsion will be developed and periodically reviewed, including, but not limited to, periodic review and (as necessary) modification of the lists of offenses for which students are subject to suspension or expulsion. 	<input type="checkbox"/>		141-160
	What educational alternative, if any, will be provided to students who were suspended or expelled	<input type="checkbox"/>		141-160
	Describes who or what body will be responsible for final suspension/expulsion decisions	<input type="checkbox"/>		141-160
	Describes appeal procedures	<input type="checkbox"/>		141-160
	Identifies process by which the charter school will notify the superintendent of the school district of the expelled student's last known address within 30 days and send a copy of student's cumulative record, including transcripts of grades and health records to the school district	<input type="checkbox"/>		141-160
	Outlines or describes strong understanding of relevant laws protecting constitution rights of students, generally, and of disabled and other protected classes of students	<input type="checkbox"/>		141-160
	Policies balance students' rights to due process with responsibility to maintain a safe learning environment	<input type="checkbox"/>		141-160
	Explains how resident school district or COE will be involved in disciplinary matters	<input type="checkbox"/>		141-160
Strengths:				
Areas of Concern:				
Conclusions				

HRB	K. Staff Retirement System	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Statement of whether staff will participate in STRS, PERS, or Social Security (if STRS, then all teachers must do so)		<input type="checkbox"/>	160-161
	Relationship between teachers and district/county bargaining unit	<input type="checkbox"/>		160-161
	Process by which salaries, benefits, working conditions and items, i.e., calendars, holidays, vacations, work day and year will be determined	<input type="checkbox"/>		160-161
	Labor procedures which will be applied to employees	<input type="checkbox"/>		160-161
	Process for resolving complaints/grievances	<input type="checkbox"/>		160-161
	Process for ensuring due process	<input type="checkbox"/>		160-161
	Manner by which staff members will be covered by STRS, PERS, Social Security or Medicare	<input type="checkbox"/>		160-161
	Process for staff recruitment, selection, evaluation and termination	<input type="checkbox"/>		160-161
	Procedure for processing and monitoring credentials if required	<input type="checkbox"/>		160-161
Strengths:				
Areas of Concern:				
Conclusions				
OIS	L. Attendance Alternatives	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	States that students may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence or description of other attendance alternatives		<input type="checkbox"/>	161-162
Strengths:				
Areas of Concern:				
Conclusions:				
HRB	M. Description of Employee Rights	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Description of employee rights upon leaving school district		<input type="checkbox"/>	162-163
	Acknowledgment whether collective bargaining contract in sponsor district will be controlling	<input type="checkbox"/>		162-163
	Whether and how charter school staff may resume employment within the district	<input type="checkbox"/>		162-163
	Sick/vacation leave (ability to carry it over to and from charter school)	<input type="checkbox"/>		162-163
	Whether charter school staff will continue to earn service credit (tenure) in district while at charter school	<input type="checkbox"/>		162-163
	How employees will be paid (e.g. salaried, hourly, etc.)	<input type="checkbox"/>		162-163
	Describes employee benefits	<input type="checkbox"/>		162-163
	Identifies intended employment status of charter school employees	<input type="checkbox"/>		162-163
	Identifies whether the charter school will be responsible for the payment of social security and applicable taxes for charter school employees	<input type="checkbox"/>		162-163
	Describes how rights will be communicated to prospective employees	<input type="checkbox"/>		162-163
Strengths:				
Areas of Concern:				
Conclusions:				

OIS	N. Dispute Resolution Process	Evidence	Addressed in Petition	Page
	Outlines a simple process for charter and granting agency to settle disputes	<input type="checkbox"/>		163-164
	Process indicates whether it is binding on school or granting agency/fair process	<input type="checkbox"/>		163-164
	Step by step process for identifying/framing dispute points	<input type="checkbox"/>		163-164
	<ul style="list-style-type: none"> Whether internal charter disputes may be brought to granting agency 	<input type="checkbox"/>		163-164
	<ul style="list-style-type: none"> Identifies specific parties to be involved at each step 	<input type="checkbox"/>		163-164
	<ul style="list-style-type: none"> Basic rules at each step 	<input type="checkbox"/>		163-164
	<ul style="list-style-type: none"> Which results are binding 	<input type="checkbox"/>		163-164
Strengths:				
Areas of Concern:				
Conclusions:				
HRB	O. Labor Relations	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Whether charter or local school district will be employer for EERA purposes		<input type="checkbox"/>	165-167
	If local district the employer, includes provisions clarifying charter's roles in collective bargaining	<input type="checkbox"/>		na
	A declaration of whether charter school employees will be part of the collective bargaining unit in the sponsoring district	<input type="checkbox"/>		na
	Statement that charter school employees who are part of the sponsoring district's or county's employee union will be employed under the terms of the district or county collective bargaining agreement	<input type="checkbox"/>		na
	If the petitioners elect not to have charter school employees join the sponsoring district's or county's employee union, a declaration as to whether petitioners intend to organize and bargain as a separate unit. Note the charter employees are not required to engage in collective bargaining, but they have that right if they choose as a group to do so.	<input type="checkbox"/>		165-167
Strengths:				
Areas of Concern:				
Conclusions				
OIS /BSB	P. Closure of Charter School	Evidence	Addressed in Petition	Page
	Outlines an adequate process to be used if the charter school closes	<input type="checkbox"/>		165-167
	Process includes a final audit of the charter school that includes specific plans for disposition of all assets and liabilities of the charter school and for the maintenance and transfer of public records, including pupil records (per code)	<input type="checkbox"/>		165-167
	What the employment status relative to the district/county of charter school employees is and what it will be in the event the charter school ceases or in the event employees seek employment in the district/county	<input type="checkbox"/>	?	165-167
Strengths:				
Areas of Concern:				
Conclusions:				

REQUIRED SUPPLEMENTAL INFORMATION: Education Code § 47605(g)

BSB	Administrative Services	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Outlines an adequate process to be used if the charter school closes		<input type="checkbox"/>	165-166
	Process includes a final audit of the charter school that includes specific plans for disposition of any net assets and for the maintenance and transfer of pupil records	<input type="checkbox"/>		165-166

Areas of Concern:
Conclusions

BSB	Civil Liability	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Did the petitioners provide information regarding the potential civil liability effects, if any, upon the school, and the school district where the charter school operates or proposes to operate and upon the county board of education?		<input type="checkbox"/>	176-177

Areas of Concern:
Conclusions

BSB	Financial Plan	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	First year operational budget		<input type="checkbox"/>	167-171, Appendix AO
	<ul style="list-style-type: none"> Cash flow for first three years 	<input type="checkbox"/>		167-171, Appendix AO
	<ul style="list-style-type: none"> Financial projections for first three years 	<input type="checkbox"/>		167-171, Appendix AO

Areas of Concern:
Conclusions

BSB	Planning Assumptions	Evidence	Addressed in Petition	Page
	<ul style="list-style-type: none"> Number/types of students 	<input type="checkbox"/>		167-171, Appendix AO
	<ul style="list-style-type: none"> Number of staff 	<input type="checkbox"/>		167-171, Appendix AO
	<ul style="list-style-type: none"> Facilities needs 	<input type="checkbox"/>		167-171, Appendix AO
	<ul style="list-style-type: none"> Costs of all major items are identified and within reasonable market ranges 	<input type="checkbox"/>		167-171, Appendix AO
	<ul style="list-style-type: none"> Revenue assumptions in line with state and federal funding guidelines 	<input type="checkbox"/>		167-171, Appendix AO
	<ul style="list-style-type: none"> Revenue from "soft sources" (e.g., donations, grants and fundraisers) less than 10% of ongoing operational costs 	<input type="checkbox"/>		167-171, Appendix AO
	<ul style="list-style-type: none"> Timeline allows window for grant applications to be submitted and funded 	<input type="checkbox"/>		167-171, Appendix AO

Areas of Concern:
Conclusions

BSB	Start-Up Costs	Evidence	Addressed in Petition	Page
	<ul style="list-style-type: none"> Clearly identifies most major start-up costs 	<input type="checkbox"/>		167-171, Appendix AO
	<ul style="list-style-type: none"> Staffing 	<input type="checkbox"/>		167-171, Appendix AO
	<ul style="list-style-type: none"> Facilities 	<input type="checkbox"/>		167-171, Appendix AO
	<ul style="list-style-type: none"> Equipment and Supplies 	<input type="checkbox"/>		167-171, Appendix AO
	<ul style="list-style-type: none"> Professional Services 	<input type="checkbox"/>		167-171, Appendix AO
	<ul style="list-style-type: none"> Assumptions in line with overall school design plan 	<input type="checkbox"/>		167-171,

			Appendix AO
<ul style="list-style-type: none"> Identifies potential funding source 	<input type="checkbox"/>		167-171, Appendix AO
<ul style="list-style-type: none"> Timeline allows for grant and fundraising 	<input type="checkbox"/>		167-171, Appendix AO
Areas of Concern:			
Conclusions			

BSB	Annual Operating Budget	Evidence	Addressed in Petition	Page
	<ul style="list-style-type: none"> Annual revenues and expenditures clearly identified by source 	<input type="checkbox"/>		167-171, Appendix AO
	<ul style="list-style-type: none"> Revenue assumptions closely related to applicable state and federal funding formulas 	<input type="checkbox"/>		167-171, Appendix AO
	<ul style="list-style-type: none"> Expenditure assumptions reflect school design plan 	<input type="checkbox"/>		167-171, Appendix AO
	<ul style="list-style-type: none"> Expenditure assumptions reflect market costs 	<input type="checkbox"/>		167-171, Appenix AO
	<ul style="list-style-type: none"> "Soft" revenues not critical to solvency 	<input type="checkbox"/>		167-171, Appendix AO
	<ul style="list-style-type: none"> Strong reserve or projected ending balance (the larger of 2-3% of expenditure or \$25,000) 	<input type="checkbox"/>		167-171, Appendix AO
	<ul style="list-style-type: none"> If first year is not in balance, identifies solvency in future years and sources of capital sufficient to cover deficits until year budget is projected to balance. 	<input type="checkbox"/>		167-171, Appendix AO
	<ul style="list-style-type: none"> Expenditure for sufficient insurance to name district as also insured/hold harmless agreement 	<input type="checkbox"/>		167-171, Appenix AO
	<ul style="list-style-type: none"> Expenditure sufficient for reasonably expected legal services 	<input type="checkbox"/>		167-171, Appendix AO
	<ul style="list-style-type: none"> Expenditure for Special Education excess costs consistent with current experience in county 	<input type="checkbox"/>		167-171, Appendix AO
Areas of Concern:				
Conclusions				
BSB	Cash Flow Analysis	Evidence	Addressed in Petition	Page
	<ul style="list-style-type: none"> Monthly projection of revenue receipts in line with state/federal funding disbursements 	<input type="checkbox"/>		167-171, Appendix AO
	<ul style="list-style-type: none"> Expenditures projected by month and correspond with typical/reasonable schedules 	<input type="checkbox"/>		167-171, Appendix AO
	<ul style="list-style-type: none"> Show positive fund balance each month and/or identify sources of working capital 	<input type="checkbox"/>		167-171, Appendix AO
Areas of Concern:				
Conclusions				
BSB	Long-term Plan	Evidence	Addressed in Petition	Page
	<ul style="list-style-type: none"> Projects revenues and expenditures for at least two additional years 	<input type="checkbox"/>		167-171, Appendix AO
	<ul style="list-style-type: none"> Revenue assumptions based on reasonable potential growth in state and federal revenues 	<input type="checkbox"/>		167-171, Appenix AO
	<ul style="list-style-type: none"> Revenue assumptions based on reasonable student growth projections 	<input type="checkbox"/>		167-171, Appendix AO
	<ul style="list-style-type: none"> Reasonable cost-of-living and inflation assumptions 	<input type="checkbox"/>		167-171, Appendix AO
	<ul style="list-style-type: none"> Annual fund balances are positive or likely sources of working capital are identified 	<input type="checkbox"/>		167-1721, Appendix AO
Areas of Concern:				
Conclusions				
BSB	District Impact Statement	Evidence	Addressed in Petition	Page
	Does the charter include an impact statement?	<input type="checkbox"/>		173-177
	Provides estimated numbers of students anticipated to enroll	<input type="checkbox"/>		173-177
	Identify whether or not will request district-owned facilities	<input type="checkbox"/>		173-177
Areas of Concern:				
Conclusions				

SSB	Special Education/SELPA	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Identifies whether or not in an independent LEA for special education purposes		<input type="checkbox"/>	56-57, Appendix F
<input type="checkbox"/>	Consulted with the Santa Clara County SELPA Director		<input type="checkbox"/>	57
	• Discussed special education responsibilities of charter	<input type="checkbox"/>		57
	• Discussed application of SELPA policies	<input type="checkbox"/>		na
<input type="checkbox"/>	In writing explains how special education services will be provided consistent with SELPA plan and/or policies and procedures		<input type="checkbox"/>	56-57, Appendix AA, AB
	• Includes fiscal allocation plan	<input type="checkbox"/>		63-64, 173-174, App. AO
<input type="checkbox"/>	If charter not an independent LEA:		<input type="checkbox"/>	na
	• Clarifies in charter the responsibilities of each party for service delivery	<input type="checkbox"/>		na
	<input type="checkbox"/> Referral	<input type="checkbox"/>		na
	<input type="checkbox"/> Assessment	<input type="checkbox"/>		na
	<input type="checkbox"/> Instruction	<input type="checkbox"/>		na
	<input type="checkbox"/> Due Process	<input type="checkbox"/>		na
	<input type="checkbox"/> Agreements describing allocation of actual and excess costs	<input type="checkbox"/>		na
	<input type="checkbox"/> Charter fiscally responsible for fair share of any encroachment on general funds	<input type="checkbox"/>		na
<input type="checkbox"/>	If charter is LEA within County SELPA		<input type="checkbox"/>	na
	• Notifies SELPA Director of intent prior to February 1 st of the preceding school year	<input type="checkbox"/>		na
	• Located within SELPA geographical boundaries	<input type="checkbox"/>		na
	• Provides current operating budget in accordance with Ed Code § 42130 and § 42131	<input type="checkbox"/>		na
	• Provides assurances that all be instructed in safe environment	<input type="checkbox"/>		na
	• Provides copy of original charter petition and any amendments	<input type="checkbox"/>		na
	• Responsible for any legal fees relating to application and assurances process	<input type="checkbox"/>		na
	• Meets the terms of the "Agreement Regarding the Organization, Implementation, Administration and Operation of the SELPA (Section 12-13, Appendix A)	<input type="checkbox"/>		na
	• Meets the terms of all SELPA policies and procedures	<input type="checkbox"/>		na
	• Charter fiscally responsible for fair share of any encroachment on general funds	<input type="checkbox"/>		na
<input type="checkbox"/>	Petition includes the following assurances:		<input type="checkbox"/>	xiii, 55-64, App. AA, AB
	• The charter will comply with all provisions of IDEA	<input type="checkbox"/>		xiii, 55-64, App. AA, AB
	• No student will be denied admission based on disability or lack of available services	<input type="checkbox"/>		xiii, 55-64, App. AA, AB
	• The charter will include a description of the school's SST process as it relates to identification of students who may qualify for Special Education	<input type="checkbox"/>		47-48, Appendix AA, AB
	• Any student potentially in need of Section 504 services responsibility of charter school	<input type="checkbox"/>		57-58, Appendix AA, AB
<input type="checkbox"/>	Staff members providing special education services are appropriately credentialed		<input type="checkbox"/>	xii-xiii, 55-61 AB, 117
<input type="checkbox"/>	Any facility used by the school does not present physical barriers that would limit an eligible student's full participation in the educational and extracurricular programs		<input type="checkbox"/>	55-64, AA, AB
<input type="checkbox"/>	The charter school will assume full responsibility for appropriate accommodation to address the needs of any student		<input type="checkbox"/>	55-64, AA, AB
<input type="checkbox"/>	The responsibility of the school to provide special education, instruction and related serves to the students enrolled in the school regardless of students' district of residence		<input type="checkbox"/>	55-64, AA, AB
<input type="checkbox"/>	Specialized instruction and services available at the school		<input type="checkbox"/>	57-64, AA, AB
<input type="checkbox"/>	The provision of Designated Instruction and Services (DIS)		<input type="checkbox"/>	55-64, AA, AB
<input type="checkbox"/>	Special transportation for students whose IEPs indicate that service is necessary for the provision of FAPE		<input type="checkbox"/>	55-64, AA, AB
<input type="checkbox"/>	The procedures for ensuring that students are referred, assessed and served in a timeline manner		<input type="checkbox"/>	55-64
<input type="checkbox"/>	A description of the school's "Search and Service" procedures		<input type="checkbox"/>	57-64, Appendix AA
<input type="checkbox"/>	The dispute resolution procedures that will apply to any disputes between educational entities, including the SELPA and LEA, regarding the provision of special education		<input type="checkbox"/>	55-64, AB

services in the charter school.			
<input type="checkbox"/>	Petition describes process for notifying district of residence and chartering district when a special education student enrolls, becomes eligible, ineligible and/or leaves charter school	<input type="checkbox"/>	55-64
	Overview of how special education funding and services will be provided by:	<input type="checkbox"/>	55-64, Appendix AO
	• Charter School	<input type="checkbox"/>	55-64, Appendix AO
	• Charter Granting Agency	<input type="checkbox"/>	na
	• SELPA	<input type="checkbox"/>	55-64, Appendix AA, AB
<input type="checkbox"/>	Petition describes the transition to or from a district when a student with an IEP enrolls in, or transfers out of, the charter school	<input type="checkbox"/>	Appendix AB

Strengths:

Areas of Concern:

Conclusions

OIS	Grade Level, Geographic and Site Limitations	Evidence	Addressed in Petition	Page
	Does the Petition demonstrate that it will operate a single charter school within the geographic jurisdiction of the school district	<input type="checkbox"/>		xv, 6, 174
	• If not, does the Petition demonstrate any basis for an exception	<input type="checkbox"/>		
	Does the Petition identify where the school will operate	<input type="checkbox"/>		xv, 6, 174
	Does the Petition demonstrate that it will not serve grade levels not served by this district unless it serves all of the grade levels	<input type="checkbox"/>		3-4

Strengths:

Areas of Concern:

Conclusions:

CHARTER REVIEW MATRIX

Proposed Charter School	Petitioner Contact Information	Petition Review Timeline	
Name Charter School: Voices College-Bound Language Academy at MT. Pleasant	Name: Frances Teso	Petition Received:	
Location of School(s): San Jose	Title: Lead Petitioner	Public Hearing: (30 days from receipt)	
Grade Level(s): k-8	Phone/Cell: 408-599-0955	Board Decision: (60 days from receipt)	
District of Proposed Charter School: Mt. Pleasant Elementary School District	Email: fteso@voicescharterschool.com	<input type="checkbox"/> 30 day extension granted (60 days from receipt, may be extended 30 days if agreed by petitioner(s) and SCCOE)	

OIS REQUIRED ELEMENTS: Education Code § 47605 (b) (1)-(5)	Yes	No	N/A	Page
<input type="checkbox"/> The charter school presents a sound educational program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1-70, Appendix
<input type="checkbox"/> The petitioners are demonstrably unlikely to successfully implement the program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1-70, Appendix
<input type="checkbox"/> The petition contains an affirmation of each of the conditions described in Education Code § 47605(d) (1)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	xiii-xv
<input type="checkbox"/> The initial review finds that the petition has included all of the required elements (A-P)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1-179

OIS NOTIFICATION UPON APPROVAL: Education Code § 47605 (3) (i)	Yes	No	N/A	Page
<input type="checkbox"/> The petition acknowledges that should the charter be granted, the petitioner will provide a written notice of the approval and a copy of the petition to: <ul style="list-style-type: none"> • The department (California Department of Education) • State Board of Education 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	179

OIS REQUIRED PETITION SIGNATURES IF CONVERSION OF EXISTING PUBLIC SCHOOL: Education Code § 47605(a)	Yes	No	N/A	Page
<input type="checkbox"/> 50% of parents/guardians of number of students expected to attend <div style="text-align: center; font-weight: bold;">OR</div> <input type="checkbox"/> 50% of the number of teachers expected to teach at the charter school during its 1st year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Appendix E

OIS REQUIRED AFFIRMATIONS: Education Code § 47605(d)(1)	Yes	No	N/A	Page
Statement that school will be non-sectarian in its programs, admission policies, employment practices, and all other operations, will not charge tuition, and will not discriminate against any pupil on the basis of ethnicity, national origin, gender or disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	xiii

Instructions to Review Team: This checklist is designed to guide the review of charter school petitions. Your comments are essential to understanding your assessment and will be used as part of the final analysis and report to the County Board.

Legend:
 Required to be included in charter petition and/or Memorandum of Understanding.

DETAILED REVIEW - REQUIRED ELEMENTS: Education Code § 47605(A-P)

ESB	A. Educational Program	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	1. Targeted School Populations		<input type="checkbox"/>	3-7
	Age, grade levels and number of students	<input type="checkbox"/>		3-7
	• Number of students per class room	<input type="checkbox"/>		3-7
	• Maximum enrollment predicted for school	<input type="checkbox"/>		3-7
	Type of desired student populations	<input type="checkbox"/>		3-7
	• States whether school will enroll students from outside the district (if submitted as an appeal previously denied by a district)	<input type="checkbox"/>		137
	• States whether school will enroll students from outside the county	<input type="checkbox"/>		137
<input type="checkbox"/>	2. Attendance		<input type="checkbox"/>	3
	• Describes whether multiple sites will be included	<input type="checkbox"/>		6
	• Indicates proposed opening date(s)	<input type="checkbox"/>		179
<input type="checkbox"/>	Attendance requirements		<input type="checkbox"/>	xiv-xv, Appendix M,N,A
	• Includes length of school day and year	<input type="checkbox"/>		xiv-xv
	• Submit for approval the specific means to be used for student attendance accounting and reporting, satisfactory to support state average daily attendance claims and to satisfy audits related to attendance that may be conducted	<input type="checkbox"/>		171-172
<input type="checkbox"/>	3. What it Means to be an Educated Person in the 21st Century		<input type="checkbox"/>	11-19
<input type="checkbox"/>	Objective of enabling pupils to become self-motivated, competent, lifelong learners		<input type="checkbox"/>	11-19
	Clear list of general academic skills and qualities important for an educated person	<input type="checkbox"/>		11-19
<input type="checkbox"/>	4. Description of How Learning Best Occurs		<input type="checkbox"/>	8-11
	Persuasive instructional design	<input type="checkbox"/>		8-11
	• Broad outline (not entire scope and sequence) of the curriculum content	<input type="checkbox"/>	<input type="checkbox"/>	8-11, Appendix L,O,H,S
	• Description of instructional approaches and strategies	<input type="checkbox"/>		1-70
	• Description of learning environment (e.g. traditional, independent study)	<input type="checkbox"/>		1-70
	Proposed program strongly aligned to school's mission	<input type="checkbox"/>		1-70
	Affirmation or description of curriculum aligned to student performance standards	<input type="checkbox"/>	<input type="checkbox"/>	1-70
	Outline of plan or strategy to support students not meeting pupil outcomes	<input type="checkbox"/>	<input type="checkbox"/>	1-70
	Instructional design or strategies based upon successful practice or research	<input type="checkbox"/>	<input type="checkbox"/>	1-70
	Instructional strategies for special education, English learners, etc.	<input type="checkbox"/>	<input type="checkbox"/>	1-70
	Minimal instructional time	<input type="checkbox"/>		xiii-xiv, 170, Appendix M
	Includes school calendar	<input type="checkbox"/>		1-70, Appendix AG
<input type="checkbox"/>	5. Transitional Kindergarten program outlines developmentally appropriate learning outcomes, using modified curriculum, specialized instruction, and assessment for all students (Only if Charter offers Kindergarten)		<input type="checkbox"/>	64
<input type="checkbox"/>	6. English Learner Services		<input type="checkbox"/>	1-70
<input type="checkbox"/>	All eligible students enrolled in the charter school will receive appropriate English Learner services in accordance with applicable state and federal law.		<input type="checkbox"/>	1-70
<input type="checkbox"/>	Staff members providing English Learner Services are appropriately credentialed.		<input type="checkbox"/>	114
<input type="checkbox"/>	A description of the manner in which students are identified as requiring English Learner Services		<input type="checkbox"/>	51
<input type="checkbox"/>	A description of the process for reclassification of English Learners		<input type="checkbox"/>	51-53, Appendix B
<input type="checkbox"/>	An acknowledgment of the responsibility of the charter school to provide access to grade-level core curriculum for English Learners. (Check for reference to the use of California English-language Development Standards.)		<input type="checkbox"/>	21-23, 70-83
<input type="checkbox"/>	References to curriculum and materials that will be utilized in the instruction of English Learners		<input type="checkbox"/>	21-23, 70-83, Appendix A
<input type="checkbox"/>	Petition tells how English Learners will be reclassified and how English Learners will be		<input type="checkbox"/>	Appendix

monitored			ndix B, 1-70
<input type="checkbox"/>	7. LCFF/LCAP Annual Goals and Annual Actions to Achieve Goals for Subgroups in EC 52052	<input type="checkbox"/>	70-89
<input type="checkbox"/>	Charter includes language that assures compliance with LCFF/LCAP	<input type="checkbox"/>	70-89
<input type="checkbox"/>	Describes annual goals for all pupils and for each subgroup of pupils identified in EC 52052 to be achieved in each of the 8 state priorities, as described in EC 52060(d), that apply for the grade levels served or the nature of program operated by the charter school.	<input type="checkbox"/>	70-89
<input type="checkbox"/>	A. Conditions of Learning	<input type="checkbox"/>	70-89
	(Priority 1) Basic Needs	<input type="checkbox"/>	70-89
	(Priority 2) Implementation of State Standards	<input type="checkbox"/>	70-89
	(Priority 7) Course Access	<input type="checkbox"/>	70-89
<input type="checkbox"/>	B. Pupil Outcomes	<input type="checkbox"/>	70-89
	(Priority 4) Pupil Achievement (College and Career)	<input type="checkbox"/>	70-89
	(Priority 8) Other Pupil Outcomes	<input type="checkbox"/>	70-89
<input type="checkbox"/>	C. Engagement	<input type="checkbox"/>	70-89
	(Priority 3) Parental Involvement	<input type="checkbox"/>	70-89
	(Priority 5) Pupil Engagement	<input type="checkbox"/>	70-89
	(Priority 6) School Climate	<input type="checkbox"/>	70-89
	Provides specific annual actions to achieve these goals for each of the subgroups listed below:	<input type="checkbox"/>	70-89
<input type="checkbox"/>	Racial/Ethnic groups	<input type="checkbox"/>	70-89
<input type="checkbox"/>	Low-income students, including homeless students	<input type="checkbox"/>	70-89
<input type="checkbox"/>	English learners	<input type="checkbox"/>	70-89
<input type="checkbox"/>	Students with disabilities	<input type="checkbox"/>	70-89
<input type="checkbox"/>	Foster youth	<input type="checkbox"/>	70-89
<input type="checkbox"/>	8. Transferability of High School Courses EC 47605 (b) (5) (A) (iii)	<input type="checkbox"/>	na
	If serving high school students, describes how district/charter school informs parents of:	<input type="checkbox"/>	na
<input type="checkbox"/>	Transferability of courses to other public high schools; and	<input type="checkbox"/>	na
<input type="checkbox"/>	Eligibility of courses to meet college entrance requirements	<input type="checkbox"/>	na
<input type="checkbox"/>	Courses that are accredited by the Western Association of Schools and Colleges (WASC) may be considered transferable, and courses meeting the UC/CSU "a-g" admissions criteria may be considered to meet college entrance requirements)	<input type="checkbox"/>	na
Strengths:			
Areas of Concern:			
Conclusions:			
ESB	B. Measurable Student Outcomes - "Exit Outcomes" or "Graduation Standards"	Evidence	Addressed in Petition
<input type="checkbox"/>	Pupil outcomes are measurable, i.e. specific assessments listed for each exit outcome.	<input type="checkbox"/>	77-88
	How pupil outcomes will address state content and performance standards in core academics.	<input type="checkbox"/>	77-88
	Exit outcomes include acquisition of academic and non-academic skills.	<input type="checkbox"/>	77-88
	Concise (one page) list of exit outcomes encompass specific skills, not too vague.	<input type="checkbox"/>	77-88
	Affirmation that "benchmark" skills and specific classroom-level skills will be developed.	<input type="checkbox"/>	77-88, Appen dixV
	Affirmation/description that exit outcomes will align to mission, curriculum and assessments.	<input type="checkbox"/>	77-88
	Affirmation that college-bound students wishing to attend California colleges or universities will have the opportunity to take courses that meet the "A-G" requirements.	<input type="checkbox"/>	na
	Lists school-wide student performance goals students will make over a given period of time, projected attendance, dropout, or graduation rate goals, etc.	<input type="checkbox"/>	77-88
	Acknowledges that exit outcomes and performance goals may need to be modified over time.	<input type="checkbox"/>	77-88
	If high school, graduation requirements defined.	<input type="checkbox"/>	na
	If high school, WASC accreditation standards addressed.	<input type="checkbox"/>	na
<input type="checkbox"/>	LCFF/LCAP Measurable Goals of the Education Program: Charter provides assurance that all identified subgroups will meet performance goals that are stated in the charter	<input type="checkbox"/>	70-89
<input type="checkbox"/>	Statement that pupil achievement measurements will include the elements listed below:	<input type="checkbox"/>	70-89

<input type="checkbox"/>	Alignment with state priorities 52060 (d) and description of how the charter will address all 8 state priorities	<input type="checkbox"/>	70-89
<input type="checkbox"/>	(A) Statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the state board.	<input type="checkbox"/>	70-89
<input type="checkbox"/>	(B) The Academic Performance Index, as described in Section 52052	<input type="checkbox"/>	70-89
<input type="checkbox"/>	(C) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study that align with state board-approved career technical educational standards and frameworks,	<input type="checkbox"/>	na
<input type="checkbox"/>	(D) The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test or any subsequent assessment of English proficiency, as certified by the state board.	<input type="checkbox"/>	70-89
<input type="checkbox"/>	(E) The English learner reclassification rate.	<input type="checkbox"/>	70-89
<input type="checkbox"/>	(F) The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.	<input type="checkbox"/>	na
<input type="checkbox"/>	(G) The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program.	<input type="checkbox"/>	na

Strengths:

Areas of Concern:

Conclusions:

ESB	C. The Method by Which Pupil Progress in Meeting Outcomes Will be Measured	Evidence	Addressed in Petition	Page
	At least one assessment method or tool listed for each of the exit outcomes	<input type="checkbox"/>		77-100
	Assessments include multiple, valid and reliable measures using traditional/ alternative tools	<input type="checkbox"/>		77-100
	Chosen assessments are appropriate for standards and skills they seek to measure	<input type="checkbox"/>		77-100
	Affirmation/description of how assessments align to mission, exit outcomes, and curriculum	<input type="checkbox"/>		77-100
	Describes minimal required performance level necessary to attain each standard	<input type="checkbox"/>		77-100
	Outlines a plan for collecting, analyzing and reporting student/school performance data	<input type="checkbox"/>		77-100
<input type="checkbox"/>	LCFF/LCAP Assurance that methods of assessment are aligned with measurable student outcomes		<input type="checkbox"/>	77-100
<input type="checkbox"/>	(A) Utilizes a variety of assessment tools that include multiple, valid and reliable measures using traditional/alternative tools appropriate to the skills, knowledge, or attitudes being assessed. Including, at a minimum tools that employ objective means of assessment.		<input type="checkbox"/>	77-100
<input type="checkbox"/>	(B) Include the annual assessment tools as required by state and federal assessments (CAASPP, CELDT, etc.)		<input type="checkbox"/>	7100
<input type="checkbox"/>	(C) Outlines a plan for collecting, analyzing, and reporting data continuously to monitor and improve the charter school's educational program.		<input type="checkbox"/>	77-100

Strengths:

Areas of Concern:

Conclusions:

OIS	D. Governance Structure of School (Including Parental Involvement)	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Describes what role parents have in the governance of the school		<input type="checkbox"/>	98-109
<input type="checkbox"/>	Describes key features of governing structure (usually a board of directors) such as:		<input type="checkbox"/>	98-109, appen dix AF
	• Size/composition of board	<input type="checkbox"/>		98-109, Appen dix AF
	• Board committees or advisory councils	<input type="checkbox"/>		98-109, Apepn dix AF
	• Board's scope of authority/responsibility/conflict of interest	<input type="checkbox"/>		98-109, Appeni x AF
<input type="checkbox"/>	Status as a non-profit or public school		<input type="checkbox"/>	98-109,

			appendix AF
<input type="checkbox"/> If non-profit, provisions for liability of debts		<input type="checkbox"/>	98-109, Appendix x AF
Has set of, proposed bylaws, policies or similar documents	<input type="checkbox"/>		98-109, Appendix AF
Initial governing board members identified by name or the process used to select them	<input type="checkbox"/>		98-109, Appendix AF
Clear description of school's legal status and determination of whether a board member from the charter-granting agency is on the board of the charter	<input type="checkbox"/>		98-109, Appendix x AF
<input type="checkbox"/> Demonstrates compliance with Brown Act		<input type="checkbox"/>	xiii, 98-109, Appendix x AF
<input type="checkbox"/> Annual Review and Revision of the Local Control Accountability Plan (LCAP).		<input type="checkbox"/>	98-109
Strengths:			
Areas of Concern:			
Conclusions:			

HRB	E. Qualifications to be Met by Individuals to be Employed by The School	Evidence	Addressed in Petition	Page
	Identifies roles and functions of staff members (including...) <ul style="list-style-type: none"> Job Descriptions for Positions Identifies key staff positions with the charter school 	<input type="checkbox"/>		99-121, Appendix x AH-AJ
	Process for staff selection	<input type="checkbox"/>		99-121, Appendix x AH-AJ
	Procedure for adequate background checks	<input type="checkbox"/>		99-121, Appendix x AJ
	Salaries and benefits for all employees	<input type="checkbox"/>		99-121, Appendix x AJ, AO
	Measures of assessment of performance	<input type="checkbox"/>		99-121, Appendix x AJ
	Describes specific key qualifications (knowledge, experience, education, certification, etc.) sufficient to ensure the health and safety of pupils and staff.	<input type="checkbox"/>		99-121, Appendix x AH-AJ
<input type="checkbox"/>	Defines "core, college preparatory" teachers/affirms they will hold appropriate credentials (Commission on Teacher Credentialing Certificate/Permit) <ul style="list-style-type: none"> Identifies whether these teachers will teach only within the restrictions of their credentials 		<input type="checkbox"/>	114-123
	Verification that teachers and paraprofessionals who are required to be certified are "highly qualified" as required by the federal No Child Left Behind Act	<input type="checkbox"/>		114-123
	Identifies any non-core, non-college prep teaching positions staffed by non-certified teachers and their qualifications	<input type="checkbox"/>		114-123
	The credentials/qualifications of other charter school staff (e.g., counselors, librarians, administrators, nurses and others)	<input type="checkbox"/>		114-123
	Statement of acknowledgment that all employees, even if not public, are subject to state and federal employment laws	<input type="checkbox"/>		114-123
	Explains how teachers will learn the curricula	<input type="checkbox"/>		114-123
Strengths:				
Areas of Concern:				
Conclusions				
HRB	F. Health and Safety Procedures	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Affirms that each employee will furnish the school with a criminal record summary		<input type="checkbox"/>	124-135
	Outlines specific health and safety practices addressing such key areas as: <ul style="list-style-type: none"> Seismic safety (structural integrity and earthquake preparedness) Natural disasters and emergencies Immunizations, health screenings, administration of medications, employee TB testing Tolerance for use of drugs and/or tobacco Staff training on emergency and first aid response Description of the charter school's safety plan and disaster preparedness plan 	<input type="checkbox"/>		124-135
	References/accompanied by more detailed set of health and safety related policies/procedures	<input type="checkbox"/>		Appendix AQ
<input type="checkbox"/>	Method for conducting criminal background checks in potential employees, contractors, and volunteers as required by law to ensure that the charter does not hire any person who has been convicted of a violent serious felony		<input type="checkbox"/>	124-135
Strengths:				
Areas of Concern:				
Conclusions				

OIS	G. Means to Achieve a Reflective Racial and Ethnic Balance	Evidence	Addressed in Petition	Page
	Lists several specific practices/policies likely to lead to a diverse applicant pool/enrollment: practices and policies appear to be selected to target relevant racial and ethnic groups	<input type="checkbox"/>		135-136
	<ul style="list-style-type: none"> Describes the means by which the school will achieve, or has achieved, racial and ethnic balance which is reflected of the district/COE's general student population 	<input type="checkbox"/>		135-136
Strengths:				
Areas of Concern:				
Conclusions:				
OIS	H. Admissions Requirements	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Mandatory assurances regarding non-discriminatory admission procedures		<input type="checkbox"/>	xiii-xiv 137-140
<input type="checkbox"/>	No contradiction of admissions requirements <i>re: conversion schools and public random drawings</i> <ul style="list-style-type: none"> Describes how random drawing will be conducted 		<input type="checkbox"/>	137-139
	Clearly describes admissions requirements, including any preferences <ul style="list-style-type: none"> Identifies that the charter school will give preference to pupils who reside in the district and how the charter school will employ this preference 	<input type="checkbox"/>		137-139
	Includes a copy of an annual parent/student contract, if available	<input type="checkbox"/>		Appendix AN
	Proposed admissions and enrollment process and timeline	<input type="checkbox"/>		137-141
<p><i>Note that with regard to student recruitment, charter schools cannot recruit students in any way that discriminates against students on the basis of race, gender, gender identity, gender expression, color, national origin or disability. In advertising for students, charter schools are required by federal law to distribute materials in ways that effectively reach all segments of the parent community. Charter schools must also be sure to safeguard the rights of parents/guardians who are limited-English proficient, providing materials in languages other than English in order to communicate effectively with all parent groups. Similarly, in recruiting students of parents/guardians with disabilities, outreach materials should be available upon request in various alternative formats (such as Braille or large print, or in public meetings where interpreters are available).</i></p>				
Strengths:				
Areas of Concern:				
Conclusions				
BSB	I. Financial Audit	Evidence	Addressed in Petition	Page
	Procedure to select and retain independent auditor	<input type="checkbox"/>		140-167
	Qualifications of independent auditor	<input type="checkbox"/>		140-167
	Audit will employ generally accepted accounting procedures	<input type="checkbox"/>		140-167
	Describe specific scope of audit	<input type="checkbox"/>		140-167
	Timing of audit and whom it will be sent to	<input type="checkbox"/>		140-167
	Process for resolving audit exceptions to satisfaction of granting agencies	<input type="checkbox"/>		140-167
Areas of Concern:				
Conclusions				

OIS	J. Pupil Suspension Expulsion	Evidence	Addressed in Petition	Page
	Student code of conduct and process by which this information is given to students and parents/guardians	<input type="checkbox"/>		141-160
	Procedure for involving parents, students and staff in designing and implementing a discipline policy	<input type="checkbox"/>		141-160
	Reference to a comprehensive set of student disciplinary policies OR detailed process by which student may be suspended or expelled	<input type="checkbox"/>		141-160
	Describes disciplinary steps to be taken prior to suspension or expulsion	<input type="checkbox"/>		141-160
	Evaluation Criteria [5CCR § 11967.5.1(f)(10)] (A) Identify a preliminary list, subject to later revision pursuant to subparagraph (E), of the offenses for which students in the charter school must (where non-discretionary) and may (where discretionary) be suspended and, separately, the offenses for which students in the charter school must (where non-discretionary) or may (where discretionary) be expelled, providing evidence that the petitioners' reviewed the offenses for which students must or may be suspended or expelled in non-charter public schools.	<input type="checkbox"/>		141-160
	(B) Identify the procedures by which pupils can be suspended or expelled.	<input type="checkbox"/>		141-160
	(C) Identify the procedures by which parents, guardians, and pupils will be informed about reasons for suspension or expulsion and of their due process rights in regard to suspension or expulsion.	<input type="checkbox"/>		141-160
	(D) Provide evidence that in preparing the lists of offenses specified in subparagraph (A) and the procedures specified in subparagraphs (B) and (C), the petitioners reviewed the lists of offenses and procedures that apply to students attending non-charter schools, and provide evidence that the charter petitioners believe their proposed lists of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serve the best interests the school's pupils and their parents (guardians).	<input type="checkbox"/>		141-160
	(E) If not otherwise covered under subparagraphs (A), (B), (C), and (D): 1. Provide for due process for all pupils and demonstrate an understanding of the rights of pupils with disabilities in regard to suspension and expulsion. 2. Outline how detailed policies and procedures regarding suspension and expulsion will be developed and periodically reviewed, including, but not limited to, periodic review and (as necessary) modification of the lists of offenses for which students are subject to suspension or expulsion.	<input type="checkbox"/>		141-160
	What educational alternative, if any, will be provided to students who were suspended or expelled	<input type="checkbox"/>		141-160
	Describes who or what body will be responsible for final suspension/expulsion decisions	<input type="checkbox"/>		141-160
	Describes appeal procedures	<input type="checkbox"/>		141-160
	Identifies process by which the charter school will notify the superintendent of the school district of the expelled student's last known address within 30 days and send a copy of student's cumulative record, including transcripts of grades and health records to the school district	<input type="checkbox"/>		141-160
	Outlines or describes strong understanding of relevant laws protecting constitution rights of students, generally, and of disabled and other protected classes of students	<input type="checkbox"/>		141-160
	Policies balance students' rights to due process with responsibility to maintain a safe learning environment	<input type="checkbox"/>		141-160
	Explains how resident school district or COE will be involved in disciplinary matters	<input type="checkbox"/>		141-160
Strengths:				
Areas of Concern:				
Conclusions				

HRB	K. Staff Retirement System	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Statement of whether staff will participate in STRS, PERS, or Social Security (if STRS, then all teachers must do so)		<input type="checkbox"/>	160-161
	Relationship between teachers and district/county bargaining unit	<input type="checkbox"/>		160-161
	Process by which salaries, benefits, working conditions and items, i.e., calendars, holidays, vacations, work day and year will be determined	<input type="checkbox"/>		160-161
	Labor procedures which will be applied to employees	<input type="checkbox"/>		160-161
	Process for resolving complaints/grievances	<input type="checkbox"/>		160-161
	Process for ensuring due process	<input type="checkbox"/>		160-161
	Manner by which staff members will be covered by STRS, PERS, Social Security or Medicare	<input type="checkbox"/>		160-161
	Process for staff recruitment, selection, evaluation and termination	<input type="checkbox"/>		160-161
	Procedure for processing and monitoring credentials if required	<input type="checkbox"/>		160-161
Strengths:				
Areas of Concern:				
Conclusions				
OIS	L. Attendance Alternatives	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	States that students may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence or description of other attendance alternatives		<input type="checkbox"/>	161-162
Strengths:				
Areas of Concern:				
Conclusions:				
HRB	M. Description of Employee Rights	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Description of employee rights upon leaving school district		<input type="checkbox"/>	162-163
	Acknowledgment whether collective bargaining contract in sponsor district will be controlling	<input type="checkbox"/>		162-163
	Whether and how charter school staff may resume employment within the district	<input type="checkbox"/>		162-163
	Sick/vacation leave (ability to carry it over to and from charter school)	<input type="checkbox"/>		162-163
	Whether charter school staff will continue to earn service credit (tenure) in district while at charter school	<input type="checkbox"/>		162-163
	How employees will be paid (e.g. salaried, hourly, etc.)	<input type="checkbox"/>		162-163
	Describes employee benefits	<input type="checkbox"/>		162-163
	Identifies intended employment status of charter school employees	<input type="checkbox"/>		162-163
	Identifies whether the charter school will be responsible for the payment of social security and applicable taxes for charter school employees	<input type="checkbox"/>		162-163
	Describes how rights will be communicated to prospective employees	<input type="checkbox"/>		162-163
Strengths:				
Areas of Concern:				
Conclusions:				

OIS	N. Dispute Resolution Process	Evidence	Addressed in Petition	Page
	Outlines a simple process for charter and granting agency to settle disputes	<input type="checkbox"/>		163-164
	Process indicates whether it is binding on school or granting agency/fair process	<input type="checkbox"/>		163-164
	Step by step process for identifying/framing dispute points	<input type="checkbox"/>		163-164
	<ul style="list-style-type: none"> Whether internal charter disputes may be brought to granting agency 	<input type="checkbox"/>		163-164
	<ul style="list-style-type: none"> Identifies specific parties to be involved at each step 	<input type="checkbox"/>		163-164
	<ul style="list-style-type: none"> Basic rules at each step 	<input type="checkbox"/>		163-164
	<ul style="list-style-type: none"> Which results are binding 	<input type="checkbox"/>		163-164
Strengths:				
Areas of Concern:				
Conclusions:				
HRB	O. Labor Relations	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Whether charter or local school district will be employer for EERA purposes		<input type="checkbox"/>	165-167
	If local district the employer, includes provisions clarifying charter's roles in collective bargaining	<input type="checkbox"/>		na
	A declaration of whether charter school employees will be part of the collective bargaining unit in the sponsoring district	<input type="checkbox"/>		na
	Statement that charter school employees who are part of the sponsoring district's or county's employee union will be employed under the terms of the district or county collective bargaining agreement	<input type="checkbox"/>		na
	If the petitioners elect not to have charter school employees join the sponsoring district's or county's employee union, a declaration as to whether petitioners intend to organize and bargain as a separate unit. Note the charter employees are not required to engage in collective bargaining, but they have that right if they choose as a group to do so.	<input type="checkbox"/>		165-167
Strengths:				
Areas of Concern:				
Conclusions				
OIS /BSB	P. Closure of Charter School	Evidence	Addressed in Petition	Page
	Outlines an adequate process to be used if the charter school closes	<input type="checkbox"/>		165-167
	Process includes a final audit of the charter school that includes specific plans for disposition of all assets and liabilities of the charter school and for the maintenance and transfer of public records, including pupil records (per code)	<input type="checkbox"/>		165-167
	What the employment status relative to the district/county of charter school employees is and what it will be in the event the charter school ceases or in the event employees seek employment in the district/county	<input type="checkbox"/>	?	165-167
Strengths:				
Areas of Concern:				
Conclusions:				

REQUIRED SUPPLEMENTAL INFORMATION: Education Code § 47605(g)

BSB	Administrative Services	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Outlines an adequate process to be used if the charter school closes		<input type="checkbox"/>	165-166
	Process includes a final audit of the charter school that includes specific plans for disposition of any net assets and for the maintenance and transfer of pupil records	<input type="checkbox"/>		165-166

Areas of Concern:
Conclusions

BSB	Civil Liability	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Did the petitioners provide information regarding the potential civil liability effects, if any, upon the school, and the school district where the charter school operates or proposes to operate and upon the county board of education?		<input type="checkbox"/>	176-177

Areas of Concern:
Conclusions

BSB	Financial Plan	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	First year operational budget		<input type="checkbox"/>	167-171, Appendix AO
	• Cash flow for first three years	<input type="checkbox"/>		167-171, Appendix AO
	• Financial projections for first three years	<input type="checkbox"/>		167-171, Appendix AO

Areas of Concern:
Conclusions

BSB	Planning Assumptions	Evidence	Addressed in Petition	Page
	• Number/types of students	<input type="checkbox"/>		167-171, Appendix AO
	• Number of staff	<input type="checkbox"/>		167-171, Appendix AO
	• Facilities needs	<input type="checkbox"/>		167-171, Appendix AO
	• Costs of all major items are identified and within reasonable market ranges	<input type="checkbox"/>		167-171, Appendix AO
	• Revenue assumptions in line with state and federal funding guidelines	<input type="checkbox"/>		167-171, Appendix AO
	• Revenue from "soft sources" (e.g., donations, grants and fundraisers) less than 10% of ongoing operational costs	<input type="checkbox"/>		167-171, Appendix AO
	• Timeline allows window for grant applications to be submitted and funded	<input type="checkbox"/>		167-171, Appendix AO

Areas of Concern:
Conclusions

BSB	Start-Up Costs	Evidence	Addressed in Petition	Page
	• Clearly identifies most major start-up costs	<input type="checkbox"/>		167-171, Appendix AO
	• Staffing	<input type="checkbox"/>		167-171, Appendix AO
	• Facilities	<input type="checkbox"/>		167-171, Appendix AO
	• Equipment and Supplies	<input type="checkbox"/>		167-171, Appendix AO
	• Professional Services	<input type="checkbox"/>		167-171, Appendix AO
	• Assumptions in line with overall school design plan	<input type="checkbox"/>		167-171, Appendix AO

			Appendix AO
<ul style="list-style-type: none"> Identifies potential funding source 	<input type="checkbox"/>		167-171, Appendix AO
<ul style="list-style-type: none"> Timeline allows for grant and fundraising 	<input type="checkbox"/>		167-171, Appendix AO
Areas of Concern:			
Conclusions			

BSB	Annual Operating Budget	Evidence	Addressed in Petition	Page
	<ul style="list-style-type: none"> Annual revenues and expenditures clearly identified by source 	<input type="checkbox"/>		167-171, Appendix AO
	<ul style="list-style-type: none"> Revenue assumptions closely related to applicable state and federal funding formulas 	<input type="checkbox"/>		167-171, Appendix AO
	<ul style="list-style-type: none"> Expenditure assumptions reflect school design plan 	<input type="checkbox"/>		167-171, Appendix AO
	<ul style="list-style-type: none"> Expenditure assumptions reflect market costs 	<input type="checkbox"/>		167-171, Appenix AO
	<ul style="list-style-type: none"> "Soft" revenues not critical to solvency 	<input type="checkbox"/>		167-171, Appendix AO
	<ul style="list-style-type: none"> Strong reserve or projected ending balance (the larger of 2-3% of expenditure or \$25,000) 	<input type="checkbox"/>		167-171, Appendix AO
	<ul style="list-style-type: none"> If first year is not in balance, identifies solvency in future years and sources of capital sufficient to cover deficits until year budget is projected to balance. 	<input type="checkbox"/>		167-171, Appendix AO
	<ul style="list-style-type: none"> Expenditure for sufficient insurance to name district as also insured/hold harmless agreement 	<input type="checkbox"/>		167-171, Appenix AO
	<ul style="list-style-type: none"> Expenditure sufficient for reasonably expected legal services 	<input type="checkbox"/>		167-171, Appendix AO
	<ul style="list-style-type: none"> Expenditure for Special Education excess costs consistent with current experience in county 	<input type="checkbox"/>		167-171, Appendix AO
Areas of Concern:				
Conclusions				
BSB	Cash Flow Analysis	Evidence	Addressed in Petition	Page
	<ul style="list-style-type: none"> Monthly projection of revenue receipts in line with state/federal funding disbursements 	<input type="checkbox"/>		167-171, Appendix AO
	<ul style="list-style-type: none"> Expenditures projected by month and correspond with typical/reasonable schedules 	<input type="checkbox"/>		167-171, Appendix AO
	<ul style="list-style-type: none"> Show positive fund balance each month and/or identify sources of working capital 	<input type="checkbox"/>		167-171, Appendix AO
Areas of Concern:				
Conclusions				
BSB	Long-term Plan	Evidence	Addressed in Petition	Page
	<ul style="list-style-type: none"> Projects revenues and expenditures for at least two additional years 	<input type="checkbox"/>		167-171, Appendix AO
	<ul style="list-style-type: none"> Revenue assumptions based on reasonable potential growth in state and federal revenues 	<input type="checkbox"/>		167-171, Appenix AO
	<ul style="list-style-type: none"> Revenue assumptions based on reasonable student growth projections 	<input type="checkbox"/>		167-171, Appendix AO
	<ul style="list-style-type: none"> Reasonable cost-of-living and inflation assumptions 	<input type="checkbox"/>		167-171, Appendix AO
	<ul style="list-style-type: none"> Annual fund balances are positive or likely sources of working capital are identified 	<input type="checkbox"/>		167-1721, Appendix AO
Areas of Concern:				
Conclusions				
BSB	District Impact Statement	Evidence	Addressed in Petition	Page
	Does the charter include an impact statement?	<input type="checkbox"/>		173-177
	Provides estimated numbers of students anticipated to enroll	<input type="checkbox"/>		173-177
	Identify whether or not will request district-owned facilities	<input type="checkbox"/>		173-177
Areas of Concern:				
Conclusions				

SSB	Special Education/SELPA	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Identifies whether or not in an independent LEA for special education purposes		<input type="checkbox"/>	56-57, Appendix F
<input type="checkbox"/>	Consulted with the Santa Clara County SELPA Director		<input type="checkbox"/>	57
	• Discussed special education responsibilities of charter	<input type="checkbox"/>		57
	• Discussed application of SELPA policies	<input type="checkbox"/>		na
<input type="checkbox"/>	In writing explains how special education services will be provided consistent with SELPA plan and/or policies and procedures		<input type="checkbox"/>	56-57, Appendix AA, AB
	• Includes fiscal allocation plan	<input type="checkbox"/>		63-64, 173-174, App. AO
<input type="checkbox"/>	If charter not an independent LEA:		<input type="checkbox"/>	na
	• Clarifies in charter the responsibilities of each party for service delivery	<input type="checkbox"/>		na
	<input type="checkbox"/> Referral	<input type="checkbox"/>		na
	<input type="checkbox"/> Assessment	<input type="checkbox"/>		na
	<input type="checkbox"/> Instruction	<input type="checkbox"/>		na
	<input type="checkbox"/> Due Process	<input type="checkbox"/>		na
	<input type="checkbox"/> Agreements describing allocation of actual and excess costs	<input type="checkbox"/>		na
	<input type="checkbox"/> Charter fiscally responsible for fair share of any encroachment on general funds	<input type="checkbox"/>		na
<input type="checkbox"/>	If charter is LEA within County SELPA		<input type="checkbox"/>	na
	• Notifies SELPA Director of intent prior to February 1 st of the preceding school year	<input type="checkbox"/>		na
	• Located within SELPA geographical boundaries	<input type="checkbox"/>		na
	• Provides current operating budget in accordance with Ed Code § 42130 and § 42131	<input type="checkbox"/>		na
	• Provides assurances that all be instructed in safe environment	<input type="checkbox"/>		na
	• Provides copy of original charter petition and any amendments	<input type="checkbox"/>		na
	• Responsible for any legal fees relating to application and assurances process	<input type="checkbox"/>		na
	• Meets the terms of the "Agreement Regarding the Organization, Implementation, Administration and Operation of the SELPA (Section 12-13, Appendix A)	<input type="checkbox"/>		na
	• Meets the terms of all SELPA policies and procedures	<input type="checkbox"/>		na
	• Charter fiscally responsible for fair share of any encroachment on general funds	<input type="checkbox"/>		na
<input type="checkbox"/>	Petition includes the following assurances:		<input type="checkbox"/>	xiii, 55-64, App. AA, AB
	• The charter will comply with all provisions of IDEA	<input type="checkbox"/>		xiii, 55-64, App. AA, AB
	• No student will be denied admission based on disability or lack of available services	<input type="checkbox"/>		xiii, 55-64, App. AA, AB
	• The charter will include a description of the school's SST process as it relates to identification of students who may qualify for Special Education	<input type="checkbox"/>		47-48, Appendix AA, AB
	• Any student potentially in need of Section 504 services responsibility of charter school	<input type="checkbox"/>		57-58, Appendix AA, AB
<input type="checkbox"/>	Staff members providing special education services are appropriately credentialed		<input type="checkbox"/>	xii-xiii, 55-61 AB, 117
<input type="checkbox"/>	Any facility used by the school does not present physical barriers that would limit an eligible student's full participation in the educational and extracurricular programs		<input type="checkbox"/>	55-64, AA, AB
<input type="checkbox"/>	The charter school will assume full responsibility for appropriate accommodation to address the needs of any student		<input type="checkbox"/>	55-64, AA, AB
<input type="checkbox"/>	The responsibility of the school to provide special education, instruction and related serves to the students enrolled in the school regardless of students' district of residence		<input type="checkbox"/>	55-64, AA, AB
<input type="checkbox"/>	Specialized instruction and services available at the school		<input type="checkbox"/>	57-64, AA, AB
<input type="checkbox"/>	The provision of Designated Instruction and Services (DIS)		<input type="checkbox"/>	55-64, AA, AB
<input type="checkbox"/>	Special transportation for students whose IEPs indicate that service is necessary for the provision of FAPE		<input type="checkbox"/>	55-64, AA, AB
<input type="checkbox"/>	The procedures for ensuring that students are referred, assessed and served in a timeline manner		<input type="checkbox"/>	55-64
<input type="checkbox"/>	A description of the school's "Search and Service" procedures		<input type="checkbox"/>	57-64, Appendix AA
<input type="checkbox"/>	The dispute resolution procedures that will apply to any disputes between educational entities, including the SELPA and LEA, regarding the provision of special education		<input type="checkbox"/>	55-64, AB

services in the charter school.			
<input type="checkbox"/>	Petition describes process for notifying district of residence and chartering district when a special education student enrolls, becomes eligible, ineligible and/or leaves charter school	<input type="checkbox"/>	55-64
	Overview of how special education funding and services will be provided by:	<input type="checkbox"/>	55-64, Appendix AO
	• Charter School	<input type="checkbox"/>	55-64, Appendix AO
	• Charter Granting Agency	<input type="checkbox"/>	na
	• SELPA	<input type="checkbox"/>	55-64, Appendix AA, AB
<input type="checkbox"/>	Petition describes the transition to or from a district when a student with an IEP enrolls in, or transfers out of, the charter school	<input type="checkbox"/>	Appendix AB

Strengths:

Areas of Concern:

Conclusions

OIS	Grade Level, Geographic and Site Limitations	Evidence	Addressed in Petition	Page
	Does the Petition demonstrate that it will operate a single charter school within the geographic jurisdiction of the school district	<input type="checkbox"/>		xv, 6, 174
	• If not, does the Petition demonstrate any basis for an exception	<input type="checkbox"/>		
	Does the Petition identify where the school will operate	<input type="checkbox"/>		xv, 6, 174
	Does the Petition demonstrate that it will not serve grade levels not served by this district unless it serves all of the grade levels	<input type="checkbox"/>		3-4

Strengths:

Areas of Concern:

Conclusions:

CERTIFICATION OF COMPLIANCE WITH APPLICABLE LAW

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

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

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

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

Certification

By signing below, I certify as follows:

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

Name: Frances Teso, Lead Petitioner

Signature:

Date: December 18, 2014

School Name: **Voices College-Bound Language Academy at Mt. Pleasant**

Voices College-Bound Language Academy

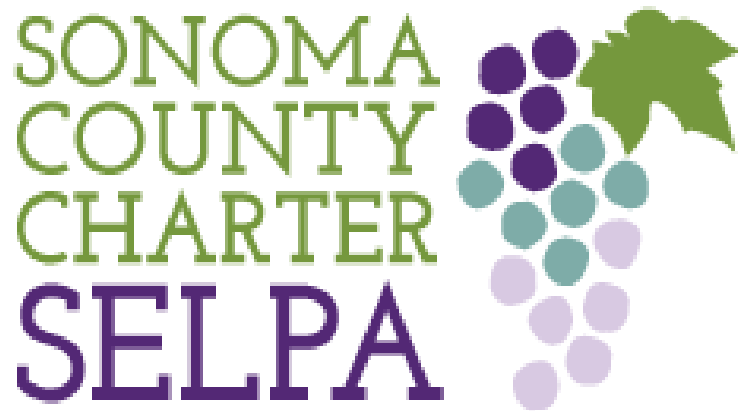
Proposed Curriculum/Program Guide (subject to change based on student needs)

Content	English	Spanish	Targeted Purpose	Publisher/Author	Title	Grades
English and Spanish Language Development	√	√	Language forms and functions in a systematic way	ELA Achieve Susana Dutro	<i>A Focused Approach: Instruction for English Language Learners</i>	K-8
English Language Development	√		Language forms and functions in a systematic way	ELA Achieve	<i>Systematic ELD Instructional Units</i>	K-6
Reading	√	√	Reading (guided reading)	(various leveled books)	Leveled reading book collections	K-8th
Reading	√	√	Make content accessible for Language Learners	EL Achieve AND Pearson Education, Inc.	<i>A Focused Approach: Instruction for English Language Learners (Frontloading) AND Making Content Comprehensible for English Language Learners (SIOP)</i>	K-8
Reading	√	√	Reading Comprehension (Literature study)	various trade books (from the CDE <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i>)	Trade book library selections	3 to 8
Language Arts	√		Explicit systematic phonics	Fountas and Pinell	<i>Phonics Lessons</i>	K-4
Language Arts	√	√	Phonemic Awareness	Prentice-Hall, Inc.	<i>Words Their Way</i>	K-4
Language Arts		√	Explicit systematic phonics	Estrellita Inc.	<i>Estrellita</i>	K-1
Language Arts	√		Language Arts Standards	Triumph Learning	Common Core Coach	K-8
Language Arts		√	Spanish Language and grammatical structures	Hampton Brown	<i>Bien Dicho!</i>	1 to 5
Writing	√	√	Writing craft	Calkins; Heinemann	<i>Units of Study for Primary Writing and Units of Study in Opinion, Information, and Narrative Writing: A Common Core Workshop Curriculum</i>	K-2
Writing	√	√	Writing craft	Calkins; Heinemann	<i>Units of Study for Teaching Writing and Units of Study in Argument, Information, and Narrative Writing: A Common Core Writing Curriculum</i>	3 to 5
Writing	√	√	Writing craft	Portalupi & Fletcher; Heinemann	<i>Teaching the Qualities of Writing</i>	3 to 6
Writing	√	√	Writing mechanics	Sopris West	<i>Step Up to Writing</i>	K-6
Writing	√	√	Writing standards	Atwell; Heinemann	<i>Lessons That change Writers</i>	6 to 8
Mathematics	√	√	Math concepts and computations	Pearson Scott Foresman/TERC Group	<i>Investigations in Numbers, Data, and Space</i>	K-5
Mathematics	√	√	Math Standards	Pearson	<i>Connected Mathematics 2</i>	6 to 7
Mathematics	√	√	Math Standards	Triumph Learning	Common Core Coach	K-8

Science	√	√	Science standards (project-based learning)	Pearson	<i>Interactive Science</i>	6 to 8
Science	√	√	Science Standards (PBL)	UbD	<i>UbD</i>	K-8
Social Studies	√	√	Social studies/History standards (project-based learning approach)	Teachers' Curriculum Institute (TCI)	<i>Social Studies Alive!</i>	K-5
Social Studies	√	√	Social studies/History standards (PBL)	UbD	<i>UbD</i>	K-8

Voices College Bound Language Academy - Mt. Pleasant, Appendix A0-1, Mt. Pleasant LCFF & Unduplicated %

Santa Maria Joint Union High	HIGH	7,261	67%	6,836
Santa Ynez Valley Union High	HIGH	971	28%	6,095
Carpineria Unified	UNIFIED	2,203	65%	5,850
Lompoc Unified	UNIFIED	9,001	66%	6,414
Cuyama Joint Unified	UNIFIED	242	83%	9,768
Santa Barbara Unified	UNIFIED	13,310	56%	7,091
Santa Clara County				
Alum Rock Union Elementary	ELEMENTARY	12,303	100%	6,632
Berryessa Union Elementary	ELEMENTARY	8,059	53%	5,986
Cambrian Elementary	ELEMENTARY	711	23%	7,805
Campbell Union	ELEMENTARY	744	74%	14,811
Cupertino Union Elementary	ELEMENTARY	18,369	16%	5,739
		Average Daily Attendance	2012-13 English Learner, Low Income and Foster Youth Unduplicated Percentage	2012-13 Per Pupil Allocation
District Name	District Type			
Evergreen Elementary	ELEMENTARY	13,180	43%	5,892
Franklin-McKinley Elementary	ELEMENTARY	8,849	82%	6,350
Lakeside Joint Elementary	ELEMENTARY	84	14%	7,093
Loma Prieta Joint Union Elementary	ELEMENTARY	422	3%	5,509
Los Altos Elementary	ELEMENTARY	4,390	12%	5,179
Los Gatos Union Elementary	ELEMENTARY	3,028	4%	5,025
Luther Burbank Elementary	ELEMENTARY	548	96%	6,181
Moreland Elementary	ELEMENTARY	4,272	45%	5,954
Mountain View Whisman School	ELEMENTARY	4,815	53%	6,161
Mt. Pleasant Elementary	ELEMENTARY	2,215	81%	6,221
Oak Grove Elementary	ELEMENTARY	11,222	55%	6,193



Sonoma County Charter SELPA

Procedural Manual

Revised
February 2013

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PURPOSE AND SCOPE

The purpose of the Special Education Procedural Manual is to describe the policies and procedures governing the education of students with disabilities in the Sonoma County Charter SELPA. The manual provides charter school personnel clear and systematic procedures regarding student rights and administrators and teaching staff responsibilities in accordance with the variety of Federal laws and regulations that are implemented through State law and mandate.

The three Federal laws that govern the education of students with disabilities are: 1) Individuals with Disabilities Education Act (IDEA); 2) Section 504 of the Rehabilitation Act of 1973 (Section 504); and 3) Americans with Disabilities Act (ADA). Under these laws, all students with disabilities ages 3 through 21 have a right to receive a free appropriate public education (FAPE) along with procedural safeguards governing their identification, assessment, and placement in the least restrictive environment (LRE). Essential to these procedural safeguards is the involvement of parents.

Each charter school is responsible for ensuring that the above mission is accomplished in a timely, thoughtful and thorough manner.

The following pages include the special education guidelines, procedures and forms used in the implementation of special education services in the Sonoma County Charter SELPA. This handbook is a flexible document that will be updated to stay current.

Special Education Laws and Mandates

Individuals with Disabilities Education Act (IDEA)

The IDEA authorizes funding to states and school districts. To receive and maintain such funds, these agencies must comply with specific rules regarding the education of students with disabilities. The IDEA applies only to students having specific disabilities that are identified through the required assessment process.

Free Appropriate Public Education (FAPE)

Each student found to have an IDEA disability is entitled to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE). To determine whether a student has one of the specified IDEA disabilities and requires special education services:

- The student is assessed in all areas of the suspected disabilities by a multidisciplinary group of professionals;
- A meeting which includes parents/guardians is held to review the assessment results.

If it is determined that the student needs special education services, the meeting participants develop an Individualized Education Plan (IEP), which provides for specially designed instruction that cannot be provided with modification of the regular instructional program and related services. In addition, the IEP identifies services and placement for the student that is in the least restrictive environment (LRE).

Educational and related services must be provided at no cost to the parent, except for those fees that apply to all students, including those without disabilities. The LEA Charter School may use State, Local or Federal resources to meet this requirement. An insurer or similar third party is not relieved from an otherwise valid obligation to provide or pay for services provided to a student with a disability. Sonoma County Charter SELPA members will not delay the implementation of a student's IEP, including any case in which the payment source for providing or paying for special education and related services to the student is being determined.

Least Restrictive Environment (LRE)

Under the following core principles of LRE, students with disabilities are:

1. To the maximum extent appropriate, including those in public or private institutions or other care facilities, educated with their non-disabled peers;
2. To be removed from the general education environment only if the nature or severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily (includes placements in special classes or separate schools);
3. Educated in the school that (s)he would attend if nondisabled, unless the IEP requires some other arrangement;
4. Placed in schools and receive services in locations as close as possible to his/her home.

A student found to have a disability under IDEA is entitled to FAPE *even though the student has not failed or been retained in a course or grade, and is advancing from grade to grade.*

Consideration of how the disability adversely impacts social, emotional and behavior skills, independent of passing grades, must be part of the identification process.

Prohibition on Mandatory Medication

General: District staff cannot require a student to obtain a prescription for a controlled substance as a condition of attending school, receiving an assessment, or receiving services described in this manual.

Permissible Action

- Teachers and other school personnel may consult or share classroom-based observations with parents regarding a student's academic and functional performance, behavior in the class or school, or the need for an assessment for special education and related services.

Parent, Legal Guardian, Surrogate Parent, and Conservatorship

Throughout this manual, the term parent is used to refer to parents, guardians, surrogate parents and foster parents as described below. Although the singular and plural version of parent is used interchangeably, both parents share educational rights unless otherwise specified through a divorce or separation documents. Staff may presume that a parent has the authority to act for a child unless a school official is advised that the parent does not have such authority. Parent, as used in this manual, is as follows:

- Natural or adoptive parent;
- Guardians are generally authorized to act as the child's parent, or authorized to make educational decisions for the child (but not the State if the child is a ward of the State);
- Individuals acting in the place of a biological or adoptive parent (including a grandparent stepparent, or other relative) with whom a child lives;
- An individual who is legally responsible for the child's welfare; or
- Surrogate parent appointed in accordance with the procedures below.

Parental Educational Rights Exceptions

- The case manager has been provided with written evidence that there is a current protective order altering the parent's access, or a court order terminating the parent's rights to make educational decisions for his/her child. This documentation shall be placed in the student's CUM file.
- If a judicial decree or order identifies a specific person to act as the "parent" of a student or to make educational decisions on his/her behalf, that individual is considered to be the "parent" such as the following:

Surrogate Parents:

Required when the student's parent cannot be identified;

1. After reasonable efforts, the case manager cannot locate the student's parent;
2. The court has specifically limited the right of the parent to make educational decisions for the child; or
3. The student is a ward of the court.

Surrogate parents may represent students in matters relating to identification, assessment, instructional planning and development, educational placement, reviewing and revising the individualized education program (IEP), and in other matters relating to the provision of a free appropriate public education to the individual. This representation includes the provision of written consent to assessments and initial placement, non-emergency medical services, mental health treatment services, occupational or physical therapy, etc. The surrogate parent may sign any consent relating to IEP purposes.

Surrogate parents are held harmless by the State of California when acting in their official capacity except for acts or omissions that are found to have been wanton, reckless, or malicious.

Foster Parents Acting as Surrogates:

1. Foster parents acting as surrogates include a person, relative or non-relative caretaker, or an extended family member who has been licensed or approved by the county welfare department, county probation department, or the State Department of Social Services, or who has been designated by the court as a specified placement.
2. Foster parents may act as a surrogate and represent the student in the areas discussed above in the following circumstances:

Educational Decision-Making: The foster parent has not been excluded by court order from making educational decisions on behalf of a student and the juvenile court has limited the right of the parent or guardian to make educational decisions on behalf of the student.

Permanent Living Arrangement: The student is in a planned permanent living arrangement with the foster parent.

Willingness: The foster parents are willing to participate in making educational decisions on the student's behalf; and they have no interest that would conflict with the interests of the student.

A foster parent exercising rights under this section may consult with the parent or guardian of the student to ensure continuity of health, mental health, or other services.

Transfer of Parental Rights to Student at Age 18 Years

At 18 years of age, parental rights transfer to the student unless the student has been conserved under state law. Beginning not later than one year before the student turns 18, the parents must be informed about this transfer of rights. The IEP includes a statement that the parent has been informed of his/her rights under IDEA, if any, that will transfer to the student.

Conservatorship

In some situations, a student over the age of 18, who is legally an adult, may have a conservator who will continue to act on the student's behalf in regard to special education and related services. The term "conservator" refers to a person given legal authority and responsibility by the superior court to make educational decisions for an adult person, married minor, or married minor whose marriage has been dissolved and who is not competent to make such decisions or to give informed consent. For more information on conservators, please refer to:

<http://www.courtinfo.ca.gov/selfhelp/seniors/handbook>

Age Range Requirements

All children with disabilities between the ages of birth through 21 are entitled to receive FAPE. Services must be available for children upon their third birthday, assuming that the responsible LEA have prior notice, an opportunity to provide an assessment (if necessary) and develop an IEP within required timeframes. **NOTE:** *SCC SELPA charter schools do not serve students under 5 years of age. Services for children under age 5 are the responsibility of the child's district of residence.*

“Aging Out” of Special Education Timelines

- **Turns 22 years of age in January through June.** Students receiving special education services may continue his/her participation for the remainder of the fiscal year, including any extended school year services.
- **Turns 22 Years of Age in July through September.** Such students are not allowed to continue special education services in the new fiscal year. However, if the student is in a year-round school program and the IEP extends into a term in the new fiscal year, then (s)he may complete that term.
- **Turns 22 Years of Age in October through December.** Special education services are terminated on December 31 of the current fiscal year, unless the individual would otherwise complete his/her IEP at the end of the current fiscal year.

Graduation Exception to Age Range Requirements

FAPE is not required for students with disabilities who have graduated from high school with a regular high school diploma. Graduation with a high school diploma constitutes a change in placement, requiring written Prior Notice of Proposed/Graduation (see page A19). Regular high school diploma does not include an alternative degree that is not fully aligned with California's academic standards, such as a certificate or a general educational development credential (GED).

ROLES AND RESPONSIBILITIES IN SPECIAL EDUCATION

ADMINISTRATOR

The Administrator ensures that assessment services are appropriately conducted throughout the school system and monitors the universal screening, progress monitoring, and data-collection processes to ensure that assessments are conducted appropriately

- Inform parents of the need to file a written request for assessment when a verbal request is made and provide assistance in completing this written notice if necessary.

Has general oversight authority for special education services, including the supervision of monitoring activities that ensure: federal, state, and local guidelines are implemented; timelines are met; and practices that promote delivery of appropriate services as reflected in each student's IEP are followed

- Ensures all annual and triennial IEP review meetings for the school year are calendared before the annual due date (364 days or before) or the triennial date (2 years and 364 days or before).
- Ensure there is appropriate representation of all staff at each IEP meeting. Required members of an IEP team are: The parent, the special education teacher/specialist, the general education teacher, and an administrator/designee. The psychologist and any related service provider who serves the student or whom has information for the IEP team should also be included. **If the required members are unable to attend, the IEP meeting should be postponed and rescheduled.** Other participants may be excused, with prior IEP Team Member(s) Excusal and needed information (reports, progress) shared with the parent prior to the meeting and in the meeting by a designated team member. See "IEP Team Members" (pg. 34) of this manual, for more information.
- Monitor the IEP paper work. Ensure that every item on each page of the IEP is completed (no blanks). Ensure the IEP is accurate and is a suitable response to the information needed. May use IEP Checklist for Compliancy (see page A24) for this purpose.

Has general oversight for the provision of appropriate training for all individuals responsible for carrying out the requirements included in this manual, as well as other relevant federal and state requirements pertinent to the identification and education of students with disabilities

- Assist in the identification and provision of professional development and other available resources for the provision of special education and related services.
- Provide consultation and facilitation for any potential placements outside LEA Charter School.
- Provide consultation regarding appropriate personnel staffing.
- Supervise all special education and support staff assigned to the LEA Charter School, including coordination of services between general and special educators and support staff
- Ensure appropriate scheduling of staff and students.
- Ensure joint planning and collaboration time for general and special education teams.
- Provide information and assistance for families and students involved with due process hearings.

- Request technical assistance and support from the Sonoma County Charter SELPA as needed.
- Are qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities.
Note: Specially Designed Instruction (SDI) for students with disabilities is a requirement under the IDEA, the federal law governing special education programs. SDI refers to the teaching strategies and methods used by teachers to instruct students with disabilities and other types of learning disorders.
- Are knowledgeable about the general education curriculum.
- Are knowledgeable about and have the authority to commit school resources.
- Monitor service delivery commitments, the implementation of IEPs and the progress of students with disabilities in the general education curriculum.
- Periodically review the schedule of related services staff assigned to the school and their caseloads; and ensure that students are receiving the amount of services specified in their IEP.

Principals retain all oversight responsibility at their school, even when a designee carries out day-to-day duties. On a case-by-case basis and as appropriate, individuals having the authority to commit special education services, which are not currently at a school site, may be assigned to be the LEA Charter Schools designated LEA representative at an IEP meeting where such services may be considered.

ROLES AND RESPONSIBILITIES IN SPECIAL EDUCATION

CASE MANAGER RESPONSIBILITIES

A case manager is assigned when a student is referred for an initial assessment for special education services. The person is usually a special education teacher/specialist assigned to the LEA Charter School and is considered the primary service provider. If the IEP specifies language and speech services only, the case manager is typically the speech/language pathologist. The case manager facilitates the IEP process, including the referral, assessment, IEP development, and ensures that a student's IEP is implemented and that all timelines are followed.

See SELPA Case Planning for all IEP development timelines (see page A3).

Referral Process:

- Assists with the completion of the written referral if requested or necessary.
- Secures parental consent to obtain confidential information from private and public sources, if necessary.
- Enters student name in Referral Log (see page A1) and notifies the principal and other school site staff members, as appropriate, that a referral has been made for a particular student.
- Creates a confidential special education file for the student and places it in a secure location that is accessible to all appropriate school staff. All forms, consents, reports, etc. associated with the student are maintained in this file, including the Case Planning Guide (see page A3) and Student Access Log (see page A4).
- Enters referral information into the SEIS IEP system and sends or delivers the following documents to parents: Referral for Special Education and Notice of Procedural Safeguards.

Assessment:

- Coordinates with the site Student Study Team (SST) or its equivalent for new referrals and assessment staff for the referrals for assessments (including those for non-attending students) and ensures that all required assessment components are addressed.
- Assures all assessment plans are developed within required timelines if the team agrees assessment is needed (no later than 15 days after parent has put request in writing).
- Assists in the development of the Assessment Plan Initial IEP only. *An Assessment Plan must be completed whenever an assessment for the development or revision of the IEP is to be conducted and must be signed by the parent/guardian prior to the testing.*
- Requests assistance of the administrator when assessments need to be conducted by specialists who do not regularly provide services to the school.
- Sends or delivers to parents: Assessment Plan Initial IEP.
- Assists parents in understanding their rights and the special education process and procedures as needed.

Upon Receipt of Signed Assessment Plan:

- Enters receipt date of signed Assessment Plan in Student Access Log (see page A2) and notifies all assessors included on the Assessment Plan that they may begin assessment.
- Assures, with the specific assessors, that assessments are conducted in the student's primary language if the students are English Learners.
- Provides results of assessments to the school psychologist at least 10 days in advance of the IEP meeting, so that these results can be incorporated into the written psychological report prior to the IEP team meeting.
- Provides copies of assessments with the assessors contact information to parents 5 days prior to the scheduled IEP meeting. **EXCEPTION:** Discretion shall be used by the assessor to determine if initial diagnosis of a disabling condition warrants a private meeting to discuss the assessment results prior to the IEP meeting.

Implementing and Monitoring the IEP:

- Schedules IEP team meeting with parents and LEA Charter School participants. **For Annuals and Triennials:** It is strongly recommended that the scheduled IEP date be at least 3 weeks prior to the last annual or triennial meeting date minus one day, as appropriate. This allows for meeting postponement or re-scheduling and supports compliance with State IEP meeting timelines.
- Sends Notification of IEP Team Meeting to parent and other IEP participants. **NOTE:** Annual reviews must be held 364 days before the date of the previous annual IEP and triennial reviews held two years and 364 days or earlier from the last triennial date.
- Secures IEP meeting room, assuring that the room is private and free from distractions, has adequate seating, electrical outlets, and if needed, a conference phone and Internet service (see pages 36-37 for a complete list).
- Contacts all school IEP team members the day of the IEP meeting ensuring they will be in attendance to the IEP, on-time and with the appropriate number of copies of assessments or other documents they will be sharing with the team.

During the IEP Meeting:

- Chairs IEP team meetings and facilitates the development of IEPs, ensuring that parents have the opportunity to participate in the development of the IEP. **NOTE:** If Case Manager chairs the IEP, another IEP Team Member shall be assigned to write notes.
- Ensures there are no blanks on the IEP forms.
- Ensures IEP and other documents are distributed to the family.
- Schedules a follow-up IEP meeting if the IEP is not completed at the meeting and documents the next IEP meeting date on the Notes page.

After the IEP Meeting:

- Ensures instructional team members are informed of the new IEP and its contents as it relates to their role with the student and the location of the IEP document in its entirety.
- Affirms and attests the IEP within 7 days of the IEP meeting and maintains accurate and timely student data information throughout the duration of the IEP year.
- Accesses SEIS IEP program daily for updates and notifications.
- Provides direct instruction to special education students, as designated in the IEP.

- Notifies special education administrator and/or site administrator of accurate monthly caseload numbers.
- Submits a monthly list of student adds/drops to the SEIS administrator.
- Provides the necessary information to the site/LEA charter school testing coordinator for all State/school-wide assessments.
- Coordinates and conducts, in collaboration with the school psychologist and other pertinent assessment personnel, manifestation determination reviews and IEP meetings.
- Coordinates the process for students to register for the Extended School Year program according to timelines, as appropriate.
- Evaluates student progress, maintains necessary records indicating student performance and recommends revisions of the IEP when appropriate. This includes grades, progress reports, and benchmark documentation of goals and objectives cited in students' IEPs.

Written Notice and Consents:

- Collaborates with the administrator, as necessary, to all requests made by parents prior to, during, or after IEP team meetings by completing and sending the Prior Written Notice (see pages 47 and A19) to the parent of the proposed or refused action.
- Ensures that all other parental notices and consents for assessments and initial placements are processed appropriately.
- Ensures these documents are created through the electronic IEP system and copies are placed in the student's special education file.

Records:

- Ensures that complete student records are maintained in a single, secure location in the school (ensuring the principal has access).
- Notifies appropriate staff that a request for records has been received.
- Coordinates collection and copying of all records for parents in a timely manner.

Technical Assistance:

- Requests technical assistance and support from Administration or the Sonoma County Charter SELPA, as needed.

Other:

- Provides consultation, resource information, and documentation regarding student needs to parents and general education staff members.
- Supervises the instructional assistant and contributes input to his/her evaluation, if appropriate.
- Provides in-service training for site school staff and the community in order to promote a better understanding of students with disabilities as needed.
- Coordinates and consults with administrators, special education specialists, general education classroom teachers, psychologists, program specialists, other support staff, outside agencies, and parents regarding instructional planning for special education students.
- Provides resources, such as instructional materials and staff time to the regular classroom teacher as appropriate.
- Attends LEA charter school and site level meetings.

***Triennials:** (See page 27-28 for more information regarding triennials) are evaluations that must be conducted within two years and 364 days of the previous triennial or within two years and 364 days of the initial assessment. All triennial meeting dates, excluding initial triennial dates, shall coincide with the student's annual IEP date. In some cases, this will necessitate that one of the meeting dates will occur prior to the typically allowed meeting timeline. This prevents an annual IEP meeting and a triennial IEP meeting from being convened on the same student during the IEP year.

In the case that there is more than one triennial date for the same student due to an addition of services after the initial placement, whichever date is the earliest will become the triennial IEP meeting date for the student. For example: The student's annual Speech IEP date is December 3, 2012. On February 1, 2013, an IEP meeting is convened to discuss the results of assessments conducted by the psychologist and academic special education teacher/specialist based on additional concerns of the school and parent. The student is found eligible for specialized academic instruction services. The next annual date for the student will be December 2, 2013 and the triennial date shall be scheduled to occur on the date of the Speech Triennial date (see page 27 for further information).

Administrative (30 day) Placements: Complete an Interim IEP and send it to an appropriate administrator within 24 hours of placement. **The administrative placement IEP team meeting must take place within 30 days of the placement.**

ROLES AND RESPONSIBILITIES IN SPECIAL EDUCATION

RELATED SERVICE PROVIDER/DESIGNATED INSTRUCTION SERVICES

The related service provider is not typically the case manager for students assigned to his/her caseload whom receive specialized academic instruction provided by a special education teacher/specialist. Speech and Language Specialists (when not the sole provider of special education services), Occupational Therapists, Educational Related Mental Health Service Providers, and Behavior Specialists are some, but not all, related service providers. The related service provider is responsible for the following:

- Conducts screenings, when indicated.
NOTE: Screening definition: Ed. Code 56321(f) "...the screening of a pupil by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an assessment for eligibility for special education and related services". Screening may be provided to guide instruction and curriculum implementation, but may not be conducted to determine if further special education assessment is necessary. Screenings do not require an Assessment Plan, however it is strongly recommended that the parent be notified prior to any screening on their child.
- Informs parent of the need to file a written request for assessment when a verbal request is made. Provides assistance in completing this written notice if necessary.
- Completes an Assessment Plan in collaboration with other special education staff whenever an assessment for the development or revision of the IEP is to be conducted and does not begin assessment until the Assessment Plan is signed and returned by the parent/guardian.
- Conducts appropriate assessments in the areas of suspected disability.
- Provides a written report of all assessment(s) conducted.
- Provides assessment information at IEP meetings, and makes program and/or service recommendations when appropriate.
- Completes appropriate sections of the SEIS IEP prior to the IEP meeting such as Draft Present Levels of Academic Achievement and Functional Performance and draft Goals/Objectives/Benchmarks.
- Arrives at the IEP Team meeting on time, prepared to share copies of the assessment report, if appropriate, and other documents that will be shared with the IEP team, and, if an annual or triennial, with data on goal progress, attendance record, and other pertinent data.
- Provides direct services as indicated in the IEP.
- Serves as consultant to administrators, other special education support staff, regular classroom teachers, and parents and provides resources as needed.
- Provides in-service training for site school staff and community in order to promote a better understanding of students with disabilities as needed.
- Evaluates student progress and maintains necessary records indicating student performance and attendance, and recommends revisions of the IEP when appropriate. This includes IEP Goal progress reports and benchmarks/objectives (for students participating in the CAPA only) documentation of goals and objectives cited in students' IEPs as appropriate.
- Assists parents in understanding their rights and the special education process and procedures.

- Attends LEA and SELPA level meetings as requested.
- Provides the necessary information to the special education administrator and/or site testing coordinator for all State/LEA charter school assessments.
- Notifies special education administrator and/or site administrator of accurate monthly caseload numbers.
- Submits a monthly list of student adds/drops to the SEIS administrator.
- Accesses SEIS IEP program daily for updates and notifications.

***Triennials:** are evaluations that must be conducted within two years and 364 days of the previous triennial or within two years and 364 days of the initial assessment. All triennial meeting dates, excluding initial triennial dates, shall coincide with the student's annual IEP date. In some cases, this will necessitate that one of the meeting dates will occur prior to the typically allowed meeting timeline. This prevents an annual IEP meeting and a triennial IEP meeting from being convened on the same student during the IEP year.

In the case that there is more than one triennial date for the same student due to an addition of services after the initial placement, whichever date is the earliest will become the triennial IEP meeting date for the student. For example: The student's annual Speech IEP date is December 3, 2012. On February 1, 2013, an IEP meeting is convened to discuss the results of assessments conducted by the psychologist and academic special education teacher/specialist based on additional concerns of the school and parent. The student is found eligible for specialized academic instruction services. The next annual date for the student will be December 2, 2013 and the triennial date shall be scheduled to occur on the date of the Speech Triennial date (see page 27-28 for further information).

Administrative (30 day) Placements: Complete an Interim IEP and send it to an appropriate administrator within 24 hours of placement. **The administrative placement IEP team meeting must take place within 30 days of the placement.**

CHILD FIND: SYSTEMATIC SEARCH

Each local educational agency (LEA) shall actively and systematically seek out all individuals with exceptional needs, ages 5 through 18, including:

1. Children in private, including religious schools,
2. Highly mobile individuals with exceptional needs such as children who are migrant or homeless,
3. Children who are advancing from grade to grade even though they are suspected of being an individual with exceptional needs and in need of special education and related services, and
4. Children not enrolled in public school programs, who reside in a LEA charter school or are under the jurisdiction of a SELPA or a county office.

Policy

All LEA charter schools have adopted policies for notifying parents of their rights and for initiating a referral for assessment to identify individuals with exceptional needs. Identification procedures shall include utilization of referrals from teachers, parents, agencies, appropriate professional persons, and from other members of the public.

Process

1. School site procedures and identification procedures are coordinated to provide referral of pupils with needs that cannot be met with modification of the regular instructional program.
2. A pupil shall be referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized.
3. All referrals for special education shall be documented. When a verbal referral is made, staff of the LEA charter school shall offer assistance to the individual making the request, and shall assist the individual if he/she requests such assistance. The Notice of Receipt of Referral form shall be used to document the referral.

On-Going Systems For Identifying Enrolled Students

1. *Investigate Reports*
School personnel must investigate all reports of students not attending school, enroll them, and as appropriate, determine if the student has any areas of suspected disabilities.
2. *Kindergarten Attendance*
Although it is not mandatory for parents to send their children to Kindergarten, school staff must admit all eligible students that parents seek to enroll. Under no circumstances may a principal, or other personnel, deny kindergarten enrollment for a student.
3. *Screening*
Screening involves locating children and youth enrolled in in the LEA Charter School who may have a disability and need special education services to maintain satisfactory educational performance, even though they are advancing grade to grade. Through written notice, the LEA informs the parent of the results of the screening and whether follow-up is required. LEAs may implement the following types of screening:
 - a. *Hearing and Vision Screening*: Occurs at regular intervals during the student's school career and annually for all children who receive special education and related services;

- b. *Universal Screening:* The Response to Intervention (RTI) process utilizes universal screening of all students to identify those who may be at risk for academic failure. These screenings occur at least three times during the school year, typically fall, winter, and spring.
- c. *Academic Review:* Ongoing review of each student's performance by teachers and other professional personnel through the Student Study Team (SST) to identify those who exhibit problems that interfere with their educational progress and/or their adjustment to the educational setting.

Student Study Teams

Each school site is required to have an SST or its equivalent, which is a multidisciplinary general education team to consider, plan, and assess general education interventions and supports for students experiencing learning, language/speech and/or behavioral difficulties.

Membership: The SST's standing members include at least the principal/designee, a classroom teacher, and the referring teacher. When discussing an individual student's difficulties, the student's parent or guardian is an invited participant. As requested, special educators may also participate in SST meetings.

Duties: The SST assists the classroom teacher and parent in:

1. Identifying academic, social or health strengths and issues that interfere with the student's learning and achievement;
2. Prioritizing concerns about the student;
3. Developing an *action plan* to assist the student;
4. The team reviews and analyzes all screening data, including RtI results, to determine the most beneficial option for the student.

Information to Parents: The team must regularly provide parents a report or summary on the status of the student's response to the RTI process.

Insufficient Progress: When a student has made insufficient progress based on progress monitoring and subsequent modification of interventions and supports that have been implemented with fidelity for 8 – 12 weeks, the SST should consider a referral for an assessment under Section 504 or IDEA. Fidelity refers to implementation practices that are based on program requirements, including the length of time necessary to obtain sufficient data to determine effectiveness.

The SST process is not typically appropriate for students described below:

Some Disability Areas: Students suspected of having apparent disabilities, such as hearing impairment, visual impairment, deaf-blindness, severe and recent traumatic brain injury, mental disability (moderate or severe), multiple disabilities, and some students with severe autism, severe orthopedic impairments and/or significant health issues.

Mental Illness: For students suspected of exhibiting a significant mental illness, the school psychologist should be contacted immediately for a recommendation of next steps.

REFERRAL TO SPECIAL EDUCATION

Referral Process:

The referral of a pupil for a special education assessment may be initiated or submitted by, or as a result of:

1. School screening programs, such as vision, hearing, and speech and language screenings
2. Student Study Teams (SST)
3. Direct referrals from agencies or individuals having knowledge of an individual with exceptional needs
4. Direct referral from parents.

Parents shall be given a copy of their Rights and Procedural Safeguards upon initial referral for assessment.

NOTICE OF RECEIPT OF REFERRAL

When a complete and appropriate referral is received by a member of the assessment team for the assessment of a student for special education purposes, the assigned Case Manager will notify parents/ guardians that a referral was made.

1. If the parent participated in a Student Study Team meeting when the decision was made to refer the student for an assessment, the notification requirement will have been met.
2. The formal written notification of the parent is necessary when referrals have been initiated without parental involvement.
3. Notification of Referral shall be in writing.
 - a. The Case Manager of the assessment team shall immediately send or deliver a completed Notice of Receipt of Referral form to the parent (see page 10, "Case Manager Role and Responsibilities").
 - b. The individual receiving the referral must immediately provide it to his/her school principal, or education specialist (who becomes the case manager) for processing, which includes entering appropriate data in the electronic IEP system.
 - c. The case manager maintains a Contact Log (see page A1) documenting all actions related to the entire IEP process and notifies the school principal and other school site staff members, as appropriate, that a referral has been made for a particular student.
 - d. Utilizing the information below, the case manager facilitates a review of the referral and underlying information to determine if an assessment is appropriate for the student.
4. Personal contact in the parent's primary language to provide an explanation of the referral/assessment process and the forms is strongly recommended.

Criteria for Appropriate Assessment Referral:

The SST provides documentation showing that it addressed a student's academic, language/speech, and/or behavioral issues, incorporating:

1. *Interventions*: Scientifically research-based intervention(s) implemented with fidelity as evidenced by data sheets, computer-generated records, or other permanent products;
2. *Progress Monitoring*: Monitoring of the student’s progress relative to appropriate peer comparisons, at reasonable intervals, with appropriate modification of interventions and supports as appropriate;
3. *Progress Analysis*: Evidence that the student’s rate of progress relative to peers was not adequate (team should also consider cultural and linguistic factors); and
4. *Reason for Not Implementing RTI/PBIS*: In the event that a decision was made not to provide interventions and supports through RTI/PBIS, information is made available to explain the basis for that decision.

Inappropriate Basis for Referral:

To ensure that a student does not receive an assessment inappropriately, there is data-based documentation that the student’s lack of educational progress is *not primarily due to the following*:

1. *Reading*: Lack of appropriate, explicit and systematic instruction in reading which includes the essential components of reading instruction: phonics, phonemic awareness, fluency, comprehension, and vocabulary (e.g., if more than 50 percent of the class falls below benchmark on universal screening, lack of appropriate instruction might be suspected);
2. *Math*: Lack of appropriate instruction in math (e.g., if more than 50 percent of the class falls below benchmark on universal screening, lack of appropriate instruction might be suspected);
3. *Unfamiliarity with the English Language*: If the student’s primary language is not English, the teacher or SST members consult with the site English Language Support (ELS) teacher. The teacher and/or SST employ a variety of intervention and support strategies within the general education classroom to accommodate the student’s language and cultural background and help resolve the targeted learning and behavior problems (see page 43-45: English Learners Receiving Special Education Services for more information).
4. *Environmental or Economic Disadvantage*: (e.g., if a majority of low income students in the class fall below benchmark on universal screening, environmental or economic barriers as a primary factor might be suspected).
5. *Temporary Physical Disabilities*.
6. *Social Maladjustment*: Generally, students with emotional disabilities are viewed to have behavior of an “involuntary nature.” Students with social maladjustment are viewed as having behavior that is intentional in nature and are generally conceptualized as having a conduct problem. A Federal District Court viewed social maladjustment as “a persistent pattern of violating societal norms...a perpetual struggle with authority, easily frustrated, impulsive and manipulative.”¹ These students are viewed as being capable of behaving appropriately, but they intentionally choose to break rules and violate norms of acceptable behavior.

Determining Whether the Student Needs an Assessment:

Note: According to the US Department of Education (USDE), public school is not required to evaluate students to meet the entrance or eligibility requirements of another institution or agency. While the requirements for secondary transition are intended to help parents and schools assist children with disabilities transition beyond high school, USDE stated that IDEA requirements do not apply to

assessments relevant or necessary to another agency (e.g., a vocational rehabilitation program, or a college or other postsecondary setting).

Process:

1. Review the Referral: The Student Study Team, including the assigned education specialist, must review and analyze all data described above to determine the most beneficial option for the student.
 - a. Assessment is NOT Warranted:
If the parent has provided a written request for special education assessment, the parent must be given a written explanation of the reason for the decision using the *Prior Written Notice* and *Notice of Procedural Safeguards* within 15 calendar days of receipt of the referral (see page 42 and A19 for more information on the PWN process).
2. If the parent elects to *not* participate in the Student Study Team, the staff member assists the parent in putting the request for assessment in writing, if they have not previously done so, and the request is submitted to an appropriate member of the assessment team. If the staff member does not have adequate knowledge of school identification procedures, he/she may refer the parent to other personnel, such as a site administrator, school psychologist, or Student Study Team chairperson.

Note: The assessment of a student may be conducted without a Student Study or similar intervention team meeting if the parent so requests or if the school does not utilize a formal process. However, the school must have in place some mechanism for documenting that the resources of the regular education program have been considered and, where appropriate, utilized.

Best Practices For School Site Referrals:

The following is a sequence of activities that reflects best practices in addressing a referral for a special education assessment initiated by school personnel:

1. The classroom teacher has a concern about a student's academic progress. S/he begins to access resources available at the school and/or consults with persons knowledgeable about the individual student or available resources.
2. The student's parent/guardian is contacted for support, information, and sharing of ideas (document in writing).
3. Maintain documentation of attempts made to modify the student's educational program in order to address the original concerns. If the concerns remain after such attempts have been made, a referral is initiated to the Student Study Team (SST).
4. A Student Study Team meeting is scheduled, involving the parent, the pupil, and any other necessary school and community resources. Documentation of regular education interventions is maintained.
5. Should the interventions be determined inadequate in meeting the student's needs, the Student Study Team, with participation by the parent, submits a referral for a special education assessment. An Assessment Plan is developed at that time, if appropriate, or no later than 15 days of the referral date. The parent gives informed consent and the assessment process is initiated.

Best Practices For Direct Parent Referrals:

The following is a sequence of activities that reflects best practices in addressing a direct referral from a parent:

1. A school site member is approached by a parent/guardian who requests that his/her child be assessed for special education.
 - a. If the staff member has adequate knowledge of the school's procedures and the parent's concerns, the staff member establishes the basis for the request and informs the parent of the option to participate in a Student Study Team.
 - b. If the staff member does not have adequate knowledge of the school's procedures and the parent concerns, they must contact a staff member who can assist the parent.
 - c. If the parent provided the request for assessment in writing, an SST must be convened within the 15 day timeline. The SST may not be used to extend the 15 day LEA response timeline. Exception: Initial referral timeline *may* be extended if the parent is in agreement. Provide written documentation, with the parent's signature, of the agreed upon extension and the anticipated date of the IEP.
 - d. If the LEA charter school believes that an assessment for special education is not appropriate, it may refuse to conduct the assessment. In such cases, the LEA charter school must complete the Prior Written Notice (PWN) (see page A19).

Best Practices for Non-English Speaking Parents and the Referral Process

Parents whose primary language is not English will be informed of the need to file a written request when a verbal request is made. They will be informed both verbally and in writing in their primary language, unless to do so is clearly not feasible. The LEA charter school will make every effort to provide a translator who speaks the parents' native language to ensure the parents' full participation in the referral process.

¹ *Doe v. Sequoia Union High School district* (N.D. Cal. 198)

ASSESSMENT

INTRODUCTION

Prior to any action taken with respect to the initial placement of a student with disabilities, an individual assessment of the student's educational needs must be conducted by qualified staff in accordance with requirements specified by the Education Code. No assessment will be conducted without a signed completed Assessment Plan unless the LEA charter school has prevailed in a due process hearing regarding the assessment or the student is required to have an assessment as part of an expulsion process.

TIMELINES

Upon receipt of a signed assessment plan, the assessment team has 60 calendar days, not counting days between the student's regular school sessions, terms, or days of school vacation in excess of five schooldays, in which to conduct an appropriate evaluation and hold an IEP meeting to discuss assessment results and develop an IEP.

1. The 60 day timeline begins the day the signed assessment plan is received by a staff member.
2. If an assessment plan is signed within 20 days of the end of the traditional school year, the IEP meeting may be held up to 30 days after the start of the following school year.
3. Within 15 days of the receipt of the referral for assessment, the appropriate IEP assessment team member(s) shall prepare and mail or personally deliver to the parent the following:
 - The completed Assessment Plan
 - A copy of the Special Education Rights of Parents and Children

Note: The 15 days does not include days between the student's regular school sessions or days of school vacation in excess of five school days. The assessment plan shall be developed within 10 days after the beginning of the regular school year for whom a referral has been made 10 days or less prior to the end of the regular school year. In the case of school vacations, the 15-day timeline will recommence on the date the student's regular schooldays reconvene. The parent may agree, in writing, to an extension.

4. The parent shall have at least 15 calendar days from the receipt of the assessment plan to arrive at a decision. Assessment may begin immediately upon receipt of the parent's written consent.

The case manager is responsible for distributing copies of the assessment plan to all persons named as assessors on the plan. This should be done as soon as possible to allow all assessors ample time to evaluate the student.

DEVELOPMENT OF THE ASSESSMENT PLAN

As part of an initial assessment or a reassessment, the LEA charter school shall review existing assessments and information, and on the basis of that review, and with input from the parents, identify what additional data, if any, are needed to determine eligibility, present levels of

performance, the pupil's need for special education and related services, and any modifications needed to enable the pupil to meet the goals and to participate in the general curriculum.

The Assessment Plan Document Must:

- Be in the primary language of the parent (or other mode of communication used by the parent) unless to do so is clearly not feasible.
- Include the child's primary language and level of English proficiency.
- Include a description of any recent assessments conducted, including any available independent assessments and any assessment information the parent requests to be considered, and information indicating the pupil's primary language and the pupil's language proficiency in the primary language.

As part of the assessment plan, the parent shall be informed that upon completion of the administration of tests and other assessment materials, an IEP team meeting shall be scheduled to determine whether the pupil is an individual with exceptional needs and to discuss the assessment, the educational recommendations, and the reasons for these recommendations.

ASSESSMENT REQUIREMENTS

An individual comprehensive assessment of a student must be conducted according to the following Education Code requirements:

1. Assessment materials and procedures must be selected and administered so as not to be racially, culturally, or sexually discriminatory.
2. Tests and other assessment materials must meet all the following requirements:
 - a. Are provided and administered in the language and form most likely to yield accurate information on what the pupil knows and can do academically, developmentally, and functionally, unless it is not feasible to so provide or developmentally, and functionally, unless it is not feasible to so provide or administer.
 - b. Have been validated for the specific purpose for which they are used.
 - c. Are administered by trained personnel in conformance with the instructions provided by the producer of the tests and other assessment materials, except that individually administered tests of intellectual or emotional functioning shall be administered by a credentialed school psychologist.
 - d. Are selected and administered to ensure that they measure the extent to which the child has a disability and needs special education, rather than measuring the child's English language skills.
3. Tests and other assessment materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient.
4. Tests are selected and administered to best ensure that when a test administered to a pupil with impaired sensory, manual, or speaking skills produces test results that accurately reflect the pupil's aptitude, achievement level, or any other factors the test purports to measure and not the pupil's impaired sensory, manual, or speaking skills unless those skills are the factors the test purports to measure.

5. No single procedure is used as the sole criterion for determining whether a pupil is an individual with exceptional needs and for determining an appropriate educational program for the pupil.
6. The pupil is assessed in all areas related to the suspected disability including, if appropriate, health and development, vision, including low vision, hearing, motor abilities, language function, general intelligence, academic performance, communicative status, self-help, orientation and mobility skills, career and vocational abilities and interests, and social and emotional status. A developmental history is obtained, when appropriate. For pupils with residual vision, a low vision assessment shall be provided in accordance with guidelines established pursuant to Education Code Section 56136.
7. The assessment of a pupil, including the assessment of a pupil with a suspected low incidence disability, shall be conducted by persons knowledgeable of that disability. Special attention shall be given to the unique educational needs, including, but not limited to, skills and the need for specialized services, materials, and equipment consistent with guidelines established pursuant to Education Code Section 56136.
8. Assessment must be conducted by those competent to perform the assessment, as determined by the school LEA charter school, county office, or SELPA.
 - a. Any psychological assessment must be conducted by a credentialed school psychologist, capable of assessing cultural and ethnic factors pertaining to the child being assessed.
 - b. Any health assessment must be conducted by a credentialed school nurse or physician, capable of assessing cultural and ethnic factors pertaining to the child being assessed.
9. Assessment must include observations of the child according to the following criteria:
 - a. For a child with suspected learning disabilities, at least one person other than the child's regular teacher shall observe his/her performance in the regular classroom setting.
 - b. If the child is younger than 4 years, 9 months or is out of school, an assessment team member shall observe him/her in an environment appropriate for a child of
10. Vision and hearing screenings must be conducted for all initial assessments and three-year reevaluations, unless parental permission was denied.
11. The assessment must include consideration of information and private assessments provided by the parent.
12. Assessments must include information related to enabling the child to be involved in and progress in the general curriculum.
13. LEA charter schools must ensure that IQ tests are not administered to African-American students. Alternative assessments to IQ tests will be used to obtain information about these students' cognitive development. See the SELPA website for approved alternative assessments.
14. In conducting an assessment, LEA charter schools must use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the pupil, including information provided by the parent that may assist in determining whether the pupil is a pupil with a disability and the content of the pupil's IEP, including information related to enabling the pupil to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities).

Review RtI/Interventions & Progress Monitoring Data:

- Interventions implemented were scientifically research-based and implemented with fidelity as documented by data sheets, computer records, or other permanent products;
- Progress Monitoring: documentation supports that data it was collected at reasonable intervals;
- Data: identifies the extent to which the student exhibited adequate progress based on local or national norms;
- Systemic Observation(s): the student was observed and his/her interaction with teacher(s) in the environment(s) in which the student is experiencing difficulties documented;
- Student Interview: Conduct a student interview, as appropriate, to obtain student's perceptions of his/her academic, behavioral, and social performance;
- Core Teacher(s) Interview: Talk to the student's core teachers to obtain information regarding referral concerns and the student's academic performance, behavior, and peer interactions

ASSESSMENT REPORTS

The personnel who assess the pupil shall prepare a written report, or reports, as appropriate, of the results of each assessment. The report shall include, but not be limited to, all the following:

1. Whether the pupil may need special education and related services.
2. The basis for making the determination.
3. The relevant behavior noted during the observation of the pupil in an appropriate setting.
4. The relationship of that behavior to the pupil's academic and social functioning.
5. The educationally relevant health and development, and medical findings, if any.
6. For pupils with learning disabilities, whether there is such a discrepancy between achievement and ability that it cannot be corrected without special education and related services.
7. A determination concerning the effects of environmental, cultural, or economic disadvantage, where appropriate.
8. The need for specialized services, materials, and equipment or pupils with low incidence disabilities, consistent with guidelines established pursuant to Education Code Section 56136.
9. Information related to enabling the child to be involved in and progress in the general curriculum or, for preschool children, to participate in appropriate activities.
10. Documentation of the language of assessment for children whose primary language is not English and the results of tests administered in the child's primary language by qualified personnel.
11. A statement regarding the validity of the assessment if the assessment was administered through an interpreter.
12. A copy of the assessment report shall be given to the parent. Best practices suggest that the parent receive the report in sufficient time prior to the IEP meeting to read and assimilate the information.

SELPA forms Psycho-Educational Assessment Report Form (see page A5) and the Assessment Report Form (see page A7) are to be used for initial and triennial reports.

ASSESSMENT OF STUDENTS WITH SPECIFIC LEARNING DISABILITIES

For a pupil suspected of having a specific learning disability, the documentation of the determination of eligibility must contain a statement that the learning disability is not primarily the result of a visual, hearing, motor disability, mental retardation, emotional disturbance, cultural, environmental or economic disadvantage and that the disability is due to a disorder in one or more of the basic psychological processes. Complete SELPA form Specific Learning Disability; Team Determination of Eligibility.

When standardized tests are considered to be invalid for a specific pupil, the discrepancy between ability and achievement shall be measured by alternative means as specified on the assessment plan. Each member conducting the assessment must certify in writing whether the report reflects the member's conclusion. If it does not reflect the member's conclusion, the member must submit a separate statement presenting the member's conclusions. Complete SELPA form Specific Learning Disability Discrepancy Documentation Report in addition to the Specific Learning Disability; Team Determination of Eligibility form mentioned above.

Each member conducting the assessment must certify in writing whether the report reflects the member's conclusion. If it does not reflect the member's conclusion, the member must submit a separate statement presenting the member's conclusions.

Additional Considerations for a Student Who is:

1. Suspected of having a Specific Learning Disability

- a. At least one member of the individualized IEP team shall be qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist, or remedial reading teacher.
- b. At least one team member other than the pupil's regular teacher shall observe the pupil's academic performance in the regular classroom setting. In the case of a child who is less than school age or out of school, a team member shall observe the child in an environment appropriate for a child of that age.

2. Receiving Post-Secondary Services

- a. The LEA will invite the student to attend the IEP meeting if the purpose of the meeting will be the consideration of the needed transition services for the individual. **Note:** If the student does not attend the IEP meeting, the LEA shall take steps to ensure that the individual's preferences and interests are considered.
- b. The LEA shall invite a representative that is likely to be responsible for providing or paying for transition services. If an agency invited to send a representative to a meeting does not do so, the local educational agency shall take other steps to obtain participation of the other agency in the planning of any transition services.

3. Receiving a functional behavioral analysis assessment

- a. The behavioral intervention case manager shall attend the IEP meeting to review the results and, if necessary, to develop a behavioral intervention plan.

Annual IEP Reviews:

The IEP team shall meet at least annually to review the student's progress, the IEP, including whether the annual goals for the student are being achieved, and the appropriateness of placement, and to make any necessary revisions.

The annual IEP review shall consist of those persons specified in the section, IEP TEAM MEMBERS (see page 34). Other individuals may participate in the annual review if they possess expertise or knowledge essential for the review.

An elementary LEA charter school shall notify a high school LEA charter school of all students placed in nonpublic school or agency programs prior to the annual review of the IEP for each student who may transfer to the high school LEA charter school.

To assist in maintaining annual review schedules, it is recommended that teachers, psychologists, support staff and site administrators receive appropriate student lists that include the annual IEP review schedule.

All required components of parent notice and informed consent are to be included in the annual IEP review process.

Triennial Reviews:

State and federal laws and regulations require that students with disabilities receive a re-evaluation at least once every three years or more frequently if conditions warrant or if the student's parent or teacher requests an assessment. A re-evaluation shall not occur more frequently than once a year, unless the parent and the LEA charter school agree otherwise, and shall occur at least once every three years, unless the parent and the LEA charter school agree, in writing that a reevaluation is unnecessary. The date of the IEP meeting following the three-year re-evaluation must occur on or before the calendar date that is 2 years and 364 days from the initial IEP meeting (or previous triennial). If the re-assessment so indicates, a new IEP shall be developed (see page A13: Triennial Re-Assessments).

As part of any reevaluation, the IEP team and other qualified professionals, as appropriate, shall do the following:

1. Review existing assessment data, including assessments and information provided by the parents of the student.
2. Review current classroom-based local, or State assessments and classroom-based observations.
3. Review teacher and related services provider(s) observations.
4. Ensure that a vision and hearing screening is completed, unless the parent denies permission.

On the basis of the information obtained from the above sources, the team members shall identify what additional data, if any, is needed to determine (see page A15):

1. Whether the student continues to have a disability.
2. The present levels of performance and the educational needs of the student.
3. Whether the student continues to need special education and related services.

4. Whether any additions or modifications to the special education and related services are needed to enable the student to meet the annual goals included in the student's IEP and to participate, as appropriate, in the general curriculum.

According to California law, no re-evaluation shall be conducted unless the written consent of the parent is obtained prior to the re-evaluation. However, parental consent is not required for a review of existing data. Document request for a review of existing data and parent agreement using SELPA Triennial Review form (see page A13).

Parental consent is not required for a reevaluation if the LEA charter school can demonstrate that it has taken reasonable steps to obtain consent and the parent has failed to respond. Document all steps taken.

Implementation Procedures:

In anticipation of the triennial review date the special education case manager will consult with relevant regular education teachers and triennial assessment team members to examine what types of data are needed for the determination of disability and other key components of the IEP review. In cases where comprehensive assessment data may not be required, this consultation should be facilitated by the case manager completing the SELPA's Triennial Assessment Worksheet and submitting it to assessment team members for input. If all members of the assessment team agree that a comprehensive assessment is not required, a parent letter is sent, along with the IEP Meeting Notification Form, which explains the abbreviated assessment process and the parent's right to request a comprehensive assessment (see page A14).

When an abbreviated assessment is anticipated, it is recommended that the IEP meeting be held 60 days prior to the triennial date. At the IEP meeting, the team reviews the Triennial Worksheet. If the parent requests a full evaluation at this time, this is documented on the IEP form Notes. A second IEP meeting is scheduled in these cases, within 60 days, in order to consider the comprehensive assessment results.

All members of the IEP team are required to submit reports regarding assessment findings, even if an abbreviated assessment has been conducted. Reports should summarize the information gleaned from the abbreviated procedures. In cases where no or limited assessment has been conducted, the three-year reassessment report should make reference to the assessment information contained in previous psychoeducational evaluations.

The following are examples of students who should receive a comprehensive assessment at the time of their triennial review:

- Students who were initially assessed three years prior.
- Students who are not making expected progress in their special education programs.
- Students who have undergone a serious illness or serious life-changing event.
- Students for whom a change of special education placement may be anticipated, including students anticipated to exit their special education program.
- Students whose special education eligibility/disabling condition is no longer apparent.

- Students whose previous assessments have contained unusual variability in results.
- Students under the age of nine years.

Protection in Assessment Procedures

Conducting the Assessment:

1. Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student, including information provided by the parent that may assist in determining:
 - a. Whether the student has a disability;
 - b. The content of the student's IEP, including information related to enabling the student to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities);
2. Do not use any single measure or assessment as the sole criterion for determining whether a student has a disability or for determining an appropriate educational program for the child;
3. Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical and developmental factors.

Selecting Tools:

Use assessments and other assessment materials that are:

1. Nondiscriminatory. Selected and administered so as not to be discriminatory on a racial or cultural basis;
2. Provided and administered in the student's native language or other mode of communication and in the form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer;
3. Valid and Reliable. Used for the purposes for which the assessments or measures are valid and reliable;
4. Administered by trained and knowledgeable personnel;
5. Administered in accordance with any instructions provided by the producer of the assessments;
6. Assessments are selected and administered to best ensure that if an assessment is administered to a student with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).

Comprehensive Assessment:

1. Ensure that the assessment is sufficiently comprehensive to identify all of the student's special education and related services needs, whether or not commonly linked to the disability category in which the student has been classified.

2. The student is assessed in all areas related to the suspected disability including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.

Transfer Students:

1. Assessments of students who transfer from one public agency to another public agency in the same school year are coordinated with those students' prior and subsequent schools, as necessary and as expeditiously as possible, to ensure prompt completion of full assessments.

Individuals Conducting the Assessments:

1. Assessments must be administered by qualified personnel who are competent in both the oral or sign language skills and written skills of the individual's primary language or mode of communication and have a knowledge and understanding of the cultural and ethnic background of the student. If it is clearly not feasible to do so, an interpreter must be used and the assessment report must document this condition and note that the validity of the assessment may have been affected.

Determining Mode of Communication & Cultural Identification:

1. Before the assessment, the case manager and assessment team ensures that the student's native language, general cultural identification and mode of communication is determined.
2. Native Language is the primary language used in the student's home (i.e., language typically used for communication between student and parents, siblings, and other family member(s))
3. English Proficiency. If the student has a non-English-speaking background, his/her proficiency in English must be determined (CELDT).
4. Mode of Communication. The mode of communication is determined by assessing the extent to which the student uses verbal expressive language and the use of other modes of communication (e.g., gestures, signing, unstructured sounds) as a substitute for verbal expressive language.
5. Note the language use pattern, proficiency in English, mode of communication and general cultural identification in the student's record. This information is used to design the assessment and develop and implement the IEP.

INDEPENDENT EDUCATIONAL ASSESSMENT (IEE)

A parent or guardian has the right to obtain, at public expense, an independent educational assessment of the pupil from qualified specialists, as defined by regulations of the State Board of Education, if the parent or guardian disagrees with an assessment obtained by the public education agency. If a public education agency observed the pupil in conducting its assessment, or if its assessment procedures make it permissible to have in-class observation of a pupil, an equivalent opportunity shall apply to an independent educational assessment of the pupil in the pupil's current educational placement and setting, and observation of an educational placement and setting, if any, proposed by the public education agency, regardless of whether the independent educational assessment is initiated before or after the filing of a due process hearing proceeding.

The public education agency may initiate a due process hearing to show that its assessment is appropriate. If the final decision resulting from the due process hearing is that the assessment is appropriate, the parent or guardian still has the right for an independent educational assessment, but not at public expense.

If the parent or guardian obtains an independent educational assessment at private expense, the results of the assessment shall be considered by the public education agency with respect to the provision of free, appropriate public education to the child, and may be presented as evidence at a due process. If a public education agency observed the pupil in conducting its assessment, or if its assessment procedures make it permissible to have in-class observation of a pupil, an equivalent opportunity shall apply to an independent educational assessment of the pupil in the pupil's current educational placement and setting, and observation of an educational placement and setting, if any, proposed by the public education agency, regardless of whether the independent educational assessment is initiated before or after the filing of a due process hearing proceeding.

If a parent or guardian proposes a publicly financed placement of the pupil in a nonpublic school, the public education agency shall have an opportunity to observe the proposed placement and the pupil in the proposed placement, if the pupil has already been unilaterally placed in the nonpublic school by the parent or guardian. Any observation conducted pursuant to this subdivision shall only be of the pupil who is the subject of the observation and may not include the observation or assessment of any other pupil in the proposed placement. The observation or assessment by a public education agency of a pupil other than the pupil who is the subject of the observation pursuant to this subdivision may be conducted, if at all, only with the consent of the parent or guardian. The results of any observation or assessment of any other pupil in violation of this subdivision shall be inadmissible in any due process or judicial proceeding regarding the free appropriate public education of that other pupil.

For further information regarding independent educational evaluations, refer to SELPA policy #11 (Independent Education Evaluations (IEE) Criteria).

The right of parents to obtain, at public expense, an independent educational assessment if they disagree with the assessment conducted by the LEA charter school, is included in the Procedural Safeguards notice, which is distributed pursuant to Education Code Section 56301(d)(2).

IEP TIMELINES

See page A3, Case Planning Guide, for a charted format of IEP timelines

Initial Referral:

Parents must be notified of referral, rights, alternatives and given an Assessment Plan or Prior Written Notice of Refusal within 15 calendar days of Initial referral.

Parent has at least 15 days to respond to the Assessment Plan. Once signed and returned, the Case Carrier sends copies of the signed Assessment Plan to all assessors as soon as possible.

IEP Following an Assessment:

An IEP required as a result of a student's assessment must be developed within a total time not to exceed 60 days from the date the parent's written consent for assessment is received. This timeframe does not include days between the student's regular school sessions, terms, or days of school vacation in excess of five schooldays.

The Case Carrier is responsible for sending the IEP Meeting Notice to the parents and all other IEP team members at least 10 days prior to the scheduled IEP meeting.

Best Practice: Send Assessment Report and draft goals to the parent for review and input 10 days prior to the scheduled IEP meeting.

Subsequent Regular School Year:

The IEP must be developed within 30 days after the commencement of the subsequent regular school year when the referral was made 30 days or less prior to the end of the regular school year.

School Vacations:

In the case of school vacations (as referenced above), the 60 day time recommences on the date that schooldays reconvene.

IEPs (Without Assessments) that Follow Parental Request:

A meeting to develop an IEP that does not include an assessment must be conducted within 30 days from the date of receipt of the parent's written request. This timeframe does not include days between the regular school sessions, terms, or days of school vacation in excess of five schooldays.

Annual IEP:

An IEP must be prepared at least once each calendar year (364 days or earlier) from the last IEP.

Best Practice: Send IEP Meeting Notice three-four weeks prior to the last possible annual meeting date, so that the meeting may be re-scheduled, if needed, without adverse affect on the 364 day timeline. Send draft goals to the parent for review and input 10 days prior to the scheduled IEP meeting

Effect of End-of-Year Graduation:

There are no exceptions to convening the annual IEP. For example, if an IEP is due in May and the student is scheduled to graduate in June, the meeting must be held (see page 9 for a discussion of when services are required if a student with disabilities turns 22 years of age during the school year).

Beginning of School Year:

At the beginning of each school year, each school must have in effect for each student with a disability within its jurisdiction a current and appropriate IEP.

Revision of IEP:

The IEP should be revised at any time, as appropriate, to reflect potential modification(s); including:

1. Any lack of expected progress toward the annual goals;
2. Any lack of adequate progress in the general curriculum;
3. A student's teacher feels the student's IEP or services are not appropriate for the student;
4. A student's parents believe their child is not progressing satisfactorily or that there is a problem with the student's IEP;
5. The LEA proposes any service changes, such as to modify, add, or delete a goal or objective, to add or delete a related service, or to discuss the need for extended school year services;
6. New information obtained as a result of a reassessment or obtained from parents, teachers, or other sources.
7. The behavior of the student warrants a review by the IEP team to decide on strategies, including positive behavioral intervention strategies and supports to address the behavior, or making a determination of whether a student's behavior is a manifestation of his/her behavior;
8. Either a parent or the LEA believes that a required component of the student's IEP should be changed; the case manager must convene an IEP meeting if the change may be necessary to ensure the provision of FAPE; or
9. A hearing officer orders a review of the student's IEP/placement document.

Use SELPA form Amendment to document these changes.

Note: *A copy of the revised IEP should be distributed to parents, other IEP team members, and all other pertinent general and special education staff.*

INDIVIDUALIZED EDUCATION PROGRAM COMPONENTS
IEP TEAM MEMBERS

The individualized education program team must include all of the following:

1. *Parent:*

One or both of the pupil's parents, a representative selected by a parent, or both, in accordance with the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

2. *Regular Education Teacher:*

Not less than one regular education teacher of the pupil, if the pupil is, or may be, participating in the regular education environment. If more than one regular education teacher is providing instructional services to the individual with exceptional needs, one regular education teacher may be designated by the local educational agency to represent the others.

The regular education teacher of an individual with exceptional needs shall, to the extent appropriate, participate in the development, review, and revision of the pupil's individualized education program, including assisting in the determination of appropriate positive behavioral interventions and supports, and other strategies for the pupil, and the determination of supplementary aids and services, program modifications, and supports for school personnel that will be provided for the pupil, consistent with subclause (IV) of clause (i) of subparagraph (A) of paragraph (1) of subsection (d) of Section 1414 of Title 20 of the United States Code.

3. *Special Education Teacher/Specialist:*

Not less than one special education teacher of the pupil, or if appropriate, not less than one special education provider of the pupil.

4. *Local Agency (School District) Representative:*

A representative of the local educational agency who meets all of the following:

- a. Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of individuals with exceptional needs.
- b. Is knowledgeable about the general curriculum.
- c. Is knowledgeable about the availability of resources of the local educational agency.

5. *Other Required Individuals:*

- a. An individual who can interpret the instructional implications of the assessment results.
- b. If post-secondary transition needs will be discussed at the meeting, the school district must invite a representatives of any other private agencies likely to be involved, financially or operationally, with meeting the student's needs.

- c. At the discretion of the parent, guardian, or the local educational agency, other individuals who have knowledge or special expertise regarding the pupil may be invited to attend the IEP meeting, including related services personnel, as appropriate. The determination of whether the individual has knowledge or special expertise regarding the pupil shall be made by the party who invites the individual to be a member of the individualized education program team.

6. *Whenever appropriate, the student.*

Note: A member of the IEP team may be excused from attending an individualized education program meeting, in whole or in part, when the meeting involves a modification to, or discussion of, the member's area of the curriculum or related services, *if* both of the following occur:

- a. The parent and the local educational agency consent to the excusal after conferring with the member.
- b. The member submits in writing to the parent and the individualized education program team, input into the development of the individualized education program prior to the meeting.
- c. A parent's agreement shall be in writing. Complete SELPA form IEP Team Member(s) Excusal.

INDIVIDUALIZED EDUCATION PROGRAM SCHEDULING AND CONDUCTING IEP MEETING

BEST PRACTICES FOR SCHEDULING AND CONDUCTING AN IEP TEAM MEETING

Scheduling the IEP Team Meeting:

1. Schedule annual IEP meetings well in advance, allowing time for re-scheduling if needed.
2. Reserve a room that will accommodate all of the needs of the participants: enough room at the table with chairs for all, electrical outlets for tape recorders, a telephone available for telephone conferencing, etc.
3. Allow a reasonable amount of time for the IEP meeting.
4. Invite all necessary IEP team members:
 - Parent(s)
 - Student, if appropriate
 - Administrator or designee
 - Special education teacher
 - General education teacher
 - Anyone else who has assessed the student for the upcoming IEP or has important information to share
5. Send a Request for Parent Information for the IEP Meeting and Parent/Guardian Notification of IEP Meeting to parent. Send IEP team members a copy of the Request for Parent Information for the IEP Meeting.
6. Ask general education teachers to complete the General Education Teacher Input for the IEP.
7. If neither parent can attend the IEP meeting, use other means to ensure parent participation, including individual or conference phone calls.
8. If unable to convince the parent to attend the IEP meeting, record the all attempts made by the school to arrange for a mutually agreed on time and place.
9. Ensure that the parent understands the proceedings at the IEP meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.
10. Inform the parent of his/her right to electronically record the IEP meeting.

Prior to the IEP meeting (10 days or less):

1. Send assessment reports and draft IEP goals and objectives/benchmarks to the parent ahead of time. In some cases it may be beneficial to schedule a time to discuss the report and/or goals and objectives over the phone if the parent has questions.
2. Be prepared to bring assessment reports, student work samples, the special education file, health and attendance information, draft goals and objectives, etc., to share with the team.
3. Confirm that all necessary team members will be attending the IEP meeting.
4. Send a copy of the proposed agenda to the parent.

The day of the IEP meeting:

1. Have basic snacks and water available for the meeting.
2. Check that the meeting room is set up and everything that is needed is in the room.
3. Confirm that all IEP members will be attending.

At the IEP meeting:

1. Start on time.
2. The Administrator or designee initiates introductions.
3. It is highly recommended that every IEP meeting have a school staff member assigned as an IEP Facilitator. The facilitator briefly explains his/her role at the meeting. He/she guides the process of the meeting, ensuring that the agenda, ground rules (see below) and timelines (see below) are followed.
4. Assign a note taker who records both the family's and the school personnel's comments that would not be apparent from reading the IEP form (see page A11).
5. Review proposed ground rules for the meeting and reach consensus prior to continuing the meeting. Suggested rules include:
 - Allow each other to speak without interruption
 - Summarizing (not reading) reports in 15 minutes or less
 - Treating each other with respect (describe what that looks like)
 - Stay focused on the student and what is happening now, not the past, unless relevant to the discussion
 - Ask if anyone would like other rules
 - Determine if pagers or phones should be left on or off
6. Establish time parameters.
7. Review the agenda.
8. Begin the IEP meeting, completing the IEP forms as the meeting progresses.
9. Provide the parent with a copy of the IEP.

After the IEP team meeting:

1. Send progress reports home on the goals and objective as written on the IEP (SELPA form Educational Setting).
2. If progress or behavior is not going well, communicate that to the family along with suggestions that may help. Enlist their help and support.
3. Document all contacts in a contact log.

IEP Amendments:

In making changes to the pupil's individualized education program after the annual IEP meeting for a school year, the parent and the LEA charter school may agree not to convene an IEP meeting for the purposes of making those changes, and instead may develop a written document to amend or modify the pupil's existing IEP. The parent shall be provided with a revised copy of the IEP with the amendments incorporated.

Use the IEP Amendment Form, for making the changes, as described above.

EXTENDED SCHOOL YEAR (ESY)

ESY services are provided when a student with disabilities has unique needs and requires special education and related services that extend beyond the regular academic year. These students have disabilities that are likely to continue indefinitely or for a prolonged period. Interruption of their educational programming may cause regression and when coupled with limited recoupment capacity render it impossible or unlikely that the student will attain the level of self-sufficiency and independence that would otherwise be expected in view of the disabling condition.

ESY services are only provided for those areas on the current IEP where the student has met the above conditions. The lack of clear evidence of such factors may not be used to deny ESY if the IEP team determines the need for such a program and includes ESY in the IEP.

The provision of ESY is not limited to particular categories of disability; or unilaterally limited to a type, amount, or duration of services (see page A17 for ESY Checklists).

Definitions:

1. Regression: The loss, as a result of a scheduled break in instruction, of one or more mastered skills included in the short-term objectives of the student.
2. Recoupment: Following a scheduled break in instruction, recoupment is the process of regaining a previously mastered skill through review and re-teaching.
3. Recoupment Time: Length of time required to regain previously mastered skills.

What ESY IS And Is Not

What ESY IS:

- Based only on the individual student's specific critical skills that are critical to his/her overall education progress as determined by the IEP team;
- Designed to maintain student mastery of critical skills and objectives represented on the IEP and achieved during the regular school year;
- Designed to maintain a reasonable readiness to begin the next year;
- Focused on specific critical skills when regression, due to extended time off, may occur;
- Based on multi-criteria and not solely on regression;
- Considered as a strategy for minimizing the regression of skill in order to shorten the time required to gain the same level of skill proficiency that existed at the end of the school year.

What ESY is Not:

- It is not a mandated 12-month service for all students with disabilities;
- It is not required to function as a respite care service;
- It is not required or intended to maximize educational opportunities for any students with disabilities.

- It is not necessary to continue instruction on all the previous year's IEP goals during the ESY period;
- It is not compulsory. Participation in the program is discretionary with the parents, who may choose to refuse the ESY service. There may be personal and family concerns that take precedence over ESY.
- It is not required solely when a child fails to achieve IEP goals and objectives during the school year;
- It should not be considered in order to help students with disabilities advance in relation to their peers;
- It is not for those students who exhibit random regression or regression solely related to the transitional life situation or medical problems which result in degeneration.
- It is not subject to the same LRE (Least Restrictive Environment) environment considerations as during the regular school year as the same LRE options are not available (example, mainstreaming in regular education classroom when district does not offer Summer School, CCR3043(h)). Additionally, LRE for some students may be home with family members;
- It is not a summer recreation program for students with disabilities;
- It is not to provide a child with education beyond that which is prescribed in his/her IEP goals and objectives.

MANIFESTATION DETERMINATION PROCESS

Manifestation Determination (MD) Definition:

A manifestation determination meeting must be conducted by the IEP team when a student with a disability is being considered for a change of placement as a result of:

- Suspensions amounting to more than 10 days
- Removals resulting in 45 day placement by an IEP team (weapons or illegal drugs) or by an impartial hearing officer (dangerous students)

The IEP team (along with other necessary qualified personnel) must investigate whether there is a relationship between the student's action(s) and his/her disability. This manifestation determination meeting must be conducted no later than 10 days after the “behavioral incident” occurred. The SELPA form Manifestation Determination is used to document the results of the team’s determination (see page A22).

MD Requirements:

The IEP team must *consider* the following:

- Evaluation/diagnostic results
- Observations
- IEP Placement/Data
- Other information in student’s IEP file

AND

The IEP team must *determine* the answers to the following two questions:

1. Were the services, goals, strategies, and placements identified in the IEP appropriate, with all necessary behavioral supports and related services being implemented at the time of the behavioral incident?
2. Was the behavior caused by or did it have a direct and substantial relationship to the student’s disability?

There is No relationship between the student's action(s) and his/her disability ("No Manifestation").

1. The IEP team *considered* all of the items listed above; and
2. The IEP team *determined* that the answer to questions 1 and 2 is “yes.”

Action:

1. The student is subject to the same discipline as used for non-disabled students.
2. FAPE must continue to be provided (special education services).
3. If parents disagree with the schools determination, an expedited due process hearing must be arranged and the student remains in the interim alternative educational setting (IAES) during hearing unless:
 - a. 45 days in an IAES expire
 - b. The parents and school agree on another setting

There IS a relationship between the student's action(s) and his/her disability ("Manifestation"):

1. The IEP team *considered* all of the items listed above; and
2. The IEP team *determined* that the answer to questions 1 and/or 2 are "no."

Action:

1. The school may **not** suspend the student past 10 days or expel the student.
2. Placement cannot be changed except through the usual IEP process.

Important Additional Considerations:

1. Students who violate conduct codes may claim IDEA protections if, prior to the incident:
 - The parents expressed concerns in writing to the LEA
 - The student's behavior or performance indicated a need for services
 - Teacher(s) requested an evaluation or assistance regarding the behavior pattern
 - Teacher(s) or other personnel expressed concern about behavior to other professionals
2. If an evaluation is requested during the time when the student is undergoing disciplinary action, the student remains in the current placement until the results of an expedited evaluation are available.

NOTE: A Functional Behavior Assessment (FBA) is required any time:

- Suspensions are over 10 cumulative days
- Removals resulting in 45-day placement by an IEP team (weapons or illegal drugs) or by an impartial hearing officer (dangerous students)

Manifestation Determination Best Practices

1. Do not wait until the 10th day of suspension to conduct a MD. Ensure that there are behavior goals written in the IEP for the student.
2. If the days of suspension for an individual with exceptional needs rise, add a behavior plan if there is none, or re-evaluate the current plan. Ensure that there are behavior goals written in the IEP for the student.
3. If the MD found that the student's actions were a result of the disability, add a behavior plan immediately, as behavior is interfering with learning.

Prior Written Notice (PWN)

The SELPA form Prior Written Notice (see page A19) provides all the necessary elements described below and should be used as the Prior Written Notice document. For more information and examples of completed PWNs, please view the Prior Written Notice PowerPoint (ppt) available on the SELPA website.

Definition of Prior Written Notice

Written notice must be given to parents of a child with a disability a reasonable time before the district:

1. Proposes to initiate or change the identification, evaluation or education placement of the child or the provision of FAPE to the child; or
2. Refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child.

PWN Must Include:

1. A description of the action proposed or refused by the district;
2. An explanation of why the district proposes or refuses to take the action;
3. A description of any other options that the district considered and the reasons why those options were rejected;
4. A description of each evaluation procedure, test, record, or report the district used as a basis for the proposed or refused action;
5. A description of any other factors that are relevant to the district's proposal or refusal;
6. A statement that the parents of a child with a disability have protection under the procedural safeguards of this part and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained; and
7. Sources for parents to contact to obtain assistance in understanding the provisions of this part.

In Addition: The notice must be:

- Written in language understandable to the general public.
- Provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so.
- If the native language or other mode of communication of the parent is not a written language, the district shall take steps to ensure:
 - That the notice is translated orally or by other means to the parent in his or her native language or other mode of communication;
 - That the parent understands the content of the notice; and
 - That there is written evidence that these requirements have been met.
- Given to the parent or a pupil who has attained the age of majority prior to graduation from high school with a regular diploma.

ENGLISH LANGUAGE LEARNERS

In referring culturally and linguistically diverse students for special education services, care must be taken to determine whether learning, language/speech, and/or behavior problems demonstrated by the students indicate a disability or, instead, manifest cultural, experiential and/or socio-linguistic differences.

All English Learners (EL) in special education programs must:

- Receive an English Language Development (ELD) curriculum approved by the LEA Charter.
- All academic IEP goals for English Learners must be linguistically/culturally appropriate.
- ELD standards are aligned with the California language arts content standards and should be used when writing goals for English Learners.

Please refer to the following documents, posted on the Charter SELPA website, for in-depth information regarding special education assessment, IEP development, and re-classification criteria:

[Meeting the Needs of English Language Learners with Disabilities, Rev. 2012](#)

[California English Language Development Test \(CELDT\) 2012-13 Information Guide](#)

In General: Child Find/Pre-Referral Activities:

It is especially important for the SST to determine whether accommodations and supports in the general education curriculum or in the manner in which instruction is provided may assist them in overcoming their learning, language/speech, and/or behavioral problems. The student's teacher and SST should gather the following information about the student to help make this determination:

1. Background
2. Culture and language
3. Acculturation level
4. Socio-linguistic development
5. Data showing the student's response to the school and classroom environment when accommodations and supports are provided.

Cultural & Linguistic Interventions:

Interventions to help resolve difficulties that arise from differences in cultural and linguistic background or from difficulties with the schooling process might include:

- a. Cross-cultural counseling;
- b. Peer support groups

Socio-Linguistic Interventions:

Interventions to help resolve difficulties that arise from differences in socio-linguistic development might include:

- a. Instruction in English language development
- b. Bilingual assistance
- c. Native language development
- d. Assistance in developing basic interpersonal communication skills.

In General English Learners Receiving Special Education Services:

IEP Team Membership:

1. At least one of the LEA charter school IEP team members must have a credential or certification to teach English language learners. That person must indicate, next to their signature on the IEP, which credential or certification they possess (e.g., B-CLAD, CLAD, etc.)
2. If the parent has limited English skills, an interpreter must be present at the IEP meeting. The interpreter must sign the IEP; however, the interpreter is **not** a participating member of the team. The interpreter's role is only to interpret.

Present Levels of Performance:

In addition to previously discussed information:

1. Identify the language proficiency assessment instrument(s) used and interpret the results (CELDT)
2. Use the assessment results to indicate the student's instructional program (Biliteracy, Sheltered, Mainstream English Immersion, ELD, etc.) and language of instruction; and
3. Identify who will provide the ELD instruction Guideline: If the student is removed from English instruction for special education services, that teacher/specialist is the ELD teacher.

Goals/Objectives:

The following rubric should be considered for each goal and objective to ensure that it meets the definition of being culturally and linguistically appropriate:

1. States specifically in what language the particular goal and objective will be accomplished;
2. Is appropriate to the student's level of linguistic development and proficiency in that language;
3. Consistent with the known developmental structure of that language; and
4. Provides cultural relevance in the curricular framework.

Refer to the document Meeting the Needs of English Language Learners with Disabilities, Rev. 2012 for in-depth instruction in writing linguistically appropriate goals.

Instructional Program Options:

The following is a list of the instructional programs that are offered for students who are EL:

Biliteracy

1. For Spanish speaking students at the beginning, early intermediate to intermediate level.
2. Students are grouped for instruction in full classroom configuration. The focus is in developing proficiency in both English and Spanish. The instructional emphasis is on ELD and initial access to core curriculum. There is an increase of English as the language of instruction over time.
3. Classes must be taught by a teacher with a B-CLAD credential or equivalent certification.

Structured English Immersion with Spanish Instructional Support

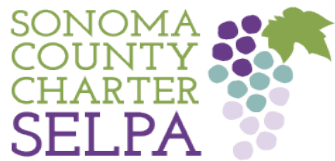
1. For Spanish speaking students at the beginning, early intermediate to intermediate level.
2. Students are grouped for instruction in full classroom configuration. The focus is on developing proficiency in English through ELD and specially designed academic instruction in English (SDAIE), using Spanish as an instructional support.
3. Classes must be taught by a teacher with a B-CLAD credential or equivalent certification.

Structured English Immersion - Sheltered

1. For students at the beginning, early intermediate to intermediate level.
2. Classes may be comprised of speakers of many languages. Students are grouped for instruction in full classroom configuration. Students may also be grouped in clusters (about 1/3 English Learners) by English language proficiency. The focus is on developing proficiency in English through ELD and SDAIE strategies.
3. Classes must be taught by a teacher with a CLAD credential or equivalent certification.

Mainstream English Cluster

1. For students in the early advanced to advanced proficiency level.
2. Classes are designed for students who have a good working knowledge of English. The students are clustered, approximately 1/3 English Learners within a grade level classroom. Instructional emphasis is on high level ELD and grade level core curriculum using SDAIE strategies.
3. Classes must be taught by a teacher with a CLAD credential or equivalent certification.



Sonoma County Charter SELPA

Policies and Administrative Regulations

Published July 2012

Revised March 2014

Sonoma County Charter SELPA Policies

1.	Comprehensive Plan for Special Education	CEOP	AR
2.	Identification and Evaluation of Individuals for Special Education	CEOP	AR
3.	Individualized Education Program	CEOP	AR
4.	Procedural Safeguards and Complaints for Special Education	CEOP	AR
5.	Confidentiality of Student Records	CEOP	AR
6.	Part C – Transition	CEOP	
7.	Students with Disabilities Enrolled by their Parents in Private Schools	CEOP	
8.	Compliance Assurances	CEOP	
9.	Governance	CEOP	AR
10.	Personnel Qualifications	CEOP	AR
11.	Performance Goals and Indicators	CEOP	
12.	Participation in Assessments	CEOP	AR
13.	Supplementation of State and Federal Funds	CEOP	
14.	Maintenance of Effort	CEOP	AR
15.	Public Participation	CEOP	
16.	Suspension/Expulsion	CEOP	AR
17.	Access to Instructional Materials	CEOP	
18.	Overidentification and Disproportionality	CEOP	
19.	Prohibition of Mandatory Medicine	CEOP	
20.	Data	CEOP	
21.	Literacy	CEOP	
22.	Admission of LEAs to the Charter SELPA	CEOP	AR
23.	Behavioral Interventions for Special Education Students	CEOP	AR
24.	Nonpublic, Nonsectarian School and Agency Services for Spec. Ed.	CEOP	AR
25.	Conflict of Interest	CEOP	

COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION

The Charter LEA Governing Board desires to provide a free and appropriate public education (FAPE) to all school aged K-12 individuals with disabilities, who are enrolled in the Charter LEA, including children who have been suspended or expelled or placed by the Charter LEA in a nonpublic school or agency services. The Governing Board for each LEA Charter and the County Board of Education approves the Agreement for Participation, Representations and Warranties and the Local Plan.

Students shall be referred for special education instruction and services only after the resources of the regular education program have been considered, and where appropriate, utilized. (Education Code 56303)

In order to meet the needs of individuals with disabilities and employ staff with adequate expertise for this purpose, the Charter LEA participates as a member of the Special Education Local Plan Area (SELPA).

The Charter Chief Executive Officer or designee of the Charter LEA shall extend the Charter LEA's full cooperation to the SELPA. The policies and procedures of the SELPA shall be applied as policies and regulations to all participating Charter LEAs. Per the Local Plan, the Charter CEO Executive Committee approves policies and makes recommendations to the CEO Council. The CEO Council currently acts as the Council and Executive Committee.

The special education local plan area shall administer a local plan and administer the allocation of funds. (Education Code 56195)

Legal Reference:

EDUCATION CODE

- 56000-56001 Education for individuals with exceptional needs
- 56020-56035 Definitions
- 56040-56046 General provisions
- 56048-56050 Surrogate parents
- 56055 Foster parents
- 56060-56063 Substitute teachers
- 56170-56177 Children enrolled in private schools
- 56190-56194 Community advisory committees
- 56195-56195.10 Local plans
- 56205-56208 Local plan requirements
- 56213 Special education local plan areas with small or sparse populations
- 56240-56245 Staff development

56300-56385 Identification and referral, assessment, instructional planning, implementation, and review

56440-56449 Programs for individuals between the ages of three and five years

56500-56508 Procedural safeguards, including due process rights

56520-56524 Behavioral interventions

56600-56606 Evaluation, audits and information

56836-56836.05 Administration of local plan

GOVERNMENT CODE

95000-95029 California Early Intervention Services Act

CODE OF REGULATIONS, TITLE 5

3000-3089 Regulations governing special education

UNITED STATES CODE, TITLE 20

1400-1485 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973, Section 504

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 34

99.10-99.22 Inspection, review and procedures for amending education records

104.1-104.39 Section 504 of the Rehabilitation Act of 1973

300.500-300.514 Due process procedures for parents and children

303.1-303.654 Early intervention program for infants and toddlers with disabilities

Management Resources:

WEB SITES

CDE, Special Education Division: <http://www.cde.ca.gov/spbranch/sed>

U.S. Department of Education, Office of Special Education Programs:

<http://www.ed.gov/offices/OSERS/OSEP>

COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION

Definitions

Free and appropriate education (FAPE) means special education and related services that are provided at public expense, under public supervision and direction, and without charge; meet the standards of the California Department of Education including the requirements of 34 CFR 300.1-300.818; include appropriate services for school-aged children K-12; and are provided in conformity with the student's individualized education program (IEP) that meets the requirement of 34 CFR 300.320-300.324. (34 CFR 300.17, 300.101, 300.104)

The right to FAPE extends to students who are suspended or expelled or placed by the Charter LEA in nonpublic school or agency services. (34 CFR 300.101, 300.104)

Full educational opportunities means that students with disabilities have the right to full educational opportunities to meet their unique needs, including access to a variety of educational programs and services available to non-disabled students. (34 CFR 300.504, 300.505; Education Code 56368) “New citing is 300.109 The State must have in effect policies and procedures to demonstrate that the State has established a goal of providing full educational opportunity to all children with disabilities, aged birth through 21, and a detailed timetable for accomplishing that goal.”

Least restrictive environment means that to an appropriate extent, students with disabilities, including children in public or private institutions, shall be educated with children who are not disabled, including in nonacademic and extracurricular services and activities. (34 CFR 300.107, 300.114, 300.117).

Special education means specially designed instruction, at no cost to the parent/guardians, to meet the unique needs of individuals with disabilities, whose educational needs cannot be met with modification of the regular instruction program. It also includes related services, provided at no cost to the parent/guardian that may be needed to assist these individuals to benefit from specially designed instruction. Special education provides a full continuum of program options, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and instruction in physical education, to meet the educational and service needs of individuals with exceptional needs in the least restrictive environment. (Education Code 56031)

Specially designed instruction means adapting, as appropriate to the needs of an eligible child, the content, methodology or delivery of instruction to address the unique needs of the student that result from the student's disability and to ensure access of the student to the general curriculum, so that the student can meet the educational standards within the district that apply to all students. (34 CFR 300.39)

Note: Pursuant to Government Code 7579.5, when a student is a ward of the court, the Charter

LEA would appoint a surrogate parent only when the court has limited the right of the parent/guardian to make educational decisions for his/her child and the student has no responsible adult, such as a foster parent, to represent him or her. Since Welfare and Institutions Code 361 and 726 require the juvenile court to appoint a responsible adult when the court limits parental rights, it will rarely be necessary for the Charter LEA to appoint a surrogate because that appointment would be superseded by the court's appointment of a responsible adult or foster parent.

Surrogate parent means an individual assigned to act as a surrogate for the parents/guardians. The surrogate may represent an individual with exceptional needs in matters relating to identification, assessment, instructional planning and development, educational placement, reviewing and revising the IEP, and in other matters relating to the provision of FAPE to the individual with disability. (34 CFR 300.519; Education Code 56050)

Elements of the Local Plan

Note: Education Code 56205 details the elements that must be included in the local plan, including a requirement that the plan contain assurances of general compliance with Section 504 of the Rehabilitation Act of 1973 (29 USC 794), the Individuals with Disabilities Education Act (20 USC 1400-1485), and the Americans with Disabilities Act (42 USC 12101-12213).

The special education local plan shall include, but not be limited to the following:

1. Assurances that policies, procedures and programs, consistent with state law, regulation, and policy, are in effect as specified in Education Code 56205(a)(1-22) and in conformity with 20 USC 1412(a) and 20 USC 1413(a)(1). (Education Code 56205)
2. An annual budget plan and annual service plan adopted at a public hearing held by the special education local plan area. (Education Code 56205)
3. A description of the process being utilized to oversee and evaluate placements in nonpublic, nonsectarian schools and the method for ensuring that all requirements of each student's IEP are being met. (Education Code 56205)
4. A description of how specialized equipment and services will be distributed within the local plan area in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environment. (Education Code 56206)
5. A description of a dispute resolution process. (Education Code 56205)
6. Verification that the plan has been reviewed by the community advisory committee in accordance with Education Code 56205 (Education Code 56205)
7. A description of the process being utilized to refer students for special education instruction pursuant to Education Code 56303. (Education Code 56205)
8. A description of the process being utilized to oversee and evaluate placements in nonpublic, nonsectarian schools and the method for ensuring that all requirements of each student's IEP are being met. (Education Code 56205)

9. A description of how specialized equipment and services will be distributed within the local plan area in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environment. (Education Code 56206)

The local plan, annual budget plan and annual service plan shall be written in language that is understandable to the general public. (Education Code 56205)

Each special education local plan area shall develop written agreements to be entered into by Charter LEAs participating in the plan. (Education Code 56195.7)

Each entity providing special education shall adopt policies for the programs and services it operates, consistent with agreements adopted pursuant to Education Code 56195.1 and 56195.7. (Education Code 56195.8)

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION

Note: Identification, evaluation, assessment, and instructional planning procedures for children younger than age three must conform with Education Code 56425-56432 and the California Early Intervention Services Act (Government Code 95000-95029). The California Department of Education and local education agencies are responsible for providing early intervention services to infants and toddlers who have visual, hearing, or severe orthopedic impairment; the Department of Developmental Services and its regional centers must provide services to all other eligible children in this age group. The law also requires regional centers and local education agencies to coordinate family service plans for infants and toddlers and their families. Education Code 56441.11 sets forth eligibility criteria for preschool children ages three to five.

The Charter LEA Governing Board recognizes the need to actively seek out and evaluate school age Charter LEA residents who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law.

Charter schools are currently authorized to serve school-aged students (grades k-12). If at any time the authorization changes, the Charter schools would follow all state and federal laws regarding children from age 0-2 and Child Find. Charter schools will assist families and make appropriate referrals for any students they find who would be outside the age or area of responsibility of the Charter schools.

The Charter Chief Executive Officer or designee shall implement the designated SELPA process to determine when an individual is eligible for special education services and shall implement the SELPA procedures for special education program identification, screening, referral, assessment, planning, implementation, review, and triennial assessment. (Education Code 56301) The Charter LEAs' process shall prevent the inappropriate disproportionate representation by race and ethnicity of students with disabilities.

Note: The Individuals with Disabilities Education Act (IDEA), 20 USC 1412(a)(3), requires that the Charter LEA's "child find" identification system include identification of students with disabilities resident in the Charter LEA as well as highly mobile children with disabilities, such as migrant and homeless children.

Note: Services for a private school student, in accordance with an individualized education program (IEP), must be provided by the Charter LEA at no cost to the parent/guardian, unless the Charter LEA makes a free appropriate public education available to the student and the parent/guardian chooses to enroll the student in that private school. If the public school is providing services to the student, these services may be provided on the premises of the private school, including a parochial school, to the extent consistent with other provisions of law. 34 CFR 300.451 requires the Charter LEA to consult with appropriate representatives for private school students on how to carry out the "child find" requirement.

The Charter Chief Executive Officer or designee shall implement the designated SELPA's method whereby parents/guardians, teachers, appropriate professionals, and others may refer an individual for assessment for special education services. Identification procedures shall be coordinated with school site procedures for referral of students with needs that cannot be met with modifications to the regular instructional program. (Education Code 56302)

For assessment purposes, staff shall use appropriate tests to identify specific information about the individual's abilities in accordance with Education Code 56320.

The Charter Chief Executive Officer or designee shall notify parents/guardians in writing of their rights related to identification, referral, assessment, instructional planning, implementation, and review, including the SELPA's procedures for initiating a referral for assessment to identify individuals who need special education services. (Education Code 56301)

Legal Reference:

EDUCATION CODE

44265.5 Professional preparation for teachers of impaired students
56000-56885 Special education programs, especially:
56026 Individuals with disabilities
56170-56177 Children in private schools
56195.8 Adoption of policies
56300-56304 Identification of individuals with disabilities
56320-56331 Assessment
56340-56347 Instructional planning and individualized education program
56381 Reassessment of students
56425-56432 Early education for individuals with disabilities
56441.11 Eligibility criteria, children 3 to 5 years old
56445 Transition to grade school; reassessment
56500-56509 Procedural safeguards

GOVERNMENT CODE

95000-95029.5 California Early Intervention Services Act

CODE OF REGULATIONS, TITLE 5

3021-3029 Identification, referral and assessment

3030-3031 Eligibility criteria

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974

1412 State eligibility

1415 Procedural safeguards

CODE OF FEDERAL REGULATIONS, TITLE 34

104.35 Evaluation and placement

104.36 Procedural safeguards

300.1-300.756 Assistance to states for the education of students with disabilities

COURT DECISIONS

Agostini v. Felton, (1997) 521 U.S. 203, 117 S.Ct. 1997

Management Resources:

FEDERAL REGISTER

34 CFR 300.a Appendix A to Part 300 - Questions and Answers

34 CFR 300a1 Attachment 1: Analysis of Comments and Changes

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office of Special Education Programs:

<http://www.ed.gov/about/offices/list/osers/osep>

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION

A student shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and used where appropriate. (Education Code 56303)

Note: Education Code 56329, as amended by AB 1662 (Ch. 653, Statutes of 2005), provides that, when making a determination of eligibility for special education and related services, the Charter LEAs shall not determine that a student is disabled if the primary factor for such determination is a lack of appropriate instruction in reading, including the essential components of reading instruction pursuant to 20 USC 6368 of the No Child Left Behind Act, lack of instruction in math, or limited English proficiency.

All referrals for special education and related services from school staff shall include a brief reason for the referral and description of the regular program resources that were considered and/or modified for use with the student, and their effect. (5 CCR 3021)

Within 15 days of a referral for initial assessment, unless the parent/guardian agrees in writing to an extension, the student's parent/guardian shall receive a notice of parental rights and a written proposed assessment plan. The 15-day period does not include days between the student's regular school session or term or days of school vacation in excess of five school days from the date of receipt of the referral.

However, an individualized education program required as a result of an assessment of a pupil shall be developed within 30 days after the commencement of the subsequent regular school year as determined by each Charter LEA's school calendar for each pupil for whom a referral has been made 30 days or less prior to the end of the regular school year. In the case of pupil school vacations, the 60-day time shall recommence on the date that pupil schooldays reconvene. A meeting to develop an initial individualized education program for the pupil shall be conducted within 30 days of a determination that the pupil needs special education and related services pursuant to paragraph (2) of subsection (b) of Section 300.343 of Title 34 of the Code of Federal Regulations. (Education Code 56344)

The proposed assessment plan shall meet all of the following requirements: (Education Code 56321)

1. Be in a language easily understood by the general public
2. Be provided in the native language of the parent/guardian or other mode of communication used by the parent/guardian unless it is clearly not feasible
3. Explain the types of assessment to be conducted
4. State that no individualized education program (IEP) will result from the assessment without parent/guardian consent

Upon receiving the proposed assessment plan, the parent/guardian shall have at least 15 days to decide whether or not to consent to the initial assessment. The assessment may begin as soon as

informed parental consent is received by the respective Charter LEAs. The Charter LEAs shall not interpret parent/guardian consent for initial assessment as consent for initial placement or initial provision of special education services. (Education Code 56321; 34 CFR 300.505)

Note: Education Code 56321, as amended by AB 1662 (Ch. 653, Statutes of 2005), and 20 USC 1414(a)(1) provide that, if a parent/guardian refuses to consent to the initial evaluation, the Charter LEAs may pursue an evaluation by utilizing the mediation and due process procedures pursuant to 20 USC 1415; see BP/AR 6159.1 - Procedural Safeguards and Complaints for Special Education. In the event that an evaluation is not authorized, 20 USC 1414(a)(1) specifies that the Charter LEAs shall not provide special education services and shall not be considered in violation of the requirement to provide a free appropriate public education for failure to provide such services. In addition, the Charter LEAs is not required to convene an IEP team meeting or to develop an IEP for that child.

Informed parental consent means that the parent/guardian: (34 CFR 300.500)

1. Has been fully informed of all information relevant to the activity for which consent is sought, in his/her native language or other mode of communication
2. Understands and agrees, in writing, to the assessment
3. Understands that the granting of consent is voluntary on his/her part and may be revoked at any time

If the student is a ward of the state and is not residing with his/her parents/guardians, the Charter LEAs shall make reasonable efforts to obtain informed consent from the parent/guardian as defined in 20 USC 1401 for an initial evaluation to determine whether the student is a student with a disability. (20 USC 1414(a)(1))

The Charter LEAs shall not be required to obtain informed consent from the parent/guardian of a student for an initial evaluation to determine whether the student is a student with a disability if any of the following situations exists: (Education Code 56301; 20 USC 1414(a)(1))

1. Despite reasonable efforts to do so, the Charter LEAs cannot discover the whereabouts of the parent/guardian of the student.
2. The rights of the parent/guardian of the student have been terminated in accordance with California law.
3. The rights of the parent/guardian to make educational decisions have been subrogated by a judge in accordance with California law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the student.

As part of the assessment plan, the parent/guardian shall receive written notice that: (Education Code 56329; 34 CFR 300.502)

1. Upon completion of the administration of tests and other assessment materials, an IEP team meeting that includes the parent/guardian or his/her representative shall be scheduled pursuant to Education Code 56341. At this meeting, the team shall

determine whether or not the student is a student with disabilities as defined in Education Code 56026 and shall discuss the assessment, the educational recommendations, and the reasons for these recommendations. A copy of the assessment report and the documentation of determination of eligibility shall be given to the parent/guardian.

2. If the parent/guardian disagrees with an assessment obtained by the Charter LEAs, the parent/guardian has the right to obtain, at public expense, an independent educational assessment of the student from qualified specialists, in accordance with 34 CFR 300.502.

If the Charter LEAs observed the student in conducting its assessment, or if its assessment procedures make it permissible to have in-class observation of a student, an equivalent opportunity shall apply to the independent educational assessment. This equivalent opportunity shall apply to the student's current placement and setting as well as observation of the Charter LEA's proposed placement and setting, regardless of whether the independent educational assessment is initiated before or after the filing of a due process hearing proceeding.

3. The Charter LEAs may initiate a due process hearing pursuant to Education Code 56500-56508 to show that its assessment is appropriate. If the final decision resulting from the due process hearing is that the assessment is appropriate, the parent/guardian maintains the right for an independent educational assessment but not at public expense.

If the parent/guardian obtains an independent educational assessment at private expense, the results of the assessment shall be considered by the Charter LEAs with respect to the provision of a free appropriate public education to the student, and may be presented as evidence at a due process hearing regarding the student. If the Charter LEAs observed the student in conducting its assessment, or if its assessment procedures make it permissible to have in-class observation of a student, an equivalent opportunity shall apply to an independent educational assessment of the student in the student's current educational placement and setting, if any, proposed by the Charter LEAs, regardless of whether the independent educational assessment is initiated before or after the filing of a due process hearing.

4. If a parent/guardian proposes a publicly financed placement of the student in a nonpublic school, the Charter LEAs shall have an opportunity to observe the proposed placement and, if the student has already been unilaterally placed in the nonpublic school by the parent/guardian, the student in the proposed placement. Any such observation shall only be of the student who is the subject of the observation and may not include the observation or assessment of any other student in the proposed placement unless that student's parent/guardian consents to the observation or assessment. The results of any observation or assessment of

another student in violation of Education Code 56329(d) shall be inadmissible in any due process or judicial proceeding regarding the free appropriate public education of that other student.

An IEP required as a result of an assessment shall be developed within a total time not to exceed 60 days, not counting days between the student's regular school sessions, terms, or days of school vacation in excess of five school days, from the date of the receipt of the parent/guardian's consent for assessment, unless the parent/guardian agrees, in writing, to an extension. (Education Code 56043)

Before entering kindergarten or first grade, children with disabilities who are in a preschool program shall be reassessed to determine if they still need special education and services. IEP teams shall identify a means of monitoring the continued success of children who are determined to be eligible for less intensive special education programs to ensure that gains made are not lost by a rapid removal of individualized programs and supports for these individuals. (Education Code 56445)

INDIVIDUALIZED EDUCATION PROGRAM

The Charter LEA Governing Board desires to provide educational alternatives that afford students with disabilities full educational opportunities. Students with disabilities shall receive a free appropriate public education and be placed in the least restrictive environment which meets their needs to the extent provided by law.

The Charter Chief Executive Officer or designee shall implement the SELPA-approved procedural guide that outlines the appointment of the individualized education program (IEP) team, the contents of the IEP, and the development, review, and revision of the IEP.

Note: Education Code 56055 provides that a foster parent, to the extent permitted by federal law, shall have the same rights relative to his/her foster child's education as a parent/guardian. Education Code 56055 clarifies that this right applies only when the juvenile court has limited the right of a parent/guardian to make educational decisions on behalf of his/her child and the child has been placed in a planned permanent living arrangement. Education Code 56055 defines "foster parent" as a licensed person, relative caretaker, or non-relative extended family member.

To the extent permitted by federal law, a foster parent shall have the same rights relative to his/her foster child's IEP as a parent/guardian. (Education Code 56055)

Legal Reference:

EDUCATION CODE

- 51225.3 Requirements for high school graduation and diploma
- 56055 Rights of foster parents pertaining to foster child's education
- 56136 Guidelines for low incidence disabilities areas
- 56195.8 Adoption of policies
- 56321 Development or revision of IEP
- 56321.5 Notice to include right to electronically record
- 56340.1-56347 Instructional planning and individualized education program
- 56350-56352 IEP for visually impaired students
- 56380 IEP reviews; notice of right to request
- 56390-56392 Certificate of completion, special education
- 56500-56509 Procedural safeguards
- 60640-60649 Standardized Testing and Reporting Program
- 60850 High school exit examination, students with disabilities
- 60852.3 High school exit examination, exemption for the class of 2006

FAMILY CODE

- 6500-6502 Age of majority

GOVERNMENT CODE

7572.5 Seriously emotionally disturbed child, expanded IEP team

WELFARE AND INSTITUTIONS CODE

300 Children subject to jurisdiction

601 Minors habitually disobedient

602 Minors violating law defined as crime

CODE OF REGULATIONS, TITLE 5

853-853.5 Standardized Testing and Reporting Program, accommodations

1215.5-1218 High School Exit Examination, accommodations for students with disabilities

3021-3029 Identification, referral and assessment

3040-3043 Instructional planning and the individualized education program

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974

1400-1482 Individuals with Disabilities Education Act

CODE OF FEDERAL REGULATIONS, TITLE 34

300.1-300.756 Individuals with Disabilities Education Act

ATTORNEY GENERAL OPINIONS

85 Ops.Cal.Atty.Gen. 157 (2002)

COURT DECISIONS

Schaffer v. Weast (2005) 125 S. Ct. 528

Shapiro v. Paradise Valley Unified School District, No. 69 (9th Circuit, 2003) 317 F.3d 1072

Sacramento City School District v. Rachel H. (9th Cir. 1994) 14 F.3d 1398

Management Resources:

FEDERAL REGISTER

34 CFR 300.a Appendix A to Part 300 - Questions and Answers

34 CFR 300.a1 Attachment 1: Analysis of Comments and Changes

WEB SITES

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<http://www.ed.gov/about/offices/list/osers/osep>

INDIVIDUALIZED EDUCATION PROGRAM

Members of the Individualized Education Program (IEP) Team

The Charter LEA shall ensure that the individualized education program team for any student with a disability includes the following members: (20 USC 1414(d)(1); 34 CFR 300.321; Education Code 56341, 56341.2, 56341.5)

1. One or both of the student's parents/guardians, and/or a representative selected by the parent/guardian
2. If the student is or may be participating in the regular education program, at least one regular education teacher

If more than one regular education teacher is providing instructional services to the student, the Charter LEA may designate one such teacher to represent the others.

3. At least one special education teacher or, where appropriate, at least one special education provider for the student

Note: The Analysis of Comments to the federal regulations, 71 Fed. Reg. 156, pg. 46670, recommend that the person selected as the Charter LEA representative, pursuant to item #4 below, have the authority to commit Charter LEA resources and be able to ensure that whatever services are set out in the IEP will be provided.

4. A representative of the Charter LEA who is:
 - a. Qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities
 - b. Knowledgeable about the general education curriculum
 - c. Knowledgeable about the availability of Charter LEA and/or special education local plan area (SELPA) resources
5. An individual who can interpret the instructional implications of assessment results

This individual may already be a member of the team as described in items #2-4 above or in item #6 below.

Note: Pursuant to Education Code 56341 and 34 CFR 300.321, the determination as to whether an individual identified in item #6 below has "knowledge or special expertise" must be made by the party (either the Charter LEA or parent) who invited the individual to the IEP team meeting.

Note: The Analysis of Comments to the federal regulations, 71 Fed. Reg. 156, pg. 46670, explain that a person who does not have knowledge and special expertise regarding the student, and who is not requested to be present at the IEP team meeting by the parent/guardian or Charter LEA, would not be permitted to be a member of the team or attend the meeting as observer. This comment is consistent with an Attorney General opinion (85 Ops.Cal.Atty.Gen. 157 (2002)), which stated that members of the media may not attend an IEP team meeting as observers even though the parents/guardians have consented to such attendance. The Attorney General based this decision on the fact that the media would be "observers," not a "person with knowledge or expertise," as detailed below.

6. At the discretion of the parent/guardian or Charter LEA, other individuals who have knowledge or special expertise regarding the student, including related services personnel, as appropriate

The determination of whether the individual has knowledge or special expertise regarding the student shall be made by the party who invites the individual to be a member of the IEP team. (Education Code 56341)

7. Whenever appropriate, the student with a disability

8. For transition service participants:

- a. The student, of any age, with a disability if the purpose of the meeting is the consideration of the student's postsecondary goals and the transition services needed to assist the student in reaching those goals pursuant to 34 CFR 300.320(b)
If the student does not attend the IEP team meeting, the Charter LEA shall take other steps to ensure that the student's preferences and interests are considered.
- b. To the extent appropriate, and with the consent of the parent/guardian, a representative of any other agency that is likely to be responsible for providing or paying for transition services.
- c. If a representative of such other local agency has been invited but does not attend the meeting, the Charter LEA shall take other steps to obtain participation of the agency in the planning of any transition services. (Education Code 56341)

9. For students suspected of having a specific learning disability in accordance with 34 CFR 300.308 (formerly 300.540) and 34 CFR 300.310 (formerly 300.542), at least one individual who is qualified to conduct individual diagnostic examinations of the student, such as a school psychologist, speech language pathologist, or remedial reading teacher (Education Code 56341)

In accordance with 34 CFR 300.310 (formerly 300.542), at least one team member other than the student's regular education teacher shall observe the student's academic

performance in the regular classroom setting. If the child is younger than five years or not enrolled in school, a team member shall observe the child in an environment appropriate for a child of that age. (Education Code 56341)

10. For students who have been placed in a group home by the juvenile court, a representative of the group home

If a student with a disability is identified as potentially requiring mental health services, the Charter LEA shall request the participation of the county mental health program in the IEP team meeting. (Education Code 56331)

A member of the IEP team shall not be required to attend an IEP team meeting, in whole or in part, if the parent/guardian consents and the Charter LEA agrees, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. If the meeting involves a discussion of the member's area of the curriculum or related service, the IEP team member may be excused from the meeting if the parent/guardian consents in writing to the excusal and the member submits to the parent/guardian and team written input into the development of the IEP prior to the meeting. (20 USC 1414(d)(1)(C); 34 CFR 300.321; Education Code 56341)

Parent/Guardian Participation and Other Rights

The Charter CEO or designee shall take steps to ensure that one or both of the parents/guardians of the student with a disability are present at each IEP team meeting or are afforded the opportunity to participate. These steps shall include notifying the parents/guardians of the meeting early enough to ensure that they will have the opportunity to attend and scheduling the meeting at a mutually agreed upon time and place. (34 CFR 300.322; Education Code 56341.5)

The Charter CEO or designee shall send parents/guardians notices of IEP team meetings that: (34 CFR 300.322; Education Code 56341.5)

1. Indicate the purpose, time, and location of the meeting
2. Indicate who will be in attendance at the meeting

Note: As amended by AB 1662 (Ch. 653, Statutes of 2005), Education Code 56341.5 conforms state law with federal law by requiring that the IEP team meeting notice contain a statement of transition services beginning at age 16 rather than age 14.

3. For students beginning at age 16 (or younger than 16 if deemed appropriate by the IEP team):
 - a. Indicate that the purpose of the meeting will be the consideration of postsecondary goals and transition services for the student pursuant to 20 USC

1414(d)(1)(A)(i)(VIII), 34 CFR 300.320(b), and Education Code 56345.1

- b. Indicate that the Charter LEA will invite the student to the IEP team meeting
- c. Identify any other agency that will be invited to send a representative

At each IEP team meeting convened by the Charter LEA, the Charter LEA administrator or specialist on the team shall inform the parent/guardian and student of the federal and state procedural safeguards included in the notice of parental rights provided pursuant to Education Code 56321. (Education Code 56500.1)

The parent/guardian shall have the right and opportunity to examine all of his/her child's school records upon request and before any IEP meeting. Upon receipt of an oral or written request, the Charter LEA shall provide complete copies of the records within five business days. (Education Code 56043)

If neither parent/guardian can attend the meeting, the Charter CEO or designee shall use other methods to ensure parent/guardian participation, including video conferences or individual or conference telephone calls. (20 USC 1414(f); 34 CFR 300.322; Education Code 56341.5)

An IEP team meeting may be conducted without a parent/guardian in attendance if the Charter LEA is unable to convince the parent/guardian that he/she should attend. In such a case, the Charter LEA shall maintain a record of its attempts to arrange a mutually agreed upon time and place for the meeting, including: (34 CFR 300.322; Education Code 56341.5)

- 1. Detailed records of telephone calls made or attempted and the results of those calls
- 2. Copies of correspondence sent to the parent/guardian and any responses received
- 3. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits

Note: Education Code 56341.1 grants the parent/guardian, Charter LEA, SELPA, or county office the right to electronically record the proceedings of IEP team meetings. Audiotape recordings made by a Charter LEA, SELPA, or county office are subject to the federal Family Educational Rights and Privacy Act (20 USC 1232g).

Parents/guardians and the Charter LEA shall have the right to audiotape the proceedings of IEP team meetings, provided members of the IEP team are notified of this intent at least 24 hours before the meeting. If the Charter LEA gives notice of intent to audiotape a meeting and the parent/guardian objects or refuses to attend because the meeting would be audiotaped, the meeting shall not be audiotaped. Parents/guardians also have the right to: (Education Code 56341.1)

1. Inspect and review the audiotapes
2. Request that the audiotapes be amended if the parents/guardians believe they contain information that is inaccurate, misleading, or in violation of the student's privacy rights or other rights
3. Challenge, in a hearing, information that the parents/guardians believe is inaccurate, misleading, or in violation of the student's privacy rights or other rights

The Charter LEA shall take any action necessary to ensure that the parents/guardians understand the proceedings of the meeting, including arranging for an interpreter for parents/guardians with deafness or whose native language is not English. (34 CFR 300.322; Education Code 56345.1)
The Charter LEA shall give the parents/guardians of a student with disabilities a copy of his/her child's IEP at no cost. (34 CFR 300.322)

Contents of the IEP

The IEP shall be a written statement determined in a meeting of the IEP team. It shall include, but not be limited to, all of the following: (20 USC 1414(d)(1)(A); 34 CFR 300.320; Education Code 56043, 56345, 56345.1)

1. A statement of the present levels of the student's academic achievement and functional performance, including:
 - a. The manner in which the student's disability affects his/her involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled students)
 - b. For a preschool child, as appropriate, the manner in which the disability affects his/her participation in appropriate activities

Note: AB 1662 (Ch. 653, Statutes of 2005) amended Education Code 56345 to require a statement of a student's academic and functional goals, as specified below. Education Code 56345 expresses the legislative recognition that, although some students may not meet or exceed the growth projected in the annual goals and objectives, Charter LEAs must make a good faith effort to assist the students in achieving the goals in their IEP.

2. A statement of measurable annual goals, including academic and functional goals, designed to do the following:
 - a. Meet the student's needs that result from his/her disability in order to enable the student to be involved in and progress in the general education curriculum
 - b. Meet each of the student's other educational needs that result from the his/her disability

Note: 34 CFR 300.320, as amended by 71 Fed. Reg. 156, and Education Code 56345 require the following statement in the IEP.

- c. For students with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives
3. A description of the manner in which the progress of the student toward meeting the annual goals described in item #2 above will be measured and when the Charter LEA will provide periodic reports on the progress the student is making toward meeting the annual goals, such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards
4. A statement of the specific special educational instruction and related services and supplementary aids and services, based on peer-reviewed research, to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student to:
 - a. Advance appropriately toward attaining the annual goals
 - b. Be involved and make progress in the general education curriculum in accordance with item #1 above and to participate in extracurricular and other nonacademic activities
 - c. Be educated and participate with other students with disabilities and nondisabled students in the activities described in Education Code 56345(a)
5. An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in extracurricular and other nonacademic activities described in item #4 above

Note: Pursuant to 20 USC 1412(a), students with disabilities must be included in state and Charter LEA assessments, with appropriate accommodations, such as the Standardized Testing and Reporting Program (Education Code 60640-60649) and the high school exit examination (Education Code 60850-60859). See AR 6162.51 - Standardized Testing and Reporting Program and AR 6162.52 - High School Exit Examination for details regarding permitted accommodations.

Note: 34 CFR 300.320, as amended by 71 Fed. Reg. 156, and Education Code 56345 require a description of the individual accommodations that will be used by the student and, if the student will not participate in the regular assessment, a statement as to the reason that determination was made and what alternate assessment will be provided.

6. A statement of any appropriate individual accommodations necessary to measure the academic achievement and functional performance of the student on state and Charter LEA-wide assessments

If the IEP team determines that the student shall take an alternate assessment instead of a particular regular state or Charter LEA-wide assessment, a statement of all of the following:

- a. The reason that the student cannot participate in the regular assessment
 - b. The reason that the particular alternate assessment selected is appropriate for the student
7. The projected date for the beginning of the services and modifications described in item #4 above and the anticipated frequency, location, and duration of those services and modifications

Note: As amended by AB 1662 (Ch. 653, Statutes of 2005), Education Code 56345 now conforms state law with federal law to require that the IEP contain a statement of transition services beginning at age 16 rather than age 14.

8. Beginning not later than the first IEP to be in effect when the student is 16 years of age, or younger if determined appropriate by the IEP team, and updated annually thereafter, the following:
 - a. Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills
 - b. The transition services, including courses of study, needed to assist the student in reaching those goals
9. Beginning at least one year before the student reaches age 18, a statement that the student has been informed of his/her rights, if any, pursuant to Education Code 56041.5 that will transfer to the student upon reaching age 18

Where appropriate, the IEP shall also include: (Education Code 56345)

1. For students in grades 7-12, any alternative means and modes necessary for the student to complete the Charter LEA's prescribed course of study and to meet or exceed proficiency standards required for graduation
2. Linguistically appropriate goals, objectives, programs, and services for students whose

native language is not English

Note: AB 1662 (Ch. 653, Statutes of 2005) amended Education Code 56345 to require the following determination by the IEP team regarding extended school year services.

3. Extended school year services when the IEP team determines, on an individual basis, that the services are necessary for the provision of a free appropriate public education (FAPE)
4. Provision for transition into the regular education program if the student is to be transferred from a special class or center or nonpublic, nonsectarian school into a regular education program in a public school for any part of the school day

The IEP shall include descriptions of activities intended to:

- a. Integrate the student into the regular education program, including indications of the nature of each activity and the time spent on the activity each day or week
 - b. Support the transition of the student from the special education program into the regular education program
5. Specialized services, materials, and equipment for students with low incidence disabilities, consistent with the guidelines pursuant to Education Code 56136

Development, Review, and Revision of the IEP

In developing the IEP, the IEP team shall consider all of the following: (20 USC 1414(d)(3)(A); 34 CFR 300.324; Education Code 56341.1, 56345)

1. The strengths of the student
2. The concerns of the parents/guardians for enhancing the education of their child
3. The results of the initial assessment or most recent assessment of the student
4. The academic, developmental, and functional needs of the student
5. In the case of a student whose behavior impedes his/her learning or that of others, the use of positive behavioral interventions and supports and other strategies to address that behavior
6. In the case of a student with limited English proficiency, the language needs of the student as such needs relate to the student's IEP

7. In the case of a student who is blind or visually impaired, the need to provide for instruction in Braille and instruction in the use of Braille

However, such instruction need not be included in the IEP if the IEP team determines that instruction in Braille or the use of Braille is not appropriate for the student. This determination shall be based upon an assessment of the student's reading and writing skills, his/her future needs for instruction in Braille or the use of Braille, and other appropriate reading and writing media.

8. The communication needs of the student, and in the case of a student who is deaf or hard of hearing, the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.

The team shall also consider the related services and program options that provide the student with an equal opportunity for communication access, including the following: (Education Code 56345)

- a. The student's primary language mode and language, which may include the use of spoken language, with or without visual cues, and/or the use of sign language
 - b. The availability of a sufficient number of age, cognitive, and language peers of similar abilities which may be met by consolidating services into a local plan area-wide program or providing placement pursuant to Education Code 56361
 - c. Appropriate, direct, and ongoing language access to special education teachers and other specialists who are proficient in the student's primary language mode and language consistent with existing law regarding teacher training requirements
 - d. Services necessary to ensure communication-accessible academic instructions, school services, and extracurricular activities consistent with the federal Vocational Rehabilitation Act and the federal Americans with Disabilities Act
9. Whether the student requires assistive technology devices and services.

If, in considering the special factors in items #1-9 above, the IEP team determines that a student needs a particular device or service, including an intervention, accommodation, or other program modification, in order to receive FAPE, the IEP team must include a statement to that effect in the student's IEP. (Education Code 56341.1)

The Charter CEO or designee shall ensure that the IEP team: (20 USC 1414(d)(4); 34 CFR 300.324; Education Code 56043, 56341.1, 56380)

1. Reviews the IEP periodically, but at least annually, to determine whether the annual goals for the student are being achieved and the appropriateness of placement
2. Revises the IEP, as appropriate, to address:
 - a. Any lack of expected progress toward the annual goals and in the general curriculum, where appropriate
 - b. The results of any reassessment conducted pursuant to Education Code 56381
 - c. Information about the student provided to or by the parents/guardians regarding review of evaluation data pursuant to 34 CFR 305(a)(2) and Education Code 56381(b)
 - d. The student's anticipated needs
 - e. Other matters

Note: As amended by 71 Fed. Reg. 156, 34 CFR 300.324 requires that, when conducting a review of the IEP, the IEP team consider the special factors for students with additional behavior or communication needs as listed in items #5-9 above.

3. Considers the special factors listed in items #5-9 above when reviewing the IEP. The IEP team shall also meet: (Education Code 56343)
 - a. Whenever the student has received an initial formal assessment and, when desired, when the student receives any subsequent formal assessment
 - b. Upon request by the student's parent/guardian or teacher to develop, review, or revise the IEP

If a participating agency other than the Charter LEA fails to provide the transition services described in the student's IEP, the team shall reconvene to identify alternative strategies to meet the transition service objectives set out for the student in the IEP. (20 USC 1414(d); 34 CFR 300.324; Education Code 56345.1)

As a member of the IEP team, the regular education teacher shall, to the extent appropriate, participate in the development, review, and revision of the student's IEP, including assisting in the determination of: (20 USC 1414(d)(3)(C); 34 CFR 300.324; Education Code 56341)

1. Appropriate positive behavioral interventions and supports and other strategies for the student.
2. Supplementary aids and services, program modifications, and supports for school

personnel that will be provided for the student, consistent with 34 CFR 300.320

To the extent possible, the Charter LEA shall encourage the consolidation of reassessment meetings and other IEP team meetings for a student. (20 USC 1414(d)(3)(A); 34 CFR 300.324)

The student shall be allowed to provide confidential input to any representative of his/her IEP team. (Education Code 56341.5)

Note: As amended by 71 Fed. Reg. 156, 34 CFR 300.324 requires that the IEP team be informed when the IEP is amended under the circumstances described below.

When a change is necessary to a student's IEP after the annual IEP team meeting for the school year has been held, the parent/guardian and the Charter LEA may agree not to convene an IEP team meeting for the purpose of making the change and instead may develop a written document to amend or modify the student's current IEP. The IEP team shall be informed of any such changes. Upon request, the Charter LEA shall provide the parent/guardian with a revised copy of the IEP with the incorporated amendments. (20 USC 1414(d)(3)(D); 34 CFR 300.324)

Note: Education Code 56157 specifies that when the Charter LEA has placed a foster student in a nonpublic, nonsectarian school, the Charter LEA must conduct an annual evaluation, as specified below. In addition, Education Code 56157 requires the nonpublic, nonsectarian school to report to the Charter LEA regarding the educational progress made by the student.

If a student with disabilities residing in a licensed children's institution or foster family home has been placed by the Charter LEA in a nonpublic, nonsectarian school, the Charter LEA shall conduct an annual evaluation as part of the IEP process of whether the placement is the least restrictive environment that is appropriate to meet the student's needs. (Education Code 56157)

Note: As amended by AB 1662 (Ch. 653, Statutes of 2005), Education Code 56043 specifies that if an IEP calls for a residential placement, the IEP must be reviewed every six months.

When an IEP calls for a residential placement as a result of a review by an expanded IEP team, the IEP shall include a provision for a review, at least every six months, by the full IEP team of all of the following: (Education Code 56043)

1. The case progress
2. The continuing need for out-of-home placement
3. The extent of compliance with the IEP
4. Progress toward alleviating the need for out-of-home care

Timelines for the IEP and for the Provision of Services

At the beginning of each school year, the Charter LEA shall have an IEP in effect for each student with a disability within Charter LEA jurisdiction. (34 CFR 300.323; Education Code 56344)

The Charter LEA shall ensure that a meeting to develop an initial IEP is conducted within 30 days of a determination that a student needs special education and related services. The Charter LEA shall also ensure that, as soon as possible following development of the IEP, special education services and related services are made available to the student in accordance with his/her IEP. (34 CFR 300.323; Education Code 56344)

An IEP required as a result of an assessment of the student shall be developed within 60 days (not counting days between the student's regular school sessions, terms or days of school vacation in excess of five school days) from the date of receipt of the parent/guardian's written consent for assessment, unless the parent/guardian agrees, in writing, to an extension. (Education Code 56344)

However, an IEP required as a result of an assessment of a student shall be developed within 30 days after the commencement of the subsequent regular school year for a student for whom a referral has been made 30 days or less prior to the end of the regular school year. In the case of school vacations, the 60-day time limit shall recommence on the date that student's school days reconvene. (Education Code 56344)

When a parent/guardian requests an IEP team meeting to review the IEP, the team shall meet within 30 days of receiving the parent/guardian's written request, not counting days between the student's regular school sessions, terms, or days of school vacation in excess of five school days. If a parent/guardian makes an oral request, the Charter LEA shall notify the parent/guardian of the need for a written request and the procedure for filing such a request. (Education Code 56043, 56343.5)

Note: Education Code 56195.8 mandates that the Charter LEA's policy sets forth procedures and timelines for the review of a classroom assignment of an individual with exceptional needs when so requested by that student's regular or special education teacher. Education Code 56195.8 does not state a specific deadline for the review. The Charter LEA shall develop procedures and timelines for such reviews, including procedures which will designate which personnel are responsible for the reviews.

The Charter LEA shall ensure that the student's IEP is accessible to each regular education teacher, special education teacher, related service provider, and any other service provider who is responsible for its implementation. The Charter LEA shall also ensure that such teachers and providers are informed of their specific responsibilities related to implementing the IEP and the specific accommodations, modifications, and supports that must be provided to the student in accordance with the IEP. (34 CFR 300.323)

Before providing special education and related services, the Charter LEA shall seek to obtain informed consent pursuant to 20 USC 1414(a)(1). If the parent/guardian refuses to consent to the initiation of services, the Charter LEA shall not provide the services by utilizing the due process hearing procedures pursuant to 20 USC 1415(f). If the parent/guardian does not consent to all of the components of the IEP, then those components to which the parent/guardian has consented shall be implemented so as not to delay providing instruction and services to the student. (Education Code 56346)

If the parent/guardian refuses all services in the IEP after having consented to those services in the past, the Charter LEA shall file a request for a due process hearing. If the Charter LEA determines that a part of the proposed IEP to which the parent/guardian does not consent is necessary in order to provide the student FAPE, a due process hearing shall be initiated in accordance with 20 USC 1415(f). While the due process hearing is pending, the student shall remain in the current placement unless the parent/guardian and the Charter LEA agree otherwise. (Education Code 56346)

Transfer Students

To facilitate a transfer student's transition, this Charter LEA shall take reasonable steps to promptly obtain the records of a student with disabilities transferring into this Charter LEA, including his/her IEP and the supporting documents related to the provision of special education services. (34 CFR 300.323; Education Code 56325)

If a student with disabilities transfers to this Charter LEA during the school year from a Charter LEA within this same SELPA, this Charter LEA shall continue, without delay, to provide services comparable to those described in the existing IEP, unless the student's parent/guardian and Charter LEA agree to develop, adopt, and implement a new IEP that is consistent with state and federal law. (34 CFR 300.323; Education Code 56325)

If a student with disabilities transfers to this Charter LEA during the school year from a California LEA outside of this Charter LEA's SELPA, this Charter LEA shall provide the student with FAPE, including services comparable to those described in the previous LEA's IEP. Within 30 days, this Charter LEA shall, in consultation with the parents/guardians, adopt the other LEA's IEP or shall develop, adopt, and implement a new IEP that is consistent with state and federal law. (34 CFR 300.323; Education Code 56325)

If a student with disabilities transfers to this Charter LEA during the school year from an out-of-state LEA, this Charter LEA shall provide the student with FAPE, including services comparable to the out-of-state LEA's IEP, in consultation with the parent/guardian, until such time as this Charter LEA conducts an assessment, if this Charter LEA determines that such an assessment is necessary, and develops, adopts, and implements a new IEP, if appropriate. (34 CFR 300.323; Education Code 56325)

PROCEDURAL SAFEGUARDS

In order to protect the rights of students with disabilities, the Charter LEA shall follow all procedural safeguards as set forth in law. Parents/guardians shall receive written notice of their rights in accordance with law, Board policy, and administrative regulation.

Note: Education Code 56195.8 authorizes the policy to include provisions for involving Charter LEA Board members in any due process hearing procedure activities.

The Charter CEO or designee shall represent the district in any due process hearing conducted with regard to Charter LEA students and shall inform their governing board about the result of the hearing.

Complaints for Special Education

Note: A complaint, which can be made by anyone, is an allegation of a violation of state or federal law. These complaints are different than the due process complaint, as detailed in the accompanying administrative regulation, which is a legal document that must be filed to initiate a due process hearing.

Complaints concerning compliance with state or federal law regarding special education shall be addressed in accordance with the Charter LEA's uniform complaint procedures.

Legal Reference:

EDUCATION CODE

56000 Education for individuals with exceptional needs

56001 Provision of the special education programs

56020-56035 Definitions

56195.7 Written agreements

56195.8 Adoption of policies for programs and services

56300-56385 Identification and referral, assessment

56440-56447.1 Programs for individuals between the ages of three and five years

56500-56509 Procedural safeguards, including due process rights

56600-56606 Evaluation, audits and information

CODE OF REGULATIONS, TITLE 5

3000-3100 Regulations governing special education

4600-4671 Uniform complaint procedures

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

1400-1482 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act

UNITED STATES CODE, TITLE 42

11434 Homeless assistance

CODE OF FEDERAL REGULATIONS, TITLE 34

99.10-99.22 Inspection, review and procedures for amending education records

104.36 Procedural safeguards

300.1-300.818 Assistance to states for the education of students with disabilities, especially:

300.500-300.520 Procedural safeguards and due process for parents and students

Management Resources:

FEDERAL REGISTER

Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845

WEB SITES

California Department of Education, Special Education: <http://www.cde.ca.gov/sp/se>

U.S. Department of Education, Office of Special Education Programs:

<http://www.ed.gov/about/offices/list/osers/osep>

PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION

Note: In California, due process hearings required by the federal Individuals with Disabilities Education Act (IDEA) (20 USC 1400-1482) are held only at the state level. Related rights and procedures are set forth in Education Code 56501-56506 and 5 CCR 3080-3089. Note that in cases where state law provides greater protections, state law supersedes federal law.

Note: Pursuant to Education Code 56501, due process hearing rights extend to the student only if he/she is an emancipated student or a ward or dependent of the court with no available parent or surrogate parent. See AR 6159.3 - Appointment of Surrogate Parent for Special Education Students.

Informal Process/Pre-Hearing Mediation Conference

Before requesting a due process hearing, the Charter Chief Executive Officer or designee of the Charter LEA and a parent/guardian may agree to meet informally to resolve any issue(s) relating to the identification, assessment or education and placement of a student with disabilities. The Charter Chief Executive Officer or designee shall have the authority to resolve the issue(s). (Education Code 56502)

In addition, either party may file a request with the Superintendent of Public Instruction for a mediation conference to be conducted by a person under contract with the California Department of Education. Based on the mediation conference, the Charter Chief Executive Officer or designee may resolve the issue(s) in a manner that is consistent with state and federal law and is to the satisfaction of both parties. (Education Code 56500.3)

Attorneys may attend or otherwise participate only in those mediation conferences that are scheduled after the filing of a request for due process hearing. (Education Code 56500.3, 56501)

If either of these processes fails to resolve the issue(s), either party may file for a state-level due process hearing.

Due Process Complaint Notice and Hearing Procedures

A parent/guardian, the Charter LEA, and/or a student who is emancipated or a ward or dependent of the court may initiate due process hearing procedures whenever: (20 USC 1415(b); Education Code 56501)

1. There is a proposal to initiate or change the identification, assessment or educational placement of the student or the provision of a free, appropriate public education to the student
2. There is a refusal to initiate or change the identification, assessment or

educational placement of the student or the provision of a free, appropriate public education to the student

3. The parent/guardian refuses to consent to an assessment of his/her child
4. There is a disagreement between a parent/guardian and the Charter LEA regarding the availability of a program appropriate for the student, including the question of financial responsibility, as specified in 34 CFR 300.403(b)

Note: Pursuant to 20 USC 1415(b), as amended by P.L. 108-446, effective July 1, 2005, and 34 CFR 300.507, the Charter LEA is mandated to adopt procedures (1) requiring either party (the Charter LEA or the parent/guardian) or their attorney to provide notice of the request for a due process hearing to the other party and (2) containing the requirement that the party may not have a due process hearing until the notice specified in items #1-5 below has been filed. The CDE is required to develop a model form to assist parents in filing a complaint and due process complaint notice.

Prior to having a due process hearing, the party requesting the hearing, or the party's attorney, shall provide the opposing party a due process complaint notice, which shall remain confidential, specifying: (20 USC 1415(b); 34 CFR 300.507

1. The student's name
2. The student's address or, in the case of a student identified as homeless pursuant to 42 USC 11434, available contact information for that student
3. The name of the school the student attends
4. A description of the nature of the student's problem relating to the proposed or refused initiation or change, including facts relating to the problem
5. A proposed resolution to the problem to the extent known and available to the complaining party at the time

Note: The IDEA 2004 Reauthorization made significant changes to the (1) timelines for filing a due process complaint, (2) procedures for amending the complaints, and (3) rules regarding the sufficiency of the complaint notice; see 20 USC 1415(b) and (f). 20 USC 1415(f)(3)(C), as amended, specifies that a due process complaint must be filed within two years of the date that the parent/guardian or Charter LEA knew or should have known about the situation that forms the basis of the complaint. However, federal regulations 34 CFR 300.662, set a different timeline and require a one year statute of limitations for filing a complaint. As amended by AB 1662 (Ch. 653, Statutes of 2005), Education Code 56500.2 reflects the federal regulations and states that a complaint must be filed within one year of the alleged violation. It is likely that federal regulations will be amended to clarify the inconsistency. In the meantime, Charter LEAs should consult with legal counsel as to the appropriate timeline.

Note: 20 USC 1415(c)(1) requires the Charter LEA to provide the following notice upon receipt of the due process complaint.

If the Charter LEA has not sent a prior written notice to the parent/guardian regarding the subject

matter contained in the parent/guardian's due process complaint notice, the Charter LEA shall send a response to the parent/guardian within 10 days of receipt of the complaint specifying: (20 USC 1415(c)(1))

1. An explanation of why the Charter LEA proposed or refused to take the action raised in the complaint
2. A description of other options that the individualized education program (IEP) team considered and the reasons that those options were rejected
3. A description of each evaluation procedure, assessment, record, or report the Charter LEA used as the basis for the proposed or refused action
4. A description of the factors that are relevant to the Charter LEA's proposal or refusal

If the Charter LEA has sent prior written notice to the parent/guardian regarding the subject matter of the parent/guardian's due process complaint, the Charter LEA shall, within 10 days of receipt, send a response specifically addressing the issues in the complaint. (20 USC 1415(c)(1))

Parties requesting a due process hearing shall file their request with the Superintendent of Public Instruction or designated contracted agency and give a copy of the request, at the same time, to the other party. (Education Code 56502)

Prior Written Notice

The Charter Chief Executive Officer or designee shall send to parents/guardians of any student with a disability a prior written notice within a reasonable time before: (Education Code 56500.4, 56500.5; 20 USC 1415(c); 34 CFR 300.503)

1. The Charter LEA initially refers the student for assessment
2. The Charter LEA proposes to initiate or change the student's identification, evaluation, educational placement or the provision of a free, appropriate public education
3. The Charter LEA refuses to initiate or change the identification, evaluation or educational placement of the student or the provision of a free and appropriate public education
4. The student graduates from high school with a regular diploma

This notice shall include: (20 USC 1415(c); 34 CFR 300.503)

1. A description of the action proposed or refused by the Charter LEA
2. An explanation as to why the Charter LEA proposes or refuses to take the action
3. A description of any other options that the IEP team considered and why those options were rejected
4. A description of each evaluation procedure, test, record or report the Charter LEA

- used as a basis for the proposed or refused action
5. A description of any other factors relevant to the Charter LEA's proposal or refusal
 6. A statement that the parents/guardians of the student have protection under procedural safeguards and, if this notice is not an initial referral for evaluation, the means by which a copy of the description of procedural safeguards can be obtained
 7. Sources for parents/guardians to obtain assistance in understanding these provisions

Students with disabilities and their parents/guardians shall be provided written notice of their rights in language easily understood by the general public and in the primary language of the parent/guardian or other mode of communication used by the parent/guardian, unless to do so is clearly not feasible. The notice shall include, but not be limited to, those rights prescribed by Education Code 56341. (Education Code 56341, 56506; 34 CFR 300.503)

If the native language or other mode of communication of the parent/guardian is not a written language, the Charter LEA shall take steps to ensure that: (34 CFR 300.503)

1. The notice is translated orally or by other means to the parent/guardian in his/her native language or other mode of communication
2. The parent/guardian understands the contents of the notice
3. There is written evidence that items #1 and #2 have been satisfied

Procedural Safeguards Notice

A procedural safeguards notice shall be made available to parents/guardians of students with a disability once a year and upon: (Education Code 56301; 20 USC 1415(d)(1))

1. Initial referral for evaluation
2. Each notification of an IEP meeting
3. Reevaluation of the student
4. Registration of a complaint
5. Filing for a pre-hearing mediation conference or a due process hearing

This notice shall include information on the procedures for requesting an informal meeting, pre-hearing mediation conference, mediation conference, or due process hearing; the timelines for completing each process; whether the process is optional; the type of representative who may be invited to participate; and the right of the parent/guardian and/or the Charter LEA to electronically record the proceedings of IEP meetings in accordance with Education Code 56341. A copy of this notice shall be attached to the student's assessment plan and referred to at each IEP meeting. (20 USC 1415(d)(2); Education Code 56321, 56321.5)

In addition, this notice shall include a full explanation of the procedural safeguards relating to independent educational evaluation; prior written notice; parental consent; access to educational records; opportunity to present complaints to initiate due process hearings; the student's placement while due process proceedings are pending; procedures for students who are subject to placement in an interim alternative educational setting; requirements for unilateral placement by parent/guardians of students in private schools at public expense; mediation; due process hearings; state-level appeals; civil action; attorney's fees, and the state's complaint procedure. (20 USC 1415(d)(2); 34 CFR 300.504)

CONFIDENTIALITY OF STUDENT RECORDS

The Charter LEA Governing Board recognizes the importance of keeping accurate, comprehensive student records as required by law. Procedures for maintaining the confidentiality of student records shall be consistent with state and federal law.

The Charter CEO or designee shall establish regulations governing the identification, description and security of student records, as well as timely access for authorized persons. These regulations shall ensure parental rights to review, inspect and copy student records and shall protect the student and the student's family from invasion of privacy.

The Charter CEO or designee shall designate a certificated employee to serve as custodian of records, with responsibility for student records at the Charter LEA level. At each school, the principal or a certificated designee shall act as custodian of records for students enrolled at that school. The custodian of records shall be responsible for implementing Board policy and administrative regulation regarding student records. (5 CCR 431) Legal Reference:

EDUCATION CODE

48201 Student records for transfer students who have been suspended/expelled

48904-48904.3 Withholding grades, diplomas, or transcripts of pupils causing property damage or injury; transfer of pupils to new school Charter LEAs; notice to rescind decision to withhold

48918 Rules governing expulsion procedures

49060-49079 Pupil records

49091.14 Parental review of curriculum

CODE OF CIVIL PROCEDURE

1985.3 Subpoena duces tecum

FAMILY CODE

3025 Access to records by non-custodial parents

GOVERNMENT CODE

6252-6260 Inspection of public records

HEALTH AND SAFETY CODE

120440 Immunizations; disclosure of information

WELFARE AND INSTITUTIONS CODE

681 Truancy petitions

16010 Health and education records of a minor

CODE OF REGULATIONS, TITLE 5

430-438 Individual pupil records

16020-16027 Destruction of records

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

300.500 Definition of "personally identifiable"

300.501 Opportunity to examine records for parents of student with disability

300.573 Destruction of information

COURT DECISIONS

Falvo v. Owasso Independent School District, 220 F.3d. 1200 (10th Cir. 2000)

Management Resources:

WEB SITES

U.S. Department of Education, Family Policy Compliance Office: <http://www.ed.gov/offices/OM/fpc/>

CONFIDENTIALITY OF STUDENT RECORDS

Charter LEAs shall establish, maintain and destroy pupil records according to regulations adopted by the State Board of Education. The following guidelines apply to confidential special education records.

Access:

Special education records are subject to the same privacy and access right as other Mandatory Interim pupil records. In addition, parents have the right to examine all school records of their child that relate to the identification, assessment, and educational placement of the child. Even though records may be stamped “confidential” or contain sensitive information, the parent or eligible student has full rights of access. Parents have the right to receive copies within five business days of making the request, either orally or in writing. A public educational agency may charge no more than the actual cost of reproducing the records, but if this cost prevents the parent from exercising their right to receive the copies, the copies shall be reproduced at no cost to the parents.

The LEA will not permit access to any child’s records without written parental permission except as follows:

- a. Charter LEA officials and employees who have a legitimate educational interest including a school system where the child intends to enroll
- b. Certain state and federal officials for audit purposes
- c. Certain law enforcement agencies for purposes listed in Education Code and Federal Law
- d. A pupil 16 years of age or older, having completed the 10th grade who requests access
- e. Students who are married even if younger than 18 years of age.
- f. Charter SELPA Employees

The LEA may release information from the student’s records for the following:

- a. In cases of emergency when the knowledge of such information is necessary to protect the health or safety of the child and/or others
- b. To determine the child’s eligibility for financial aid
- c. To accrediting organizations to the extent necessary to their function
- d. In cooperation with organizations conducting studies and research that does not permit the personal identification of children or their parents by persons not connected with the research and provided that their personally identifiable information is destroyed when no longer needed
- e. To officials and employees of private schools or school systems in which the child is enrolled or intends to enroll.

Test Protocols are considered to be a part of a pupil’s confidential file. Protocols must be maintained in a pupil’s confidential file and copies provided to the parent upon request.

Confidentiality of Records:

All procedural safeguards of the Individuals with Disabilities in Education Act shall be established and maintained. A custodian of records must be appointed by each LEA to ensure the confidentiality of any personally identifiable student information. This is usually the case manager, but may be another person who has been trained in confidentiality procedures.

The custodian of records is responsible for ensuring that files are not easily accessible to the public. Records of access are maintained for individual files, which include the name of party, date, and purpose of access.

Transfer of Records:

When a student moves from one school to another, records should be transferred in accordance with state and federal law. Federal law requires the LEA from which the student moves to notify the parent of the transfer of records along with the parent's right to review, challenge and/or receive a copy of the transferred record. California law specifies that the LEA which receives the student shall be responsible for the notification. Procedurally, both requirements can be met if the Charter LEA provides an annual notification to the parents of every student which specifies that records will be transferred and outlines the other rights cited above. This notice should be provided to all parents each fall and to the parents of every new student upon enrollment.

CALIFORNIA SCHOOLS ARE NOT REQUIRED TO OBTAIN PARENT PERMISSION TO FORWARD RECORDS - IN FACT, THEY ARE REQUIRED TO FORWARD RECORDS TO ANY CALIFORNIA SCHOOL OF NEW OR INTENDED ENROLLMENT "WITHIN FIVE (5) DAYS. * Records cannot be withheld for nonpayment of fees or fines. (Education Code §49068)

Mandatory Permanent Pupil records must be forwarded to all schools. (The original, or a copy, also must be retained by the sending LEA.) Mandatory Interim Pupil records must be forwarded to California public schools and may be forwarded to any other schools. Permitted pupil records may be forwarded at the discretion of the custodian of the records. Private schools in California are required to forward Mandatory Permanent Pupil Records.

If an agency or person provides a written report for the school's information, it becomes a part of the pupil's record and, as such, is available to the parent even though it may be marked "confidential." (Technically, it becomes a part of the record only when it is filed or maintained. The custodian of the records should give serious consideration to the educational value of sensitive information before routinely including it as a pupil record. As alternatives, the report may be summarized in a more useful form, it may be returned for revision, or it may be rejected and destroyed before it becomes a record.)

Correction or Removal of Information:

Parents have the right, on request, to receive a list of the types and locations of education records collected, maintained and used by the educational agency. Parents may challenge the content of the student's record if they believe the information in education records collected, maintained or used is inaccurate, misleading, or in violation of the privacy or other rights of the child. This right to challenge becomes the sole right of the student when the student turns 18 or attends a post-secondary institution. The request to remove or amend the content of the student record must be made in writing.

Within 30 days of receiving the request, the Charter CEO or designee shall meet with the parent/student and with the employee (if still employed) who recorded the information in question. The Charter CEO shall then decide whether to sustain the allegations and amend the records as requested or deny the allegations. If the allegations are sustained, the Charter CEO shall order the correction or removal and destruction of the information.

When a student grade is involved, the teacher who gave the grade shall be given an opportunity to state orally, in writing, or both, the reasons why the grade was given before the grade is changed either by the Charter CEO or at the decision of the LEA board. Insofar as practical, the teacher shall be included in all discussions relating to the changing of the grade.

If the Charter CEO disagrees with the request to amend the records, the parent/student may write within 30 days to appeal this decision to the LEA board. Within 30 days of receiving the written appeal, the LEA board shall meet in closed session with the parent and the employee (if still employed) who recorded the information in question. The Charter LEA governing board shall then decide whether or not to sustain or deny the allegations. If the Charter LEA governing board sustains any or all of the allegations, it shall order the Charter CEO to immediately correct or remove and destroy the information in question. The decision of the Charter LEA governing board is final. The records of the Charter LEA governing board proceedings shall be maintained in a confidential manner for one year, after which they will be destroyed, unless the parent initiates legal proceedings within the prescribed period relative to the disputed information.

If the final decision of the Charter LEA governing board is unfavorable to the parent or if the parent accepts an unfavorable decision by the Charter LEA, the parent shall have the right to submit a written statement commenting on the record or explaining any reasons the parent disagrees with the decision of the Charter CEO or the Charter LEA governing board. This explanation shall be included in the records of the child for as long as the record or contested portion is maintained by local educational agency. If the records of the child, or contested portion, is given by the agency to any party, the explanation must also be given to the party.

At the beginning of each school year, parents shall be notified of the availability of the above procedures for challenging student records.

In order to avoid potential challenges, it is recommended that Charter LEA staff receive training which alerts them to the requirements of privacy and access laws. To the degree that a statement describes a student's behavior, the statement can withstand challenges. Ambiguous terms should be avoided, and staff members should restrict their comments to areas of training. In addition, only those observations which have educational relevancy should be recorded. Statements describing unrelated family incidents or unsubstantiated claims are inappropriate for a student's record.

Record Classification and Destruction:

Pupil records—In fact, all school public records—are classified as continuing records until such time as their usefulness ceases. While they are continuing records, their destruction is governed by a rather complicated set of guidelines. Certain items are specifically excluded from destruction restrictions. CCR Title 5, §16020 indicates that copies of originals, pupil passes, tardy slips, admit slips, notes from home, including verification of illness and individual memorandum between employees of the Charter LEA are not records and may be destroyed at any time.

Other pupil-related records are defined within the three categories: mandatory permanent, mandatory interim, and permitted. (See below for a full explanation of each category.)

Mandatory Permanent pupil records become Class 1 permanent records when their usefulness ceases, and thus are never destroyed. *Caveat:* These records or a copy, are retained for every pupil who was ever enrolled in the Charter LEA. A copy of the mandatory permanent records is forwarded for students who transfer.

Mandatory Interim pupil records can be classified as Class 1 permanent or Class III disposable when their usefulness ceases. The Charter LEA is responsible for the classification subject to Charter LEA governing board approval. If mandatory interim records are classified as disposable, they are to be destroyed in accordance with CCR Title 5, §16027. This requires that they be retained for three years beyond the date of origination.

The third category of pupil records – Permitted - may be destroyed whenever their usefulness ceases without the waiting period. However, if a student transfers, graduates or otherwise terminates attendance, such records shall be held six months and then destroyed.

As Mandatory Permanent pupil records, special education records may be classified as Class III, disposable, when they are deemed as no longer useful. This could occur only after transfer or withdrawal from a special education program. Even after classified as disposable, Mandatory Interim records must be retained for at least three years beyond the date of the record's creation.

An important exception applies to those records which were used in assessment for a special education candidate who does not become a special education student. In such cases the records are Permitted pupil records and can be classified as Class III, disposable, and destroyed whenever their usefulness ceases.

PART C - TRANSITION

Charter schools in the Sonoma County Charter SELPA currently do not serve students in Part C or preschool students. If students are transitioning from preschool to a Charter LEA and are eligible for Part B services, the Charter LEA will participate to ensure a smooth and effective transition between programs.

Authority:
(CFR Title 34 §300.209(b))

STUDENTS WITH DISABILITIES ENROLLED BY THEIR PARENTS IN PRIVATE SCHOOL

It shall be the policy of this Charter LEA to assure that children with disabilities voluntarily enrolled by their parents in private school shall receive special education and related services in accordance with federal law, local procedures adopted by the student's district of residence, and the corresponding SELPA.

Legal References:

UNITED STATES CODE, TITLE 20
Section 1412(a)(10)(A)

COMPLIANCE ASSURANCES

It shall be the policy of the Sonoma County Charter SELPA that the local plan shall be adopted by the appropriate governing board(s) of each Charter LEA, and is the basis for the operation and administration of special education programs; and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act, Section 504 of Public Law and the provisions of the California Education Code, Part 30.

Legal References:

EDUCATION CODE

56205(A)(11)

56195.7

UNITED STATES CODE, TITLE 20

1412

GOVERNANCE

It shall be the policy of the LEA Charter to support and comply with the provisions of the governance structure and any necessary administrative support to implement the Local Plan.

Legal References:

EDUCATION CODE

56205(a)(12)
56001
56190-4
56195.1(b)(c)
56195.3
56205(b)(4)
56205(b)(5)
47640-47647
56195.7
56030
56200
56200(c)(2)
56140
56195
56140(b)(2)

UNITED STATES CODE, TITLE 20

1412(a)
1413(a)(1)
1413(a)(5)

GOVERNANCE

ADMINISTRATIVE UNIT

Pursuant to the provisions of Education Code Section 56030 et seq., the AU shall receive and distribute regionalized service funds, provide administrative support and coordinate the implementation of the Sonoma County Local Plan for Special Education in Charter Schools participating in the Charter Consortium for Special Education. The AU shall perform such services and functions required to accomplish the goals set forth in the plan.

The development of the annual service and budget plan shall coincide with the AU budget process.

California Education code Section 56200(c)(2) requires that the Local Plan, “specify the responsibilities of each participating county office and district governing board in the policy-making process, the responsibilities of the superintendent of each participating district and county in the implementation of the plan, and the responsibilities of district and county administrators of special education in coordinating the administration of the plan.” In accordance with this provision, the Sonoma County Charter Consortium for Special Education has developed the following governance structure and policy development and approval process.

RESPONSIBILITIES OF EACH GOVERNING BOARD IN THE POLICY-MAKING PROCESS AND PROCEDURES FOR CARRYING OUT THE RESPONSIBILITY

The governing board for each LEA charter and the County Board of Education approves the Agreement for Participation, Representations and Warranties, and the Local Plan for Special Education. As described within those documents, the Boards of Education delegate the administrative policy-making process and procedures for carrying out that responsibility to the governance structure of the SELPA.

RESPONSIBILITIES OF CHIEF EXECUTIVE OFFICERS-CHARTER EXECUTIVE COMMITTEE

The Charter Executive Committee, which includes the SELPA Director, approves policies and makes recommendations on special education financial matters to the Charter Council. The Executive Committee shall be made up of five (5) members of the Operations Council who will be selected by the Council by majority vote. The Sonoma County Superintendent shall serve as an ex officio member of the Executive Committee.

The Charter Executive Committee is responsible for:

- A. Approval of policy for special education programs and services which relate to the Charter SELPA Consortium.
- B. Approve requests to the risk pool as appropriate.
- C. Addressing specific needs of individual LEA Charters as the need arises.

- D. Organizing the subcommittees as necessary to meet special needs of the Charter SELPA Consortium;
- E. Receiving and reviewing input from the Community Advisory Committee.

Minutes of the Executive Committee meetings shall be transmitted to the full membership of the Council. In addition, financial issues regarding special education and other issues which are felt should be considered by the Council shall be placed on the agenda for discussion and/or action of the scheduled meetings.

CHARTER COUNCIL

A Charter Council will be in operation for the SELPA consisting of the Chief Executive Officers of each LEA. Organizations that operate more than one charter school may have a single representative for all schools operated, but such representative shall have a number of votes equal to the number of schools represented. A majority of the LEAs included in the Charter SELPA shall constitute a quorum. This group would meet regularly with the County Superintendent of Schools and/or designees to direct and supervise the implementation of the Local Plan.

CHARTER STEERING COMMITTEE

This Steering Committee serves in an advisory capacity to the SELPA Director. Each Charter School is entitled to select one representative for this committee – either a teacher or an administrator. Representatives commit to a full year of service, which would include meeting regularly for the purpose of advising the SELPA Director and receiving and disseminating direct program/instructional information.

SPECIAL EDUCATION COMMUNITY ADVISORY COMMITTEE- CAC

Each Charter School shall be entitled to select a parent representative to participate in the Special Education Community Advisory Committee to serve staggered terms in accordance with E.C. § 56191 for a period of at least two years. Selected parents will be the parent of a child with a disability. This group will advise the SELPA Director on the implementation of the Sonoma County Local Plan for Special Education in Charter Schools (“Local Plan”) as well as provide local parent training options in accordance with the duties, responsibilities and requirements of E.C. § 56190-56194.

Because of the geographic diversity anticipated within the Sonoma County Charter SELPA, many meetings will be conducted through the use of teleconferencing or video conferencing.

PERSONNEL QUALIFICATIONS

It shall be the policy of this Charter LEA to ensure that personnel providing special education related services meet the highly qualified requirements as defined under federal law, including that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular Charter LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the CDE about staff qualifications.

It shall be the policy of this Charter LEA that it will support and assist the state's efforts and activities to ensure an adequate supply of qualified special education, general education, and related services personnel. This shall include recruitment, hiring, training and efforts to retain highly qualified personnel to provide special education and related services under this part to children with disabilities.

Legal References:

EDUCATION CODE

56205(a)(13)
56058
56070

State Board Policy 6/11/98

UNITED STATES CODE, TITLE 20

1412(a)(14-15)
1413(a)(3)

PERSONNEL QUALIFICATIONS

Special Education Staff

Teachers assigned to serve students with disabilities shall possess the credential that authorizes them to teach the primary disability of the students within the program placement recommended in the student's individualized education program (IEP). (5 CCR 80046.5 through 80048.6) Special education teachers who teach core academic subjects shall possess the qualifications required by the No Child Left Behind Act. (20 USC 1401, 6319, 7801; 34 CFR 200.55-200.57, 300.18; 5 CCR 6100-6126)

Note: The federal No Child Left Behind Act (20 USC 6319; 34 CFR 200.55-200.57) requires all teachers of core academic subjects, in both Title I and non-Title I programs, to be "highly qualified" as defined in 20 USC 7801 and 5 CCR 6100-6126. A teacher is defined as "new to the profession" if they have graduated from an accredited institution of higher education and received a credential, or began an approved intern program, on or after July 1, 2002. A teacher is defined as "not new to the profession" if they graduated from an accredited institution of higher education and received a credential, or were enrolled in, or had completed, an approved intern program before July 1, 2002. (5 CCR 6100)

An elementary teacher who holds at least a bachelor's degree, is currently enrolled in an approved intern program for less than three years (or has a credential), and meets the applicable requirements in Section 6102 or 6103 as noted in the next two paragraphs, meets NCLB requirements as "highly qualified". (5 CCR 6101)

An elementary teacher who is new to the profession, in addition to having at least a bachelor's degree and either being currently enrolled in an approved intern program for less than three years or holding a credential, must have passed a validated statewide subject matter examination certified by the Commission on Teacher Credentialing (CTC), including, but not limited to the California Subject Examination for Teachers (CSET) Multiple Subjects, Multiple Subject Assessment for Teachers (MSAT), and National Teaching Exams (NTE). (5 CCR 6102)

An elementary teacher who is not new to the profession at the elementary level, in addition to having at least a bachelor's degree and either being currently enrolled in an approved intern program for less than three years or holding a credential, must have completed **either**:

1. a validated statewide subject matter examination that the CTC has utilized to determine subject matter competence for credentialing purposes,
- or**
2. a high objective uniform state standard evaluation (HOUSSE) conducted pursuant to 5 CCR 6104 and in conjunction with the teacher's evaluation and assessment pursuant to Education Code section 44662. (5 CCR 6103)

A middle or high school teacher, who holds at least a bachelor's degree, is currently enrolled in an approved intern program for less than three years or has a full credential, and who meets the applicable requirements in Section 6111 or 6112 as noted in the next two paragraphs, meets NCLB requirements as "highly qualified". (5 CCR 6110)

A middle or high school teacher who is new to the profession, in addition to having at least a bachelor's degree and either being currently enrolled in an approved intern program for less than three years or holding a credential in the subject taught, must have passed or completed **one** of the following for every core subject currently assigned:

1. a validated statewide subject matter examination certified by the CTC,
2. university subject matter program approved by the CTC,
3. undergraduate major in the subject taught,
4. graduate degree in the subject taught, **or**
5. coursework equivalent to undergraduate major.

Note: A new special education teacher who is currently enrolled in an approved special education intern program for less than three years or who holds a special education credential, and can demonstrate subject matter competence in mathematics, language arts, or science, may demonstrate competence in the other core academic subjects in which the teacher teaches through the HOUSSE contained in 5 CCR 6104 not later than two years after date of employment.

A middle or high school teacher who is not new to the profession, in addition to having at least a bachelor's degree and either being currently enrolled in an approved intern program for less than three years or holding a credential, must have passed or completed **one** of the following for every core subject currently assigned:

1. a validated statewide subject matter examination that the CTC has utilized to determine subject matter competence for credentialing purposes,
2. university subject matter program approved by the CTC,
3. undergraduate major in the subject taught,
4. graduate degree in the subject taught,
5. coursework equivalent to undergraduate major,
6. advanced certification or credentialing (National Board Certification), **or**

7. a high objective uniform state standard evaluation pursuant to 5 CCR 6104.

The Charter LEA must establish and maintain qualifications to ensure that personnel necessary to carry out the purposes of this part are appropriately and adequately prepared and trained, including that those personnel have the content knowledge and skills to serve children with disabilities.

Caseloads for special education staff are specified in Education Code 56362 for resource specialists (see "Resource Specialists" section below) and in Education Code 56363.3 and 56441.7 for language, speech and hearing specialists.

The Charter CEO or designee shall ensure that caseloads for special education teachers are within the maximum caseloads established by law, or set by the Charter LEA.

Resource Specialists

Education Code 56195.8 mandates entities providing special education to adopt policy related to resource specialists. The following section fulfills this mandate and should be revised for consistency with the policy and regulations of the SELPA in which the Charter LEA participates.

The Charter LEA Governing Board shall employ certificated resource specialists to provide services which shall include, but not be limited to (Education Code 56362):

1. Instruction and services for students whose needs have been identified in an individualized education program (IEP) and who are assigned to regular classroom teachers for a majority of the school day
2. Information and assistance to students with disabilities and their parents/guardians
3. Consultation with and provision of resource information and material regarding students with disabilities to their parents/guardians and other staff members
4. Coordination of special education services with the regular school programs for each student enrolled in the resource specialist program
5. Monitoring of student progress on a regular basis, participation in the review and revision of IEPs as appropriate, and referral of students who do not demonstrate sufficient progress to the IEP team
6. Emphasis at the secondary school level on academic achievement, career and vocational development, and preparation for adult life.

The resource specialist program shall be directed by a resource specialist who is a credentialed special education teacher or who has a clinical services credential with a special class

authorization, and who has three or more years of teaching experience, including both regular and special education teaching experience. (Education Code 56362)

No resource specialist shall have a caseload which exceeds 28 students. As necessary and with the agreement of the resource specialist, the Charter LEA Governing Board may request a waiver from the State Board of Education to increase the caseload to no more than 32 students, provided that an individual resource specialist does not have a caseload exceeding 28 students for more than two school years and has the assistance of an instructional aide at least five hours daily during the period of the waiver. (Education Code 56362; 5 CCR 3100)

Resource specialists shall not simultaneously be assigned to serve as resource specialists and to teach regular classes. (Education Code 56362)

Related Services Personnel and Paraprofessionals:

Related services personnel and paraprofessionals must have qualifications established by the Charter LEA that are consistent with any State-approved or State-recognized certification, licensing, registration, or other comparable requirements that apply to the professional discipline in which those personnel are providing special education or related services.

The Charter LEA must ensure that related services personnel who deliver services in their discipline or profession meet the requirements to be licensed within their profession, having not had certification or licensure requirements waived on an emergency, temporary, or provisional basis.

The charter LEA must allow paraprofessionals and assistants who are appropriately trained and supervised, in accordance with State law, regulation, or written policy, to be used to assist in the provision of special education and related services under this part to children with disabilities.

Legal Reference:

EDUCATION CODE

44250-44279 Credentials, especially:

44256 Credential types, specialist instruction

44265 Special education credential

56195.8 Adoption of policies

56361 Program options

56362 Resource specialist program, contents, direction; resource specialists, case-loads, assignments, instructional aide; pupil enrollment

56362.1 Caseload

56362.5 Resource specialist certificate of competence

56362.7 Bilingual-crosscultural certificate of assessment competence

56363.3 Average caseload limits

56441.7 Maximum caseload (programs for individuals with exceptional needs between the ages of three and five inclusive)

CODE OF REGULATIONS, TITLE 5

3051.1 Language, speech and hearing development and remediation; appropriate credential

3100 Waivers of maximum caseload for resource specialists

6100-6126 Teacher qualifications, No Child Left Behind Act

80046.5 Credential holders authorized to serve students with disabilities

80048-80048.6 Credential requirements and authorizations

UNITED STATES CODE, TITLE 20

1401 Definition of highly qualified special education teacher

6319 Highly qualified teachers

7801 Definitions, highly qualified teacher

CODE OF FEDERAL REGULATIONS, TITLE 34

200.55-200.57 Highly qualified teachers

200.61 Parent notification regarding teacher qualifications

300.18 Highly qualified special education teachers

300.156 Personnel Qualifications

Management Resources:

WEB SITES

California Association of Resource Specialists and Special Education Teachers:
<http://www.carsplus.org>

California Speech-Language-Hearing Association: <http://www.csha.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

PERFORMANCE GOALS AND INDICATORS

It shall be the policy of this Charter Local Education Agency (LEA) to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE.

Legal References:

EDUCATION CODE

56205(a)

UNITED STATES CODE, TITLE 20

1412(a)(16)

PARTICIPATION IN ASSESSMENTS

It shall be the policy of the Charter LEA that all students with disabilities shall participate in state and district-wide assessment programs. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments, consistent with state standards governing such determinations.

The CEO or designee shall administer mandatory student assessments within the state Standardized Testing and Reporting (STAR) Program as required by law and in accordance with CEO policy and administrative regulation.

Legal References:

EDUCATION CODE
56205(a)

UNITED STATE CODE, TITLE 20
1412(a)(17)

PARTICIPATION IN ASSESSMENTS

The LEAs within Sonoma County Charter SELPA are committed to all students having access to state and/or Charter LEA assessments. Through the IEP process each student's strengths and weaknesses will be evaluated as to the content of the Charter LEA and/or statewide assessment to determine appropriate means of access to the assessment(s).

The Charter SELPA IEP forms include an assessment plan as well as statements related to district and statewide assessment.

Special education students shall be tested with the designated state achievement test and the standards-based test, unless their individualized education program specifically identifies that the student will be tested with the California Alternate Performance Assessment (CAPA) or the California Modified Assessment (CMA). The IEP team will determine which assessment will be most appropriate for each student based on guidance provided by the California Department of Education.

A student shall be permitted to take exams or assessments with the accommodation(s) and/or modification(s) as identified in the IEP or 504 plan. These accommodations and/or modifications must be in compliance with the current "Testing Variations, Accommodations, and Modifications Matrix" provided by the California Department of Education.

School personnel have a responsibility to ensure special education students have appropriate accommodations and/or modifications to meet the individual needs of the students and allow access to all State and Charter LEA assessments. Each Charter LEA will follow and implement the California State Board of Education policies and administrative regulations related to assessment, data collection and waiver processes.

Legal References:

EDUCATION CODE

56205(a), 56345, 60640, 5 CCR 853, 5 CCR 850

SUPPLEMENTATION OF STATE, LOCAL AND OTHER FEDERAL FUNDS

Funds received by the Sonoma County Charter SELPA from Part B of the IDEA shall be expended in accordance with the applicable provisions of the IDEA and shall be used to supplement and not to supplant State, local and other Federal funds.

State and federal funds received by Sonoma County Charter SELPA are allocated and distributed among the local educational agencies in the SELPA according to the Sonoma County Charter SELPA adopted plan.

EDUCATION CODE:

56195
56195.7(i)
56205(a)(12)(D)(ii)(II)
56205(a)(16)
56841(a)(2)

Legal Reference:

20 USC §1413 (a)(2)(A)(ii)
34 CFR §300.202(a)

MAINTENANCE OF EFFORT

Federal funds available through Part B of the federal IDEA provided to the Sonoma County Charter SELPA shall not be used to reduce the level of expenditures for the education of children with disabilities made from local funds and/or combined level of local and state funds below the level of those expenditures for the preceding year except as provided in Federal law and regulations.

Legal References:

20 USC § 1413 (a)(2)

34 CFR §300.203

EDUCATION CODE

56205(a)(17)

56841

MAINTENANCE OF EFFORT (MOE)

Introduction

The Sonoma County Charter SELPA shall meet the federal maintenance of effort (MOE) regulations requiring that federal funds provided under Part B of the IDEA not be used to reduce the level of expenditures for the education of children with disabilities made from local funds below the level of those expenditures for the preceding fiscal year except as provided in federal law and regulations. This test must be met on either an aggregate or a per capita basis. (ref: Title 34 Code of Federal Regulations C.F.R. Sections 300.203-300.205).

Determination of Maintenance of Effort

The California Department of Education (CDE) monitors compliance with the MOE requirement at the SELPA level. The administrative unit (AU) of the Sonoma County Charter SELPA monitors compliance of its member LEAs. There are two required comparison tests determining MOE:

1. Budget vs. Actual Expenditures Comparison

Budgeted special education expenditures from local funds and/or combined level of local and state funds must equal or exceed prior year expenditures for each Charter LEA and for the Sonoma County Charter SELPA as a whole. Passing this test determines eligibility to receive IDEA Part B funds.

2. Actual Expenditures vs. Actual Expenditures Comparison

Actual special education expenditures from local funds and/or combined level of local and state funds must equal or exceed prior year expenditures for each Charter LEA and for the Sonoma County Charter SELPA as a whole. If the SELPA does not meet this test, it will be billed for the repayment of federal funds equal to the amount by which it reduced state and local spending.

Calculation of the Comparison Tests

The comparison tests are made by first taking into consideration if a reduction in expenditures occurred as a result of allowable exceptions to reduce the level of expenditures below that of the prior year (Test 1). If this comparison is not met, an adjustment is allowed for a portion of federal funds received in excess of the amount received in the prior year (Test 2). Whether expenditures from local/state funds equal or exceed prior year expenditures in total or on a per capita basis (Test 3).

Test 1

Compare taking into consideration one or more of the following exceptions (34 CFR Section 300.204):

1. The voluntary departure or departure for just cause, of special education or related services personnel
2. A decrease in the enrollment of children with disabilities
3. The termination of the obligation of the agency to provide a program of special education to a particular child with a disability that is an exceptionally costly program because the child:
 - a. Has left the jurisdiction of the agency
 - b. Has reached the age at which the obligation of the agency to provide FAPE to the child has terminated; or
 - c. No longer needs the program of special education
4. The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities
5. The assumption of cost by the high cost fund operated by the SEA under 34 CCR § 300.704(c).

Test 2

Compare using 50 percent of the increase in federal funding received that year over the prior year as “local funds” (34 CFR Section 300.205). This option can **only** be used if the freed up funds will be used for activities authorized under the Elementary and Secondary Education Act (ESEA) of 1965.

Test 3

1. Combined state and local funding sources are used for comparison.
2. When the capability exists to isolate “local only” funding sources, the comparison may be made using only “local” resources
3. Comparison may be either total amount or on a per capita (per child with a disability unless some other basis is permitted by the CDE for determining “per capita”) basis (34 CFR Section 300.203(b))

PUBLIC PARTICIPATION

It shall be the policy of this Charter LEA that public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities are held prior to the adoption of any policies and/or regulations needed to comply with part B of the IDEA.

Per the Charter Local Plan, policies are adopted by the Charter CEO Council. It is the practice that policies are presented for a first read and then brought back for revision, review and/or adoption at a second read. As adequate time occurs between the first and second readings, the Charter LEAs will have the policies available for review and comment by the public, parents of children with disabilities, or individuals with disabilities.

Legal References:

EDUCATION CODE
56205(a)

UNITED STATE CODE, TITLE 20
1412(a)(19)

SUSPENSION/EXPULSION

The Charter LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the Charter LEA further assures that policies, procedures and practices related to the development and implementation of the IEPs will be revised.

Legal References:

EDUCATION CODE

56205(a)

UNITED STATES CODE, TITLE 20

1412(a)(22)

SUSPENSION AND EXPULSION/DUE PROCESS

Note: The following administrative regulation reflects the 2004 reauthorization of the federal Individuals with Disabilities Education Act (IDEA) (20 USC 1400-1482), implementing federal regulations, effective October 13, 2006 (34 CFR 300.1-300.818, added by 71 Fed. Reg. 156), and conforming state legislation (AB 1662, Ch. 653, Statutes of 2005). Because federal regulatory provisions related to discipline were amended and renumbered pursuant to 71 Fed. Reg. 156, it is likely that further state legislation will be needed to conform state law to the new federal regulations. Note that in cases where state law provides greater protections to students, state law supersedes federal law.

Note: Neither state nor federal law requires that these procedures apply to students identified under the federal Rehabilitation Act of 1973, Section 504 (29 USC 794). However, in some instances, the Charter LEA may find it appropriate to apply portions of these procedures (e.g., the limitation that a student with a disability may not be suspended for more than 10 consecutive school days) to Section 504 students with an accommodation plan. Charter LEAs that wish to apply IDEA procedures to Section 504 students should modify the following regulation accordingly.

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act (IDEA) is subject to the same grounds for suspension and expulsion which apply to students without disabilities.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been officially identified as a student with disabilities pursuant to IDEA and who has engaged in behavior that violated Charter LEA's code of student conduct may assert any of the protections under IDEA only if the Charter LEA had knowledge that the student was disabled before the behavior that precipitated the disciplinary action occurred. (20 USC 1415(k)(5); 34 CFR 300.534)

The Charter LEA shall be deemed to have knowledge that the student has a disability if one of the following conditions exists: (20 USC 1415(k)(5); 34 CFR 300.534)

1. The parent/guardian has expressed concern to Charter LEA supervisory or administrative personnel in writing, or to a teacher of the student, that the student is in need of special education or related services.
2. The parent/guardian has requested an evaluation of the student for special education pursuant to 34 CFR 300.300-300.311.
3. The teacher of the student or other Charter LEA personnel has expressed specific concerns directly to the Charter LEA's director of special education or to other supervisory Charter LEA personnel about a pattern of behavior demonstrated by the

student.

The Charter LEA would be deemed to not have knowledge that a student is disabled if the parent/guardian has not allowed the student to be evaluated for special education services or has refused services. In addition, the Charter LEA would be deemed to not have knowledge if the Charter LEA conducted an evaluation pursuant to 34 CFR 300.300-300.311 and determined that the student was not an individual with a disability. When the Charter LEA is deemed to not have knowledge of the disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. (20 USC 1415(k)(5); 34 CFR 300.534)

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR 300.530, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (20 USC 1415(k)(5); 34 CFR 300.534)

Suspension

Note: Pursuant to 20 USC 1415(k)(1), 34 CFR 300.530, and a 1988 U.S. Supreme Court decision (Honig v. Doe), Charter LEAs receiving funds under the IDEA may suspend a student for no more than 10 consecutive or cumulative school days, as long as the removal does not constitute a change in placement pursuant to 34 CFR 300.536. Education Code 48903 specifies that a student may not be suspended for more than 20 cumulative school days in a school year.

Note: The Analysis of Comments to the federal regulations, 71 Fed. Reg. 156, pg. 46715, explains that whether a bus suspension or "in school suspension" would count as a day of suspension affecting the cumulative total depends on the unique circumstances of each case, such as whether bus transportation is part of the student's individualized education program (IEP). An "in-school suspension" or "supervised suspension classroom" as authorized by Education Code 48911.1 would not count towards the 20-day cumulative limit described above as long as the student is afforded the opportunity to continue to appropriately participate in the general curriculum, receive the services specified in his/her IEP, and participate with nondisabled students to the extent he/she would have in the current placement. However, the Charter LEA should be careful that such actions do not constitute a change of placement and should carefully monitor such suspensions.

The Charter CEO or designee may suspend a student with a disability for up to 10 consecutive or cumulative school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s) does not constitute a change in placement pursuant to 34 CFR 300.536. (Education Code 48903; 34 CFR 300.530)

The principal or designee shall monitor the number of days, including portions of days, in which a student with a valid individualized education program (IEP) has been suspended during the

school year.

Note: As added by 71 Fed. Reg. 156, 34 CFR 300.536 lists new factors under which a series of removals would constitute a change of placement, as specified below. If the removal is determined to be a change in placement, 34 CFR 300.530 requires the IEP team to determine the appropriate services.

The Charter LEA shall determine, on a case-by-case basis, whether a pattern of removals of a student from his/her current educational placement for disciplinary reasons constitutes a change of placement. A change of placement shall be deemed to have occurred under any of the following circumstances: (34 CFR 300.536)

1. The removal is for more than 10 consecutive or cumulative school days.
2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:
 - a. The series of removals total more than 10 school days in a school year.
 - b. The student's behavior is substantially similar to his/her behavior in previous incidents that resulted in the series of removals.
 - c. Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another, indicate a change of placement.
3. If the removal has been determined to be a change of placement as specified in items #1-2 above, the student's IEP team shall determine the appropriate educational services. (34 CFR 300.530)

Services During Suspension

Note: Pursuant to 20 USC 1412(a)(1)(A) and 34 CFR 300.530, a "free appropriate public education" (FAPE) must be available to all children, including any student with disabilities who has been suspended for more than 10 school days in a year. The Analysis of Comments to the federal regulations, 71 Fed. Reg. 156, pg. 46716, clarifies that the Charter LEA is not required to provide a student who has been suspended for more than 10 school days in a school year for disciplinary reasons exactly the same services in exactly the same setting as the student was receiving prior to the imposition of discipline. However, the special education and related services the student does receive must enable him/her to continue to participate in the general curriculum and to progress toward meeting the goals set out in his/her IEP. The Analysis of Comments, 71 Fed. Reg. 156, pg. 46717, clarifies that services need not be provided when a student is removed for 10 school days or less, as long as the Charter LEA does not provide

services to nondisabled students removed for the same amount of time.

Any student suspended for more than 10 school days in the same school year shall continue to receive services during the term of the suspension. School personnel, in consultation with at least one of the student's teachers, shall determine the extent to which services are needed as provided in 34 CFR 300.101(a), so as to enable the student to continue to participate in the general education curriculum in another setting and to progress toward meeting the goals as set out in his/her IEP. (20 USC 1412(a)(1)(A); 34 CFR 300.530)

If a student with disabilities is excluded from school bus transportation, the student shall be provided with an alternative form of transportation at no cost to the student or his/her parent/guardian, provided that transportation is specified in his/her IEP. (Education Code 48915.5)

Interim Alternative Educational Placement Due to Dangerous Behavior

Note: 20 USC 1415(k) and 34 CFR 300.530 permit an alternative placement for 45 school days when a student with a disability, while on school grounds, while going to or coming from school, or at a school function, either (1) carries or possesses a weapon, (2) knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance, or (3) inflicts serious bodily injury upon another person. "Serious bodily injury" is defined in 18 USC 1365 as bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty. This alternative placement decision may be made unilaterally by the Charter LEA.

Note: The term "weapon," as used below, refers to a "dangerous weapon" as defined in 18 USC 930 and includes any device which is capable of causing death or serious bodily injury. The term does not include a pocket knife with a blade of less than 2 1/2 inches in length.

The Charter LEA may unilaterally place a student with a disability in an appropriate interim alternative educational setting for up to 45 school days, without regard to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function: (20 USC 1415(k)(1)(G); 34 CFR 300.530)

1. Carries or possesses a weapon, as defined in 18 USC 930
2. Knowingly possesses or uses illegal drugs
3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V
4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365

The student's interim alternative educational setting shall be determined by his/her IEP team. (20 USC 1415(k)(1)(G), 34 CFR 300.531)

On the date the decision to take disciplinary action is made, the parents/guardians of the student shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

A student who has been removed from his/her current placement because of dangerous behavior shall receive services to the extent necessary to allow him/her to participate in the general education curriculum and to progress toward meeting the goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

Manifestation Determination

The following procedural safeguards shall apply when a student is suspended for more than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a change of placement of a student is contemplated due to a violation of the Charter LEA's code of conduct:

1. Notice: On the date the decision to take disciplinary action is made, the parents/guardians of the student shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)
2. Manifestation Determination Review: Immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

At the manifestation determination review, the Charter LEA, the student's parent/guardian, and relevant members of the IEP team (as determined by the Charter LEA and parent/guardian) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians, to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); 34 CFR 300.530)

- a. Caused by or had a direct and substantial relationship to the student's disability
- b. A direct result of the Charter LEA's failure to implement the student's IEP, in which case the Charter LEA shall take immediate steps to remedy those

deficiencies

If the manifestation review team determines that a condition in either #a or #b above was met, the conduct shall then be determined to be a manifestation of the student's disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

3. Determination that Behavior is a Manifestation of the Student's Disability: When the conduct has been determined to be a manifestation of the student's disability, the IEP team shall conduct a functional behavioral assessment, unless a functional behavioral assessment had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student. If a behavior intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

The student shall be returned to the placement from which he/she was removed, unless the parent/guardian and Charter LEA agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

Note: Education Code 48915.5 provides that, if a student is excluded from school bus transportation, alternative transportation must be provided at no cost, provided that transportation is specified in the student's IEP. See section entitled "Services During Suspension" above.

4. Determination that Behavior is Not a Manifestation of the Student's Disability: If the manifestation determination review team determines that the student's behavior was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

The student shall receive services to the extent necessary to participate in the general education curriculum in another setting and to allow him/her to progress toward meeting the goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

Due Process Appeals

Note: The Analysis of Comments to the federal regulations, 71 Fed. Reg. 156, pg. 46723, clarifies that the burden of proof in due process hearings is on the party that is responsible for the issue going forward to the due process hearing officer, consistent with the U.S. Supreme Court's decision in *Schaeffer v. Weast*. Thus, if the Charter LEA has requested that a hearing officer remove a student to an interim alternative educational setting, the burden of persuasion at the

hearing is on the Charter LEA.

If the parent/guardian disagrees with any Charter LEA decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances) or 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530(e), he/she may appeal the decision by requesting a hearing. The Charter LEA may request a hearing if the Charter LEA believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b). (20 USC 1415(k)(3); 34 CFR 300.532)

Whenever a hearing is requested as specified above, the parent/guardian or the Charter LEA shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508 (a)-(c), and 300.510-300.514.

If the student's parent/guardian or the Charter LEA has initiated a due process hearing under 34 CFR 300.532 as detailed above, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and Charter LEA agree otherwise. (20 USC 1415(k)(4); 34 CFR 300.533)

Readmission

Readmission procedures for students with disabilities shall be the same as those used for all students. Upon readmission, an IEP team meeting shall be convened.

Suspension of Expulsion

The Charter LEA Governing Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code 48917)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student with a disability, the principal or designee shall notify appropriate city or county law enforcement authorities of any act of assault with a deadly weapon which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of acts by any student with a disability which may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a suspension or expulsion of a student with disabilities, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any act by the student which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

Report to County Superintendent of Schools

Note: As amended by SB 1327 (Ch. 59, Statutes of 2006), Education Code 48203 requires the Charter CEO to report to the County Superintendent of Schools when any special education student has been expelled or suspended for more than 10 school days. Education Code 48203 specifies that it is the duty of the County Superintendent to examine the reports and, if any case exists in which the interest of the student or welfare of the state may need further examination, draw the reports to the attention of the Charter LEA Governing Board and the County Board of Education.

The Charter CEO or designee shall report to the County Superintendent when any special education student has been expelled or suspended for more than 10 school days. The report shall include the student's name, last known address, and the reason for the action. (Education Code 48203)

Legal Reference:

EDUCATION CODE

- 35146 Closed sessions (re suspensions)
- 35291 Rules (of governing board)
- 48203 Reports of severance of attendance of disabled students
- 48900-48925 Suspension and expulsion
- 56000 Special education; legislative findings and declarations
- 56320 Educational needs; requirements
- 56321 Development or revision of individualized education program
- 56329 Independent educational assessment
- 56340-56347 Individual education program teams
- 56505 State hearing

PENAL CODE

- 245 Assault with deadly weapon
 - 626.2 Entry upon campus after written notice of suspension or dismissal without permission
 - 626.9 Gun-Free School Zone Act
 - 626.10 Dirks, daggers, knives, razors or stun guns
- UNITED STATES CODE, TITLE 18
- 930 Weapons

1365 Serious bodily injury
UNITED STATES CODE, TITLE 20
1412 State eligibility
1415 Procedural safeguards
UNITED STATES CODE, TITLE 21
812(c) Controlled substances
UNITED STATES CODE, TITLE 29
706 Definitions
794 Rehabilitation Act of 1973, Section 504
CODE OF FEDERAL REGULATIONS, TITLE 34
104.35 Evaluation and placement
104.36 Procedural safeguards
300.1-300.818 Assistance to states for the education of students with disabilities, especially:
300.530-300.537 Discipline procedures
COURT DECISIONS
Schaffer v. Weast (2005) 125 S. Ct. 528
Parents of Student W. v. Puyallup School District, (1994 9th Cir.) 31 F.3d 1489
M.P. v. Governing Board of Grossmont Union High School District, (1994) 858 F.Supp. 1044
Honig v. Doe, (1988) 484 U.S. 305

Management Resources:

FEDERAL REGISTER

Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845

WEB SITES

California Department of Education, Special Education: <http://www.cde.ca.gov/sp/se>

U.S. Department of Education, Office of Special Education Programs:

<http://www.ed.gov/about/offices/list/osep/index.html>

ACCESS TO INSTRUCTIONAL MATERIALS

It shall be the policy of the Charter LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state adopted National Instructional Materials Accessibility Standard.

Legal References:

EDUCATION CODE
56205(a)

UNITED STATES CODE, TITLE 20
1412(a)(24)

OVERIDENTIFICATION AND DISPROPORTIONALITY

It shall be the policy of the Charter LEA to prevent the inappropriate overidentification or disproportional representation by race and ethnicity of students with disabilities.

Legal References:

EDUCATION CODE
56205(a)

UNITED STATES CODE, TITLE 20
1412(a)(24)

PROHIBITION ON MANDATORY MEDICINE

It shall be the policy of the Charter LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school, receiving an evaluation for special education, or receiving special education services.

Legal References:

EDUCATION CODE

56205(a)

UNITED STATES CODE, TITLE 20

1412(a)(25)

DATA

It shall be the policy of the Charter LEA to provide data or information to the SELPA and the California Department of Education that may be required by regulations.

Legal References:

EDUCATION CODE
56205(a)

UNITED STATES CODE, TITLE 20
1418 (a-d)

READING LITERACY

A. RATIONALE

Reading proficiency is an important goal for virtually all students who receive special education services. It is basic to ongoing school success and essential for successful participation in society. Without reading proficiency, students are excluded from full participation and opportunity to achieve academic success in school.

B. POLICY STATEMENT

In order to improve the educational results for students with disabilities, the Charter LEAs in the Sonoma County Charter SELPA ensure that all students who require special education will participate in reading instruction activities, just as do all other students in the Sonoma County Charter LEAs. In order to facilitate that effort, the Charter LEAs assure that special education instructional personnel will participate in staff development inservice opportunities in the area of literacy, including:

- a. information about current literacy and learning research;
- b. state-adopted student content standards and frameworks; and
- c. research-based instructional strategies for teaching reading to a wide range of diverse learners

Each of the Charter LEAs will include special education staff in their curriculum materials selection process, in order to support alignment with State standards. Each will also include all special education staff in all staff development on phonemics and phonics, as well as in any additional state or regional training based on new legislation, e.g., the California Reading and Literature Subject Matter Project, the rollouts on the frameworks, AB466 training.

The goals of the Charter LEAs are to increase the participation of students with disabilities in statewide student assessments, to increase the percentage of children with disabilities who are literate, and to assure that students with disabilities attain higher standards in reading.

In order to reach these goals, we assure that students with disabilities will have full access to:

1. all required core curriculum including state-adopted core curriculum textbooks and supplementary textbooks; and
2. instructional materials and support.

**ADMISSION OF LOCAL EDUCATION AGENCIES TO THE SONOMA COUNTY
CHARTER SELPA**

Any charter school may apply to the Charter SELPA Selection Committee to become a LEA member of the SELPA. Applications must be made to the SELPA on or before the date established by the AU, which generally would be April 1st of the school year preceding the school year in which the Charter LEA anticipates operating as a member within the SELPA. Charter LEA member status will not become effective prior to July 1st of the year in which final approval was granted. Once granted membership, the Charter LEA will participate in the governance of the SELPA in the same manner as all other Charter LEA members in the SELPA. If the Charter has been approved by the State Board of Education the timelines may be waived, in addition, the AU Superintendent can waive the timeline for consideration of a charter school application.

The applicant member will be deemed a member of the SELPA if the Charter SELPA Selection Committee determines that the Charter LEA has met all requirements as specified in this policy and the Local Plan. (The applicant Charter LEA will meet all other requirements, if any, from the California Department of Education and current SELPA to which the LEA belongs.) The SELPA requirements include an agreement to:

- Provide assurances that all eligible individuals with disabilities shall have access to appropriate special education programs and services
- Provide assurances of its knowledge and understanding of applicable special education laws
- Provide assurances that each certificated employee is appropriately credentialed to serve in his/her assignment
- Provide necessary staff as required to meet federal mandates
- Follow all requirements of the SELPA Local Plan
- Utilize SELPA approved forms
- Provide transportation as indicated in the student's IEP
- Provide assurances that the LEA understands its sole legal and financial responsibility to provide appropriate services to eligible student, and that the LEA shall not seek defense or indemnification from the SELPA or SELPA members unless liability is the result of acts or omissions of other agencies, their agents or employees, while performing services under an agreement.

To initiate an application, the interested Charter school must submit a letter of intent to the Sonoma County Charter SELPA Director. They must also submit the following:

- Completed comprehensive application
- Signed assurances
- Fiscal documents
- Detailed plan for service delivery
- One year notice or release from current SELPA

The Sonoma County SELPA Director will review the documents. The review will be provided to the Charter SELPA Selection Committee. This committee is comprised of:

- The Sonoma County Superintendent of Schools
- One Charter CEO selected by CEO Council
- One Charter CEO selected by the Sonoma County Superintendent of Schools

The Charter SELPA Selection Committee will meet, review all documents and approve or reject members. The Charter SELPA Selection Committee will inform the CEO Council members of their decision. The SELPA Director shall inform the Charter School of their decision.

Membership may be revoked by the CEO Council if it finds that the Charter LEA did any of the following:

- Committed a material violation of any of the conditions, standards, or procedures set forth in this policy or the Local Plan
- Failed to meet generally accepted accounting principles, failed to produce required financial information, or engaged in fiscal mismanagement of funds.
- Violated any provision of law applicable to the LEA relating to special education
- Has a history of complaints and non-compliance with CDE

The CEO Council shall examine the pattern of conduct by the LEA in implementing special education laws. The decision to revoke may be based on the ability of the LEA to cure and correct violations and/or the LEA's ability to ensure ongoing, consistent compliance with all applicable special education laws. The Charter LEA will be given notice in writing, and an opportunity to cure and correct the violations cited. The Charter LEA may request a meeting with the CEO Council to appeal and present their case. The decision of the CEO Council shall be final.

Federal Register §300.20(c) Treatment of Charter Schools and their students

**ADMISSION OF LOCAL EDUCATION AGENCIES TO THE SONOMA COUNTY
CHARTER SELPA**

Charter Schools who wish to join the Sonoma County Charter SELPA will need to follow the comprehensive process unless:

- A) They are a participating LEA Charter member adding a new start-up charter school
- B) They are a participating Charter Management Organization (CMO) SELPA member adding additional new charter school(s).
- C) CMO Charter SELPA member adding existing school(s).

In the case of either A or B above, the following process will be followed:

- 1.) Letter of Intent: The LEA Charter SELPA member or CMO Charter SELPA member will inform the SELPA Director and/or CEO Council by March 1st of their desire to add additional school(s) for the following school year.
- 2.) The Charter LEA SELPA member or CMO Charter SELPA member will provide the SELPA with information regarding the school, signed assurances and any other data requested by the Director. A plan for Special Education Service Delivery must also be included.
- 3.) The SELPA Director will review all information. The Director may approve the addition. If the Director has questions or concerns the information can be sent to the Charter SELPA Selection Committee.

In the case of C above, the following process will be followed:

- 1.) Provide one year notice to current SELPA of intent to leave (letter attached).
- 2.) Provide CASEMIS information of current students.
- 3.) Provide staff information and service delivery plan.
- 4.) Provide SARC and fiscal documents.

Charter School LEAs may apply to the Charter SELPA from the following paths:

- 1.) State Board Approved:
 - Completed comprehensive application including assurances, fiscal documents and detailed plan for service delivery.
- 2.) Charters who are currently operating in another SELPA:
 - Completed comprehensive application including assurances, fiscal documents, detailed plan for service delivery and an additional one year notice or release.
- 3.) New Start-Up Charters:
 - Completed comprehensive application including assurances, fiscal documents and detailed plan for service delivery.
- 4.) New Charter LEA from current members:
 - See requirement previously described in A.) above.
- 5.) New Charters from current CMO members:
 - See requirement previously described in B.) above.
- 6.) Transfer charters from CMO members:
 - See requirement previously described in C.) above.

BEHAVIORAL INTERVENTIONS FOR SPECIAL EDUCATION STUDENTS

A special education student's minor behavioral problems shall be subject to the disciplinary measures applicable to all students for such infractions.

When a child's behavior impedes the child's learning or that of others, the IEP team must consider strategies and supports, including positive behavioral interventions, to address that behavior consistent with the law and SELPA procedures. (20 U.S.C. § 1414(d)(3)(B)(i); 34 C.F.R. § 300.346(a)(2)(i), (b); Ed. Code § 56341.1, subd. (b)(1).)

The Charter CEO or designee shall ensure that staff is informed of the Sonoma Charter SELPA's policy and regulations governing the systematic use of behavioral and emergency interventions.

Legal Reference:

EDUCATION CODE

49001 Prohibition of corporal punishment
56321 Notice of parental rights; consent of parents
56500-56507 Procedural safeguards, including due process rights
56521.1-56521.2 Emergency Interventions
56523 Behavioral Interventions
56525 Board Certified Behavior Analyst

UNITED STATES CODE, TITLE 20

1414 Individualized Education Programs

CODE OF FEDERAL REGULATIONS, TITLE 34

300.1-300.818 Assistance to states for the education of students with disabilities

BEHAVIORAL INTERVENTIONS FOR SPECIAL EDUCATION STUDENTS

A special education student's behavior shall be subject to the disciplinary measures applicable to all students for such infractions unless it is a serious behavior problem as defined below.

Behavioral problems shall be addressed through the systematic use of behavioral and emergency interventions as provided below.

When a child's behavior impedes the child's learning or that of others, the IEP team must consider strategies and supports, including positive behavioral interventions, to address that behavior. (20 U.S.C. § 1414(d)(3)(B)(i); 34 C.F.R. § 300.346(a)(2)(i), (b); Ed. Code § 56341.1, subd. (b)(1).)

A Charter LEA *may* employ a Board Certified Behavior Analyst ("BCBA") to conduct behavior assessments and provide behavioral intervention services, but the law does not require that these services be provided by a BCBA. (Ed. Code, § 56525.)

Note: With the Repeal of the Hughes Bill, (Assembly Bill 86, effective July 1, 2013 ("AB 86")) the law does not contain a specific definition of "behavioral intervention" and does not impose any specific requirements for how to conduct or implement a behavior assessment or behavior intervention plan. LEAs are no longer required to conduct a Functional Analysis Assessment ("FAA") for students with serious behavioral problems. (Ed. Code, § 56523.)

1.

Behavioral Intervention Plan

Note: As amended in Federal Register Vol. 64, No. 48, 34 CFR 300.530 requires that a functional behavioral assessment and behavioral intervention plan be developed no later than 10 business days after a student is suspended for more than 10 school days in a school year or after a change of placement occurs.

Within 10 business days after removing a student for more than 10 school days in a school year or commencing a removal that constitutes a change in placement, the Charter LEA shall implement a behavioral intervention plan in accordance with 34 CFR 300.530, Board policy and administrative regulation.

Note re Terminology: BIP and BSP

The IDEA uses the term Behavior Intervention Plan ("BIP") to refer to a less intensive behavior plan developed by the IEP team. Previously, the Hughes Bill (repealed by AB 86) used the term "BIP" to refer to a more intensive behavior plan required whenever an FAA is performed. California also had previously used the term Behavior Support Plan ("BSP") to distinguish between the less intensive plan required by the IDEA and the more-intensive "BIP" required by the Hughes Bill. Now, with the repeal of the Hughes Bill by AB 86 it is recommended that Charter LEAs use only the term BIP for all types of behavior plans. (Ed. Code, § 56523.)

Emergency Interventions

Emergency interventions not specified in a student's behavioral intervention plan shall be used only when necessary to control unpredictable, spontaneous behavior which poses clear and present danger of serious physical harm to the individual with exceptional needs, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. Emergency interventions shall not be used as a substitute for systematic behavioral intervention plans that is designed to change, replace, modify, or eliminate a targeted behavior. No emergency intervention shall be employed for longer than is necessary to contain the behavior. A situation that requires prolonged use of an emergency intervention shall require staff to seek assistance of the school site administrator or law enforcement agency, as applicable to the situation. (Ed. Code, § 56521.1 (a) through (c).)

Only emergency interventions approved by the Sonoma County Charter SELPA may be used. No emergency intervention shall be used for longer than is necessary to contain the behavior. The following emergency interventions, included in “management of assaultive behavior” training, are approved by the Sonoma County Charter SELPA for use by **CPI (Crisis Prevention Institute) trained staff only** and may only be used as a ***last resort when a person is a danger to self or others***:

- a.) CPI’s Personal Safety Techniques
- b.) Nonviolent Physical Crisis Intervention and Team Intervention:
 - ✓ “children’s control position” for students who are considerably smaller than the staff person
 - ✓ “team control position” utilizing at least two team members
 - ✓ “transport position” utilizing at least two team members
 - ✓ “interim control position”

Parents/guardians/residential care provider, if appropriate, shall be notified within one school day whenever emergency intervention is used or serious property damage occurs. A behavior emergency report shall immediately be completed, kept in the student's file, and forwarded to the Charter CEO or designee for review. This report shall include: (Ed. Code § 56521.1 (e).)

1. The name and age of the student
2. The setting and location of the incident

3. The name of the staff or other persons involved
4. A description of the incident and the emergency intervention used
5. A statement of whether the student is currently engaged in a systematic behavioral intervention plan
6. Details of any injuries sustained by students or others, including staff, as a result of the incident

If the behavior emergency report is for a student who does not have a behavioral intervention plan, the Charter CEO or designee shall, within two days, schedule an IEP team meeting to review the emergency report, determine the necessity for a functional behavioral assessment, and determine the necessity for an interim plan. The IEP team shall document the reasons for not conducting the functional behavioral assessment and/or not developing an interim plan. (Ed. Code § 56521.1 (g).)

If the behavior emergency report is for a student who has a positive behavioral intervention plan, any incident involving a previously unseen serious behavior problem or where a previously designed intervention is not effective shall be referred to the IEP team. The IEP team shall review the incident and determine whether the student's behavioral intervention plan needs to be modified. (Ed. Code § 56521.1 (h).)

Sonoma

All behavioral emergency reports shall immediately be forwarded to, and reviewed by, a designated responsible administrator. (Ed. Code § 56521.1 (f).)

Prohibited Interventions

The Charter LEA prohibits any use of the following: (Ed. Code, § 56521.2))

1. Any intervention designed or likely to cause physical pain
2. Releasing noxious, toxic or otherwise unpleasant sprays, mists or substances near the student's face
3. Any intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort or access to the bathroom
4. Any intervention that subjects the student to verbal abuse, ridicule, humiliation or excessive emotional trauma

5. Use of any material or objects which simultaneously immobilize all hands and feet, except that prone containment or similar techniques may be used by trained staff as a limited emergency intervention
6. Locked seclusion, unless in a facility otherwise licensed or permitted by law to use a locked room
7. Any intervention that precludes adequate supervision of the student
8. Any intervention that deprives the student of one or more of his/her senses
9. Force exceeding what is reasonable and necessary under the circumstances

Legal Reference:

EDUCATION CODE

49001 Prohibition of corporal punishment
56321 Notice of parental rights; consent of parents
56341.1 Individualized Education Plans
56500-56508 Procedural safeguards, including due process rights
56521.1-56521.2 Emergency Interventions
56523 Behavioral Interventions
56525 Board Certified Behavior Analyst

CODE OF REGULATIONS, TITLE 5

3001 Definitions

UNITED STATES CODE, TITLE 20

1412 State eligibility
1414 Individualized Education Programs
1415 Procedural safeguards

CODE OF FEDERAL REGULATIONS, TITLE 34

300.1-300.818 Assistance to states for the education of students with disabilities

Management Resources:

FEDERAL REGISTER

Rules and Regulations, August 14, 2006, Vol. 71, Number 156, page 46539-46845

NONPUBLIC, NONSECTARIAN SCHOOL AND AGENCY SERVICES FOR SPECIAL EDUCATION

Nonpublic, nonsectarian school (NPS) and agency (NPA) services shall be available to pupils in the Sonoma County Charter SELPA. When no appropriate public educational services are available within the Sonoma County Charter SELPA, neighboring counties or SELPAs, or state special schools, a designated member of the IEP team or the Sonoma County Charter SELPA Director shall contact the Charter LEA CEO/designee if this type of placement might be considered at an upcoming IEP meeting.

The Charter LEA Governing board may contract with state-certified nonpublic, nonsectarian schools or agencies to provide special education services or facilities when an appropriate public education program is not available.

When entering into agreements with nonpublic, nonsectarian schools or agencies, the Charter LEA Board shall consider the needs of the individual student and the recommendations of the individualized education program (IEP) team. The IEP team shall remain accountable for monitoring the progress of student placed in nonpublic, nonsectarian programs towards the goals identified in each student's IEP.

Legal References:

EDUCATION CODE

- 56034-56035 Definitions of nonpublic, nonsectarian school and agency
- 56042 Placement not to be recommended by attorney with conflict of interest
- 56101 Waivers
- 56163 Certification
- 56168 Responsibility for education of student in hospital or health facility school
- 56195.8 Adoption of policies
- 56360-56369 Implementation of special education
- 56711 Computation of state aid
- 56740-56743 Apportionments and reports
- 56760 Annual budget plan; services proportions
- 56775.5 Reimbursement of assessment and identification costs

GOVERNMENT CODE

- 757-7588 Interagency responsibilities for providing services to children with disabilities, especially:
 - 7572.55 Seriously emotionally disturbed child; out-of-state placement

FAMILY CODE

- 7911-7912 Interstate compact on placement of children

WELFARE AND INSTITUTIONS CODE

- 362.2 Out-of-home placement for IEP

727.1 Out-of-state placement of wards of court
CODE OF REGULATIONS, TITLE 5
3001 Definitions
3061-3069 Nonpublic, nonsectarian school and agency services
UNITED STATES CODE, TITLE 20
1400-1482 Individuals with Disabilities Education Act
CODE OF FEDERAL REGULATIONS, TITLE 34
300.129-300.148 Children with disabilities in private schools
COURT DECISIONS
Agostini v. Felton, (1997) 521 U.S. 203, 117 S.Ct. 1997

Management Resources:

CDE LEGAL ADVISORIES

0317.99 Nonpublic School/Agency Waivers and Reimbursement to parents

FEDERAL REGISTER

Rules and Regulations, August 114, 2006, Vol. 71, Number 156, page 46539-46845

WEB SITES

CDE: <http://www.cde.ca.gov>

Us Department of Education, Office of Special Education and Rehabilitative Services:

[http://www. Ed.gov/offices/OSERS](http://www.Ed.gov/offices/OSERS)

**NONPUBLIC, NONSECTARIAN SCHOOL AND AGENCY SERVICES FOR SPECIAL
EDUCATION**

Placement and Services

Note: As amended in Register 99, No. 13, 5 CCR 3060 and 3061 specify new requirements regarding special education classes offered in non-public, nonsectarian schools and agencies. These requirements detail the staffing requirements for instructors, including the credentials that instructors must hold; the eligibility requirements for such credentials; and the number of instructors required per school or agency. Pursuant to 5 CCR 30664, the California Department of Education may issue conditional certifications to allow agencies and schools time to comply with the new requirements.

Procedures specified in law shall govern the selection of appropriate nonpublic school or agency services.

Note: Additional requirements related to contracts and personnel with nonpublic schools or agencies are specified in Education Code 56366 and 56366.3

Contracts with a nonpublic school or agency shall include an individual services agreement negotiated for each student. Individual services agreements shall be for the length of time for which nonpublic, nonsectarian school services are specified in the student's individualized education program (IEP), not to exceed one year. Changes in educational instruction, services or placement shall be made only on the basis of revisions to the student's IEP. (Education Code 56366)

The master contract shall specify the general administrative and financial agreements between the nonpublic, nonsectarian school or agency and the Charter LEA to provide the special education and designated instruction and services, as well as transportation specified in the student's IEP. The administrative provisions of the contract shall also include procedures for record keeping and documentation, and the maintenance of school records by the contracting charter LEA to ensure that appropriate high school graduation credit is received by the student. The contract may allow for partial or full-time attendance at the nonpublic nonsectarian school. (Education Code 56366)

Note: The nonpublic school or agency must be certified as meeting state standards pursuant to Education Code 56366. Contracts may be terminated for cause with 20 days notice; however, the availability of a public education program initiated during the period of the contract cannot give cause for termination unless the parent/guardian agrees to transfer the student to the program.

The master contract shall include a description of the process being utilized by the Charter LEA to oversee and evaluate placements in nonpublic, nonsectarian schools. This description shall

include a method for evaluating whether the student is making appropriate educational progress. (Education Code 56366)

The Charter CEO or designee of an elementary Charter LEA shall notify a high school district of all students placed in nonpublic school or agency programs prior to the annual review of the IEP for each student who may transfer to the high school district. (5 CCR 3068)

When a special education student meets the district requirements for completion of prescribed course of study as designated in the student's IEP, the district which developed the IEP shall award the diploma. (5 CCR 3069)

Out-of-State Placements

Note: Government Code 7572.55 and Welfare and Institutions Code 362.2 and 727.i, as amended by SB 933 (Ch. 311, Statutes of 1998) relate to the out-of-state placement of children who are seriously emotionally disturbed and/or wards of the court. Such placements may be made only after in-state alternatives have been considered and found not to meet the child's needs.

Before contracting with a nonpublic, nonsectarian school or agency outside California, the Charter CEO or designee shall document the district's efforts to find an appropriate program offered by a nonpublic, nonsectarian school or agency within California. (Education Code 56365)

Within 15 days of any decision for an out-of-state placement, the student's IEP team shall submit to the Superintendent of Public Instruction a report with information about the services provided by the out-of-state program, the related costs, and the district's efforts to locate an appropriate public school or nonpublic, nonsectarian school or agency within California (Education Code 56365)

If the Charter LEA decides to place a student with a nonpublic, nonsectarian school or agency outside the state, the Charter LEA shall indicate the anticipated date of the student's return to a placement within California and shall document efforts during the previous year to return the student to California (Education Code 56365)

Placement Procedures

The Charter LEA administrator or designee shall review all documented efforts to utilize all public school options prior to utilizing an NPS or NPA. The Charter LEA will process referrals and locate an appropriate nonpublic school to meet the student's needs. The Sonoma County Charter SELPA may assist and/or collaborate with the Charter LEA to locate an appropriate NPS.

Each Charter LEA agrees to use the Master Contract and Individual Service Agreement adopted by the Sonoma County Charter SELPA. The SELPA office will ensure that the Master Contract has been approved by the Sonoma County Charter SELPA legal counsel and is updated per federal or state requirements. The NPS is required by the Master Contract and the IEP to annually evaluate the pupils (formally and informally) to determine if the student is making appropriate educational progress. As part of the IEP review process, each Charter LEA that contracts with a NPS shall evaluate the placement of its pupil(s) in such a school on at least an annual basis. The Charter LEA representative shall collaboratively review the NPS evaluation data to ensure that the results are appropriate, reliable, and valid for measuring pupil progress. The Charter LEA may determine to conduct the evaluation(s) and/or choose to administer additional assessments with parent consent.

Legal References:

EDUCATION CODE
56205(c)
56198(b)(1)

ADMINISTRATION

Conflict of Interest

Every public agency is required to adopt and promulgate Conflict of Interest Codes in compliance with the Political Reform Act, Government Code section 81000, et seq. The Fair Political Practices Commission has adopted a standard set of regulations which contains the terms of the Conflict of Interest Code. (CCR, Title 2, Sec. 18730)

The standard regulations, enumerated in California Code of Regulations, Title 2, Sec. 18730, are hereby incorporated by reference. The Sonoma County Charter SELPA Chief Executive Officer's Council "CEO Council" members shall abide by the terms of the standard regulation.

Copies of the standard regulations can be obtained from the Sonoma County Charter SELPA.

Each participating charter in the Sonoma County Charter SELPA shall be responsible for adopting appropriate conflict of interest and ethics policies and regulations applicable to their representatives.

2 CCR § 18730

APPENDIX

Designated Positions/Disclosure Categories

It has been determined that persons occupying the following positions manage public investments and shall file a full statement of economic interests pursuant to Government Code 87200:

- Governing Board Members
- Superintendent of Schools

1. Persons occupying the following positions are designated employees in **Category 1** [public officials who manage public investments]:

- Deputy/Assistant/Associate Superintendent

Designated persons in this category must report:

- a. Interests in real property located entirely or partly within district/county office boundaries, or within two miles of district/county office boundaries or of any land owned or used by the district/county office. Such interests include any leasehold, beneficial or ownership interest or option to acquire such interest in real property.
- b. Investments or business positions in or income from sources which:
 - (1) Are engaged in the acquisition or disposal of real property within the district/county office
 - (2) Are contractors or subcontractors which are or have been within the past two years engaged in work or services of the type used by the district/county office or
 - (3) Manufacture or sell supplies, books, machinery or equipment of the type used by the district/county office.

2. Persons occupying the following positions are designated employees in **Category 2** [positions which involve the making or participation in the making of decisions which may foresee ably have a material effect on any financial interest]:

- None

Designated persons in this category must report investments or business positions in or income from sources which:

- a. Are contractors or subcontractors engaged in work or services of the type used by the department which the designated person manages or directs, or
 - b. Manufacture or sell supplies, books, machinery or equipment of the type used by the department which the designated person manages or directs. For the purposes of this category a principal's department is his/her entire school.
3. Consultants may also be designated employees who must disclose financial interests as determined on a case-by-case basis by the Superintendent or designee. The Superintendent or designee's written determination shall include a description of the consultant's duties and a statement of the extent of disclosure requirements based upon that description. All such determinations are public records and shall be retained for public inspection along with this conflict of interest code.

A consultant is an individual who, pursuant to a contract with the district/county office, makes a governmental decision whether to: (2 CCR 18701)

- a. Approve a rate, rule or regulation
- b. Adopt or enforce a law
- c. Issue, deny, suspend or revoke a permit, license, application, certificate, approval, order or similar authorization or entitlement
- d. Authorize the district/county office to enter into, modify or renew a contract that requires district/county office approval
- e. Grant district/county office approval to a contract or contract specifications which require district/county office approval and in which the district/county office is a party
- f. Grant district/county office approval to a plan, design, report, study or similar item
- g. Adopt or grant district/county office approval of district/county office policies, standards or guidelines

A consultant is also an individual who, pursuant to a contract with the district/county office, serves in a staff capacity with the district/county office and in that capacity participates in making a governmental decision as defined in 2 CCR 18702.2 or performs the same or substantially all the same duties for the district that would otherwise be performed by an individual holding a position specified in the district's Conflict of Interest Code. (2 CCR 18701)

What can you do?

- Attend a meeting in person or on-line
- Increase community participation by inviting another parent or educator to attend a meeting
- Offer to represent your Charter School

What does the CAC do?

- √ Increases parent awareness of changes in special education laws
- √ Informs parents of resources within the community
- √ Serves in an advisory capacity in the review and development of the Local Plan for Special Education
- √ Recommends annual priorities to be addressed by the SELPA
- √ Encourages community involvement in the development of the Local Plan
- √ Assists in parent education and recruitment

What issues are important to you?
How can the CAC help *you* support your child in school?

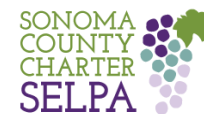
Your voice is important!

Contact us with your thoughts and ideas, and be sure to include contact information.
Send an email to cconrado@sonomaselpa.org or call our toll-free number (855) 315-3119



What is the CAC?

Each SELPA (Ed Code 56190) in California is mandated to have a Community Advisory Committee that works with the SELPA to help address the needs of the students in Special Education. The CAC includes parent representatives from each Charter School, educators and community members.



Community Advisory Committee (CAC) 2013-14

Sonoma County Charter SELPA (Special Education Local Plan Area)

5340 Skylane Boulevard
Santa Rosa, CA 95403
(855) 315-3119
(707) 524-2750

www.charter.sonomaselpa.org

Catherine Conrado, Ed.D, Director

Charter School Members in the Sonoma County Charter SELPA and CAC:

- ⊗ Academy of Alameda
- ⊗ Big Sur Charter
- ⊗ Charter School of Morgan Hill
- ⊗ Cornerstone Academy
- ⊗ Golden Oak Montessori
- ⊗ Latino College Prep/NHU Foundation
- ⊗ Monterey Bay Charter
- ⊗ Oakland Unity
- ⊗ Oasis Charter Public School
- ⊗ Silver Oak Montessori
- ⊗ Voices College-Bound Academy

Meeting Information:

All meetings are open to the public. All interested parents, teachers and community members interested in special education in our charter schools.

Schedule and topics:

March 20, 2014

10:00 – 11:30 a.m. “Parents’ Role in the IEP Process”

Presented by Carlo Rossi, Independent Advocate via *Gotomeeting* (electronically)

Physical Location: Oasis Charter School, 135 Westbridge Pkwy., Salinas

May 23, 2014

Time and Location: TBD

“Managing Your Child’s Behavior at Home”

Meeting announcements are sent to parents through their charter school and are on our website:

www.charter.sonomaselpa.org

Revised 02/2014

Interpreter Services

If you need interpreter services, contact your charter school, the SELPA office at (855) 315-3119 or email lscigliano@sonomaselpa.org

Parent Publications

The following publications are available in English and Spanish from the Sonoma County SELPA website:

- Additional copies of the CAC brochure
- Special Education Rights of Parents and Children

You may also contact *Parents Helping Parents*, a federally-funded support center at www.php.com or (855) 727-5775 toll-free



Help with Understanding Your Rights and Your Child’s IEP

If you have talked with your child’s special education teacher and principal and still need help, the Sonoma County Charter SELPA offers a toll-free phone number for parent information

(855) 315-3119

Student Name: _____

Grade Level: 0 _____

1 = Almost never 2 = Sometimes 3 = Frequently 4 = Almost always

CIVIC SKILLS AND BEHAVIORS	B1	B2	B3
Personal Responsibility			
Personally Responsible Behavior			
Makes responsible choices during independent work or free time	2	1	
Raises hand before speaking	3	2	
Shows impulse control	2	1	
Uses materials respectfully	3	3	
Picks up belongings	3	3	
Productive Work Habits			
Makes efficient use of class time	2	2	
Participates in class and actively engages in the material	3	2	
Works independently with minimum teacher support.	3	2	
Completes class assignments	3	3	
Works with care and shows best effort	3	3	
Caring for Others			
Shares materials with others	3	3	
Is sympathetic toward others' pain or struggles	3	2	
Voluntarily helps peers who require it	3	3	
Does not tease others based on characteristics that are different from him/her	3	2	
Caring for Group or Community			
Demonstrates concern for needs in the class or community.	3	2	
Is cooperative in group situations with peers	3	2	
Puts trash and recycling items in appropriate receptacles	3	3	
Does not waste resources/materials	3	3	
Leadership			
Leads by setting a good example for others	2	2	
Takes care of others	3	3	
Perspective Taking Skills			
Changes behavior if it negatively affects others	3	1	
Critical Thinking Skills			
Is able to give reasons for his/her opinions	3	3	
Brainstorms different solutions to problems	3	3	
Communication Skills			
Listens while others are speaking (e.g., as in circle or sharing time)	3	2	
Expresses needs and feelings in a constructive manner	2	2	
Shows appropriate body language to demonstrate active listening (e.g. faces the speaker, nods head, etc.)	3	1	
Leadership: Communication Skills			
Confidently and clearly expresses her/his thoughts in front of a group	3	3	
Group Membership Skills			
Can accept not getting her/his own way	2	2	
Takes turns when in groups	2	2	
Can work in pairs or small groups	3	3	
Conflict Resolution Skills			
Appropriately copes with aggression from others (e.g., tries to avoid a fight, walks away, seeks assistance)	3	2	
Expresses emotions appropriately (e.g. without becoming violent or shutting down for long periods of time)	2	2	
Uses I messages or other respectful communication to resolve problems	3	3	

1. Parent Signature: _____ Date: _____

TEACHERS COLLEGE SURVEY RESEARCH INITIATIVE

Voices College-Bound Language Academy
Satisfaction Survey for Students

Dear Students,

We need your help to find out what you think about our school. This is not a test. There are no right or wrong answers.

We hope that you will be totally honest and answer the questions in a way that shows how you really feel. This will help our school become a better place for all students.

Thank you!

1. What school do you attend?

- Voices College-Bound Language Academy

2. I am in grade:

3. I am a:

- Boy
- Girl

My Teachers and the School Principal

I feel that...

	Yes	No	Don't know / Does not apply
4. My teachers care about me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. My teachers expect me to do my best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. My teachers are fair about rewards and punishments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. My teachers believe that all students can do well in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. My teachers explain ideas clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. My teachers show respect for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. My teachers ask me to answer questions in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I can talk to my teachers when I have a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I can meet with my teachers for extra help before school or after school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I know how I am doing in my classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. My principal knows my name.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I often see my principal walking around the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My Classroom

I feel that...

	Yes	No	Don't know / Does not apply
16. I know what I am supposed to learn and why it's important.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. I do work that helps me get ready for the next grade.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Sometimes in class, we work in groups instead of by ourselves.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. My homework helps me practice what I learn in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. It is important to learn two languages.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My School

I feel that...

	Yes	No	Don't know / Does not apply
21. My school is clean outside (little trash or graffiti)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. My school is clean inside, including the bathrooms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. I feel safe at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Most of the students are well-behaved at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. My school teaches me to respect others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. If I could, I would like to go to this school again next year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. I would recommend my school to someone else.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Comments

28. The thing I like most about my school is:

29. The thing I would like to change about my school is:

THANK YOU!



TEACHERS COLLEGE SURVEY RESEARCH INITIATIVE

**Voices College-Bound Language Academy
Satisfaction Survey for Staff**

This survey is being conducted by the Survey Research Initiative at Teachers College, Columbia University. Your responses to this survey will help your school better understand what faculty, staff, and administrators think about their work experiences at Voices.

Please take a few minutes to complete the survey.

ALL INFORMATION WILL BE KEPT CONFIDENTIAL.

If you have any questions about the survey, please contact Priscilla Wohlstetter by phone at (212) 678-8409 or by email at tcscri@tc.columbia.edu

Thank you!

1. Please indicate whether you are:

- Certificated Staff
- Non-certificated staff

2. How long have you worked at this school?

3. What grade(s) do you work with? (please select all that apply)

- | | | | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

School Culture

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know / Does Not Apply
4. I am happy with my working relationships with staff at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I feel motivated to do good work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Morale among the staff at my school is high.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. A good relationship exists between teachers and office staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Parents and students are respectful of school staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Most of the students follow the discipline policy at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. School staff work together with parents to help students do well in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I know what the school's mission is.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. The school's mission is widely embraced by all members of our school community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I feel the school supports my professional growth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. The school does a good job of communicating organizational policies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I feel valued as an employee.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Problems and conflicts are dealt with in a fair and constructive manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Agree	Agree	Disagree	Strongly Disagree	Apply
17. Students are expected to do good work at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. The school is making good progress towards its goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Overall, I would recommend this school as a good place to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Working Conditions

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know / Does Not Apply
20. I have a clear understanding of my job responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you are a school administrator, please skip to question 37.

Administrative Support

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know / Does Not Apply
21. The school administrator(s) provides information about how the school is performing compared to other schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. The school administrator(s) consistently enforces school rules and policies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. The school administrator(s) has provided me with helpful feedback about my performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. The school administrator(s) collaborates with staff on decision-making when appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. The school administrator(s) fosters an atmosphere of trust, dignity and respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. The school administrator(s) deals with student discipline in a timely manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. I have a productive working relationship with the school administrator(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Overall, the principal is an inspiring leader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you are not a teacher, please skip to question 37.

Academic Program

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know / Does Not Apply
29. I regularly use student achievement data to make decisions about teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. I regularly collaborate with other teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. I have participated in professional development activities specific to and concentrating on the content of the subject(s) I teach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Overall, I am satisfied with the amount and quality of the professional development I receive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Teachers in the same grade and/or subject use common assessments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. The process of professional growth includes opportunities to practice, reflect and dialogue about what we learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. The school administrator(s) is knowledgeable about state standards, curriculum and assessments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Overall I would rate the Academic Program at my school as very effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

37. What do you most appreciate about the school that you would like to be sure continues?

38. What suggestions do you have for ways in which the school can more effectively support you?



TEACHERS COLLEGE SURVEY RESEARCH INITIATIVE

Voices College-Bound Language Academy Satisfaction Survey for Parents

Dear Parent,

This survey is being conducted by the Survey Research Initiative at Teachers College, Columbia University. Your responses to this survey will help your school better understand what you think about your child's school experience. Please take a few minutes to fill out the survey. Fill out one survey for each child that you have at Voices.

ALL INFORMATION WILL BE KEPT CONFIDENTIAL.

If you have any questions about the survey, please contact Priscilla Wohlstetter by phone at (212) 678-8409 or by email at tcsri@tc.columbia.edu.

Thank you!

1. My child is in grade:

- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8

2. How did you hear about this charter school?

- Newspaper (1)
- TV/Radio (2)
- Friends / Relatives (3)
- Community (4)
- Internet (5)
- Other (6)

School Environment

I feel that....

	Strongly Agree (1)	Agree (2)	Disagree (3)	Strongly Disagree (4)	Don't Know / Does Not Apply (5)
3. My child's school is clean.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. My child's school takes actions to ensure his/her safety.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I am welcomed in my child's classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Overall, I would rate my child's school environment as very positive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Academic Program

I feel that my child's school....

	Strongly Agree (1)	Agree (2)	Disagree (3)	Strongly Disagree (4)	Don't Know / Does Not Apply (5)
7. Sets high standards for academic success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Provides me with information about grade-level standards that my child is responsible for mastering.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Meets the individual academic needs of my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Prepares my child academically for his/her next phase of schooling.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Updates its academic programs based on student achievement data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Is stocked with adequate resources like instructional materials and school supplies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Overall, I would rate the academic program at my child's school as very effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

School Support Services

I feel that...

	Strongly Agree (1)	Agree (2)	Disagree (3)	Strongly Disagree (4)	Don't Know / Does Not Apply (5)
14. My child has access to support services (academic, personal).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. I attend parent meetings and workshops offered by the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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School Culture

I feel that...

	Strongly Agree (1)	Agree (2)	Disagree (3)	Strongly Disagree (4)	Don't Know / Does Not Apply (5)
16. My child's school communicates its mission to parents, students and teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. My child's school works hard to fulfill its mission according to the school's charter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. My child's school creates an environment where children can succeed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. My child's school teaches me how to help my child be successful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. My child's school celebrates its students' good behavior and academic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

performance.					
21. The school's main office is responsive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. My child enjoys going to school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Overall, I would rate the school culture as very positive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teacher Effectiveness

The teachers at my child's school....

	Strongly Agree (1)	Agree (2)	Disagree (3)	Strongly Disagree (4)	Don't Know / Does Not Apply (5)
24. Communicate with me about my child's academic progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Respond to my emails, phone calls or notes in a timely manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Seem organized and knowledgeable about his/her subject area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Plan creative and engaging activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Understand my child's strengths and weaknesses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. Are respectful and professional.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Overall, I would rate my child's teachers as very effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Administration (Principals & Vice-Principals)

The administrators at my child's school....

	Strongly Agree (1)	Agree (2)	Disagree (3)	Strongly Disagree (4)	Don't Know / Does Not Apply (5)
31. Are approachable when I have comments or concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Communicate with me about important school policies and events.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Provide information about how the school is performing compared to other schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Consistently enforce school rules and policies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Are respectful and professional.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Overall, I would rate the administrators at my child's	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

school as very effective.					
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37. I am most happy with the following aspects of my child's school:

38. I feel that my child's school needs improvement in the following areas:

NCTO

2852466

CERTIFICATE OF AMENDMENT OF ARTICLES OF INCORPORATION

FILED Secretary of State State of California

MAY 28 2014

lee

The undersigned certify that:

1. They are the president and the secretary, respectively, of **Voices College-Bound Language Academy**, a California nonprofit public benefit corporation.

2. **Article I** of the Articles of Incorporation is amended to read as follows:

The name of the corporation is **Voices College-Bound Language Academies**.

3. **Article II, Section B** of the Articles of Incorporation is amended to read as follows:

The specific purpose of this corporation is to manage, operate, guide, direct and promote one or more California public charter schools.

4. **Article IV, Section A** of the Articles of Incorporation is amended to read as follows:

The corporation is organized and operated exclusively to manage, operate, guide, direct and promote one or more California public charter schools within the meaning of Section 501(c)(3), Internal Revenue Code.

5. **Article V** of the Articles of Incorporation is amended to read as follows:

The property of this corporation is irrevocably dedicated to the **charitable** purposes set forth in Article II above, and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person. Upon the dissolution or winding up of the corporation, its assets remain after payment, 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), Internal Revenue Code.

6. The foregoing amendment of the Articles of Incorporation has been duly approved by the board of directors.

7. The corporation has no members.

I further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of my own knowledge.

DATE: 4/24/14

DATE: 4/24/14

Frances Teso, President

Sara Reyes, Secretary



I hereby certify that the foregoing transcript of 1 page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

MAY 28 2014

Date: _____

Debra Bowen
DEBRA BOWEN, Secretary of State

**BYLAWS
OF
VOICES COLLEGE-BOUND LANGUAGE ACADEMIES
(A California Non-Profit Public Benefit Corporation)**

**ARTICLE I
NAME**

Section 1. NAME. The name of this corporation is **Voices College-Bound Language Academies**.

**ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is located at 4075 Sacramento Ave, San Jose, CA 95111. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

**ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote one or more California public charter schools (the "Corporation").

The corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No part of the activities of the corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context otherwise warrants, the general provisions, rule of construction, and definitions in the California Non-Profit Public Benefit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the

plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This corporation’s assets are irrevocably dedicated to public benefit purposes. 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 non-profit fund, foundation, charter school, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI CORPORATION WITHOUT MEMBERS

Section 1. CORPORATION WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the California Non-Profit Public Benefit Corporation Law. The corporation’s Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate but shall not have rights or powers that would cause the corporation to be deemed a “membership corporation” under Section 5056 of the California Corporations Code.

ARTICLE VII BOARD OF DIRECTORS

Section 1. GENERAL POWERS Subject to the provisions and limitations of the California Non-Profit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of this corporation’s articles of incorporation or bylaws, the corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (also known as 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.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service. Hire, discipline, promote and dismiss all

employees after consideration of a recommendation by the Executive Director.

- b. Change the principal office or the principal business office in California from one location to another.
- c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal and alter the form of the seal.
- e. Adopt, implement and interpret policy.
- f. Oversee the implementation of the Charter components.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than five (5) directors unless changed by amendment to these bylaws. The purpose of the Board is to assume responsibility for the governance of the Voices College-Bound Language Academies. The Board shall include representatives and members of the community. The Corporation will seek to ensure that the members represent a broad area of expertise and a broad cross-section of the school communities and community-at-large, including financial expertise, community and educational leadership, real estate, law, educational pedagogy, public accountability, business, and philanthropy.

All directors shall have full voting rights, including any representative appointed by the charter school authorizer as consistent with Education Code Section 47604(b). Each charter authorizer may appoint one (1) director. If the charter authorizer appoints a representative to serve on the Board of Directors, the Corporation may appoint additional directors to ensure an odd number of Board members. In the event that one or more charter authorizer fails to appoint a representative, in any year, on or before April 15 of such year, then the Board may appoint an additional director to fill that seat. Except for the authorizer appointed representatives, all directors shall be designated by the existing Board of Directors.

Except for the initial Board of Directors and the director(s) appointed by the charter school authorizer(s), the term of office for members of the Board of Directors shall be three (3) years, unless vacated or removed pursuant to Section 6 of these bylaws, and until a successor director has been designated and qualified. Insofar as possible, directors' terms shall be staggered. All terms shall commence on July 1 and shall expire on June 30 of the year marking the end of the term of office.

Section 4. LIMIT ON CONSECUTIVE TERMS. No Director shall serve more than two (2) consecutive terms.

Section 5. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be "interested persons." An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of

transactions entered into by the corporation.

Section 6. EVENTS CAUSING VACANCIES ON BOARD & REMOVAL OF DIRECTORS. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, removal, or resignation of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Non-Profit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; (d) the declaration of the Board of Directors of a vacancy in the office of a director due to removal for lack of responsible or active participation, for lack of commitment to the school's mission, vision and values, or for lack of readiness to participate as an active learner in the school community. Such vacancies shall be filled pursuant to Section 11 below.

Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 7. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the President or the Secretary of the corporation. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 8. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 9. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (1) the unanimous consent of the directors then in office, (2) the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code section 5211, or (3) a sole remaining director.

Section 10. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 11. PLACE OF BOARD OF DIRECTORS MEETINGS. Regular meetings shall be held at the principal office of the corporation. The Board may also designate that a meeting be held at any place within the Corporation's jurisdiction. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 12. MEETINGS BY TELEPHONE OR OTHER TELECOMMUNICATIONS EQUIPMENT. Any Board of Directors meeting may be held by teleconference (conference telephone, video screen communication, or other communications equipment). Participation in a meeting under this

Section shall constitute presence in person at the meeting if all of the following apply:

- a. Each member participating in the meeting can communicate concurrently with all other members.
- b. Each member is provided the means of participating in all matters before the board, including the capacity to propose, or to interpose an objection to, a specific action to be taken by the corporation.
- c. The Board of Directors has adopted and implemented a means of verifying both of the following:
 - (1) A person communicating by telephone, video screen, or other communications equipment is a director entitled to participate in the Board of Directors meeting.
 - (2) All statements, questions, actions or votes were made by that director and not by another person not permitted to participate as a director.
- d. At a minimum, a quorum of the members of the Board shall participate in the teleconference meeting from locations within the Corporation's jurisdiction.
- e. All votes taken during a teleconference meeting shall be by roll call.
- f. If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations with watch teleconference location being identified in the notice and agenda of the meeting.
- g. 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.¹
- h. 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.
- i. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²
- j. The meeting is held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 13. ANNUAL AND REGULAR MEETINGS. Each year there shall be no less than four (4) regular meetings (quarterly) of the Board of Directors. The Board of Directors shall hold an annual

¹ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

meeting, regular, special, and emergency meetings for purposes of organization, election of officers, and transaction of other business. Agendas must be posted seventy-two (72) hours prior to a regular Board meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 14. AUTHORITY TO CALL SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board or a majority of the Board of Directors.

Section 15. NOTICE OF SPECIAL. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the manner:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 16. QUORUM. A majority of the directors then in office shall constitute a quorum for the transaction of any business except adjournment. Every action taken or decision made by a majority of the directors present at a duly held meeting at which a quorum is present shall be an act of the board. A meeting at which a quorum is initially present may continue to transact business, despite the withdrawal of some directors, if any action taken or decision made is approved by at least a majority of the required quorum for that meeting. Directors may not vote by proxy. The vote or abstention of each board member present for each action taken shall be publicly reported.

Section 17. CONDUCT OF MEETINGS. Meetings of the Board of Directors shall be presided over by the Chairman of the Board, or, if no such person has been so designated or in his or her absence, the President of the corporation or in his or her absence, by the Secretary or Treasurer, or in the absence

of these persons, by an acting Chairperson by the Directors present at the meeting. The Secretary of the corporation shall act as secretary of all meetings of the Board, provided that, in his or her absence, the presiding officer shall appoint another person to act as Secretary of the Meeting.

Section 18. ACTION BY THE BOARD OF DIRECTORS. No action shall be taken (as defined in Section 54952.6 of the Brown Act) by the Board of Directors in violation of the Brown Act or other applicable laws and regulations.

Section 19. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place. Adjournment shall comply with the Brown Act.

Section 20. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers. Directors may receive compensation for reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 21. CREATION AND POWER OF ADVISORY COMMITTEES. The Board may create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 22. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 23. NON-LIABILITY OF DIRECTORS. No Director shall be personally liable (individually or collectively) for the debts, liabilities, or other obligations of this corporation, except, and only to the extent to which, such liability is proven to be the direct result of specific misconduct, criminal or not, by said Director.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of the Corporation shall be a President, who shall be known as the "Executive Director", a Secretary, and a Treasurer. The Corporation, at the Board's direction, may also designate from time to time, one or more Vice-Presidents, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as may be appointed under Article VIII, Section 8 of these bylaws. The Corporation, at the Board's direction, may also have a Chairperson

of the Board and a Vice-Chair. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification. The President shall not also be a Board member.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasure may serve concurrently as the Executive Director or Chairperson of the Board.

Section 3. EXECUTIVE DIRECTOR. Subject to the control of the board the Executive Director shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. If there is no Chairman of the Board, the President shall also preside at the Board of Directors' meetings. The Executive Director shall have such other powers and duties as the board of directors or the bylaws may require.

Without prejudice to the general powers and duties set forth in this Section, the duties of the Executive Director shall include the following:

- a) The Executive Director shall carry out the policies of the Corporation and the decisions of the Board of Directors.
- b) He or she shall propose policies for adoption by the Board and provide comments and recommendations regarding policies presented by others to the Board.
- c) He or she shall be expected to anticipate the developing needs of the Corporations' Schools, and the community, both short- and long-term, and to interpret those needs and changes for the Board.
- d) He or she shall be responsible for keeping the Board well informed on all matters pertaining to the Corporation at all times.
- e) The Executive Director shall be an ex-officio member of all committees related to the School.
- f) At each regular meeting of the Board of Directors, the Executive Director shall make a report of the Corporation, and shall present an annual report of the Corporation's activities at the annual meeting of the Board of Directors.
- g) The Executive Director shall be responsible for coordinating the screening, interviewing and hiring of the full-time teaching faculty, part-time teachers, and all staff; setting salaries within the minimum and maximum limits established by the Board of Directors; and shall conduct or cause to be conducted annual reviews of all personnel. He or she shall recommend to the Board the promotion, discipline and dismissal of all employees.
- h) The Executive Director shall be responsible for all required reporting to authorizing District(s) and the State of California Department of Education. Except as otherwise expressly provided by law, by the Articles of Incorporation, by these Bylaws, or by the School's Charter, the Executive Director shall, in the name of the corporation, execute such deeds, mortgages, bonds, contracts, checks, or other instruments which may from time to time be authorized by the Board of Directors.
- i) The Executive Director shall carry out the duties of the position consistent with the mission and vision of the School, and shall lead by example in implementing the various principles enunciated in the Bylaws and the Charter.

Section 4. SECRETARY. The secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the board of directors may direct, a book of minutes of all meetings, proceedings, and actions of the board, and of committees of the board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given and the names of persons present at board of directors and committee meetings; and the vote or abstention of each board member present for each action taken.

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 members, of the board, and of committees of the board of directors that these bylaws require to be given. The secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the board of directors or bylaws may require.

Section 5. TREASURER. The Treasurer, also known as the Chief Financial Officer, 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 work with the Executive Director and send or cause to be given to the members and 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 (i) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the board of directors may designate; (ii) disburse the corporation's funds as the board of directors may order; (iii) render to the president and the board, when requested, an account of all transactions as Treasurer and of the financial condition of the corporation; and (iv) have such other powers and perform such other duties as the board, contract, job specification, or the bylaws may require.

In general, perform all duties incident to the office of Treasurer and such other duties as may be required by law, by the Articles of Incorporation of the corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of directors.

Section 6. CHAIRMAN OF THE BOARD. The Corporation, at the Board's direction, may also have a Chairman of the Board and a Vice-Chair. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 7. ELECTION OF OFFICERS. The officers of this corporation, except any appointed under Article VIII, Section 8 of these bylaws, shall be chosen annually by the Board of Directors and

shall serve at the pleasure of the Board.

Section 8. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint or authorize the Executive Director, 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 specified period, and perform the duties specified in the bylaws or established by the Board.

Section 9. REMOVAL OF OFFICERS. The Board of Directors may remove any officer with cause, in accordance with the charter petition, and with Article VII Section 6 of these Bylaws. All voting processes shall comply with the Brown Act.

Section 10. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 11. 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.

ARTICLE IX CONTRACTS WITH DIRECTORS

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Voices College-Bound Language Academies Conflict of Interest Policy have been fulfilled.

ARTICLE XI INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, 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 these bylaws,

shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code section 5238(b) or section 5238(c), the Board of Directors shall promptly decide under Corporations Code section 5238(e) whether the applicable standard of conduct set forth in Corporations Code section 5238(b) or section 5238(c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XII INSURANCE

Section 1. INSURANCE. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer's, director's, employee's, or agent's status as such.

ARTICLE XIII MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

- (a) Adequate and correct books and records of account;
- (b) Written minutes of the proceedings of its board and committees of the board; and
- (c) Such reports and records as required by law.

ARTICLE XIV INSPECTION RIGHTS

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind and physical properties as permitted by California and federal law. The inspection shall be made in person. 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 pertaining to access to books, records, and documents.

Section 2. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal 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 Board of Directors at all reasonable times.

ARTICLE XV REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent

to itself (the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- (a) The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds;
- (c) The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- (d) The corporation's expenses or disbursement for both general and restricted purposes;
- (e) Any information required under these bylaws; and
- (f) An annual audit prepared by a CPA.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and furnish to each director a statement of any transaction or indemnification of the following kind:

- (a) Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
 - (1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
 - (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary.

The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

- (b) The amount and circumstances of any indemnifications aggregating more than \$10,000 paid during the fiscal year to any director or officer of the Corporation pursuant to Article XI of these Bylaws.

ARTICLE XVI AMENDMENT OF BYLAWS

Section 1. AMENDMENT OF BYLAWS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall make any provisions of these Bylaws inconsistent with the Corporation's Articles of Incorporation, or any laws.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the **Voices College-Bound Language Academies**, a California non-profit public benefit corporation; that these bylaws, consisting of fifteen (15) pages, are the bylaws of this corporation as adopted by the Board of Directors on June 12, 2014; and that these bylaws have not been amended or modified since that date.

Executed on 10/12/14 at San Jose, California.

Sara Reyes, Secretary

**VOICES COLLEGE-BOUND LANGUAGE ACADEMIES
CONFLICT-OF-INTEREST CODE**

The Political Reform Act (Government Code Section 81000, *et seq.*) requires state and local government agencies to adopt and promulgate conflict-of-interest codes. The Fair Political Practices Commission has adopted a regulation (2 California Code of Regulations Section 18730) that contains the terms of a standard conflict-of-interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Appendices, designating positions and establishing disclosure categories, shall constitute the conflict-of-interest code of the Voices College-Bound Language Academies.

Individuals holding designated positions shall file their statements of economic interests with Voices College-Bound Language Academies, which will make copies of the statements available for public inspection and reproduction. (Government Code Section 81008.) All original Statements will be filed with the Santa Clara County Board of Supervisors.

DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a

written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the CEO who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

Financial interest in a contract: Where a Governing Board member has a personal, material financial interest in a contract, the financial interest will be reviewed under Government Code Section 1090, to determine whether the remote or non-interest exceptions apply. Should the Board determine that no applicable remote or noninterest exceptions apply, the Board must either: (1) not enter into the contract, as Government Code Section 1090 prevents the entire board from voting on the contract; or (2) prior to the Board of Director's discussion of and/or taking any action on the contract at issue, the Board member must resign from the Board of Directors. The resignation shall be made part of the Board's official record.

All other financial interests: Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Voices College-Bound Language Academies bylaws.

APPENDIX A
DESIGNATED POSITIONS

<u>Designated Position</u>	<u>Assigned Disclosure Category</u>
Members of the Governing Board	1, 2, 3
CEO/President	1, 2, 3
Chairman of the Board	1, 2, 3
CFO/Treasurer	1, 2, 3
Secretary	1, 2, 3
Consultants	*

*Consultants are included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The CEO may determine in writing that a particular consultant, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. The CEO's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict-of-interest code. (Government Code Section 81008.)

APPENDIX B
DISCLOSURE CATEGORIES

Category 1

Designated positions assigned to this category must report:

- a. Interests in real property which are located in whole or in part within the boundaries (and a two mile radius) of any county in which Voices College-Bound Language Academies operates.
- b. Investments in, income, including gifts, loans, and travel payments, from, and business positions in any business entity of the type which engages in the acquisition or disposal of real property or are engaged in building construction or design.
- c. Investments in, income, including gifts, loans, and travel payments, from, and business positions in any business entity of the type which engages in, the manufacture, sale, repair, rental or distribution of school supplies, books, materials, school furnishings or equipment to be utilized by Voices College-Bound Language Academies.

Category 2

Designated positions assigned to this category must report:

Investments in, income, including gifts, loans, and travel payments, from, and business positions in any business entity of the type which engages in the manufacture, sale, repair, rental or distribution of school supplies, books, materials, school furnishings or equipment to be utilized by Voices College-Bound Language Academies, its parents, teachers and students for educational purposes. This includes, but is not limited to, educational supplies, textbooks and items used for extra curricular courses.

Category 3

Designated positions assigned to this category must report:

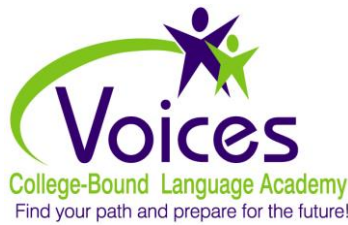
Investments in, income, including gifts, loans, and travel payments, from, sources which are engaged in the performance of work or services of the type to be utilized by Voices College-Bound Language Academies, its parents, teachers and students for educational purposes. This includes, but is not limited to, student services commonly provided in public schools such as speech therapists and counselors.

Sample Workshop/Event Calendar
(Dates/times subject to change, please consult Tuesday Envelope)

Month	Sun	Mon	Tue	Wed	Thu	Fri	Sat
Sep 2013	1	2 Labor Day	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17 Back to School Night	18	19	20	21 4th grade BBQ Kelly Park
	22	23	24 Common Core Standards @ 6:00	25 PIQE @ 6:00	26 SSC and ELAC	27	28 5th grade Japan Town
	29	30 Cafecito	1 Middle School Expectations	2 PIQE @ 6:00	3 4th grade expectations	4	5 Middle School BBQ Kelly Park
Oct 2013	6	7 1st Grade comprehension	8 3rd Grade Main Idea	9 PIQE @ 6:00	10 2nd grade fluency	11	12
	13	14	15 Goals & Expectations @ 6:00	16 PIQE @ 6:00	17 Kinder Sight Words	18	19 Kinder trip Pumpkin patch
	20	21	22	23 PIQE @ 6:00	24	25	26
	27	28 Cafecito	29	30 PIQE @ 6:00	31 Halloween Costume contest	1	2 4th Grade Elkhorn Slough
Nov 2013	3	4	5 Middle School High school prep	6 PIQE @ 6:00	7	8	9
	10	11 Veterans' Day	12	13 PIQE @ 6:00	14	15	16 1st grade Coyote Point
	17	18	19 Learning a 2nd Language	20 PIQE @ 6:00	21 SSC and ELAC	22	23
	24	25 Cafecito	26 Science Exhibition	27 PJ Day	28 Thanksgiving	29	30
Dec 2013	1	2	3	4	5	6	7
	8 2nd grade California Academy of Science	9	10 Winter Concert K-2nd	11	12 Gingerbread Houses	13	14
	15	16	17	18	19	20	21 3rdgrade Stanford
	22	23	24	25 Christmas	26	27	28
	29	30	31	1 New Year's Day	2	3	4
Jan 2014	5	6	7	8	9	10	11
	12	13	14	15 Math -First Grade	16 Kinder Read Aloud	17	18
	19	20 Martin Luther King	21	22	23 High School Options- Middle school	24 High school tour	25 High School Tour
	26	27 Cafecito	28 High School Tour	29 High School Tour	30	31	1 Family Hike- Middle School

Month	Sun	Mon	Tue	Wed	Thu	Fri	Sat
Feb 2014	2	3	4	5	6 High School Tour- Middle school	7	8
	9 Cal Academy of Science- 3rd grade	10 High School Tour- Middle School	11	12 Anti- Bullying @ 6:00	13 High School Tour- Middle School ELAC	14	15
	16	17 Presidents' Day	18	19 Internet Safety @ 6:00	20 Academic Support- Kinder	21	22
	23	24 Cafecito	25	26	27	28	1
Mar 2014	2	3	4 3rd grade math word problems	5	6	7	8 Rock Climbing - Kinder
	9	10	11	12	13 Inference- 5th grade	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	31 Cafecito	1	2	3	4	5 5 th grade Japan Town
Apr 2014	6	7	8 3rd grade non-fiction reading	9 Achievement gap- Middle school	10 Walk A Thon	11	12
	13	14	15	16	17	18 Good Friday	19
	20 Easter	21	22	23	24	25	26
	27	28 Cafecito	29	30 New ELD Standards	1 SSC and ELAC	2	3
May 2014	4	5 Teacher Appreciation	6 Teacher Appreciation	7 Teacher Appreciation	8 Teacher Appreciation	9 Teacher Appreciation	10
	11 Mother's Day	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26 Memorial Day	27 5th grade Walden West	28 5th grade Walden West	29 5th grade Walden West	30 5th grade Walden West	31
Jun 2014	1	2 Cafecito	3	4 Social Studies Exhibition	5	6	7 Kinder Stanford
	8	9	10	11	12	13 Field Day	14
	15 Father's Day	16	17	18	19 Last Day	20	21

More Free Calendars: [Academic Calendars](#), [Holiday Calendar](#), [Schedule Calendar](#)



Selection Criteria –Teacher

(Adapted from NLNS Selection Criteria)

Given to all applicants and posted on web site

1. Belief in the Potential of ALL Children to Excel Academically

- Believe each and every child can excel academically
- Take personal responsibility for ensuring high academic achievement for every child
- Demonstrate the personal drive and commitment to eliminate the disparity of educational quality that exists
- Cares about students as learners

2. Unyielding Focus on Goals and Results

- Confront difficult situations head-on and implement diverse solutions to get results
- Achieve results despite obstacles by demonstrating persistence, determination, and relentless drive
- Exhibit resilience to persevere and overcome setbacks
- Take personal responsibility for finding solutions when faced with challenges
- Be results driven

3. Commitment to Ongoing Learning

- Seek feedback and reflect on experiences to grow and develop
- Demonstrate humility and willingness to continually improve
- Commitment to continual coaching and learning

4. Self-Awareness

- Identify accurately personal strengths and areas for development
- Demonstrate integrity by acting in a manner that consistently reflects stated values and beliefs
- Understand how you are perceived by and impact others

5. Knowledge of Teaching and Learning

- Exhibits exemplary teaching that meets the needs of and accelerates all students
- Enable students to attain results despite significant challenges
- Solid knowledge of subject matter and theories of learning

- Solid knowledge, understanding and teaching of California Content Standards, ELD Standards and SLA Standards

6. Team Player

- Collaborate regularly and effectively
- Participate actively
- Work well with supervisors and peers

7. Problem Solving

- Work proactively to solve problems and reach effective solutions
- Analyze and diagnose complex issues and data to develop deliberate plan
- Identify concrete outcomes as away to evaluate results
- Modify instruction on a daily, weekly, monthly and yearly basis based on data

8. Interpersonal Skills

- Build successful one-on-one relationships
- Value each person's perspective and treat people with respect
- Relate to adults and children: understand where they are coming from, what they need, and how to meet their needs
- Diffuse anger and find common ground to move people towards solutions
- Exhibit confidence and competence under pressure

9. Communication and Listening

- Possess written verbal skills to communicate with clarity, conciseness, and appropriateness to multiple audiences
- Demonstrate poise and professionalism in diverse situations
- Listen and participate actively

10. Project Management to Deliver Results

- Select, prioritize, and communicate strategies effectively to reach goals
- Balance day-to-day tasks and urgent needs with progress towards goals

Voices Teacher Commitment to Excellence

The role of the teacher is key to the success of a child in school. Our students have unlimited potential, it is our job to draw every last bit out. Students' experiences here at school with you will form them into the people they will become. Children deserve opportunities to succeed so that they will have choices in their lives; it is up to us to provide this for all of them. If they fail, we fail and there are no excuses.

Whereas,

- I understand that students will spend the most important years of their lives in school, and I want to provide the best education possible for all students.
- I believe that all students can learn at high levels
- I am dedicated to the mission and vision of Voices College-Bound Language Academy,

I promise, and agree:

1. To always treat students with kindness and respect.
2. To always protect the safety, interests, and rights of all individuals in the classroom.
3. To respect everyone at Voices College-Bound Academy regardless of race, color, gender, handicap, age, religion, disability, lifestyle, sexual orientation, or national origin.
4. To always act in a professional manner when speaking with someone at Voices College-Bound Language Academy.
5. To strive to be the best teacher I can be, modeling excellence and taking no shortcuts in preparing our students for success in college and in life.
6. To always teach in the best way I know how, and to do whatever it takes for every single one of our students to learn.
7. To plan and execute rigorous lessons to prepare our students for success in college and in life.
8. To hold all of our students, parents, fellow staff members, and myself to Voices' high expectations.
9. To be committed to results.
10. To collaborate and plan with colleagues on a regular basis.
11. To be committed to my professional growth and constant learning.
12. To share my expertise with the community (conferences, educational open houses, presentations, classroom visits, etc.).
13. To attend all Voices Academy's retreats, in-services and professional development.

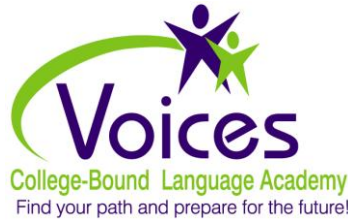
14. To teach at Voices Academy during the summer as needed.
15. To make myself available to students and parents during the school day.
16. To mentor students as needed.
17. To regularly provide parents with updates on their children's progress. (e.g. progress reports, conferences, home visits, etc.)
18. To make no excuses!

I understand that ultimately I am responsible for the education and achievement of my students.

Teacher Name: _____

Teacher Signature: _____

Date: _____



Voices College-Bound Language Academy Job Description

Associate Teacher- Non-Certificated

Voices College-Bound Language Academy (Voices) is a Dual Immersion K-8 school founded on best practices, innovative initiative and the search for excellence. Voices is looking for bilingual (Sp/Eng) associate teachers that demonstrate a strong desire to help students succeed and have an unswayable belief that ALL students can achieve at high levels.

The Associate Teacher will work in the classroom and assist in the supervision, testing, and instruction of students; relieve teachers of administrative tasks; implementing a variety of instructional programs as assigned/supervised by a credentialed teacher (SPED support, ELD, intervention, skill development, etc); and perform other duties as assigned.

All employees must fully support the mission, vision and values of the school and must be willing to actively and enthusiastically participate in a professional learning community. Associate teacher at Voices have the unique opportunity to grow as professionals in a community of learners.

RESPONSIBILITIES:

1. Assisting teachers:

- Create an atmosphere through personal example and efficacious relationships with students which inspire academic achievement and an enthusiasm for learning.
- Assist teacher in the management of student behavior to ensure all students are fully engaged in learning
- Provide individualized and small group instruction in order to adapt the curriculum to the needs of each students as directed by the teacher
- Plan and deliver skill specific classes under the supervision of administration or a credentialed teacher
- Provide instruction to students with special needs in accordance with IEP utilizing support services as appropriate
- Motivate pupils to develop skills, attitudes and knowledge needed to provide a good foundation for elementary education
- Challenge and accelerate ALL students, no matter at what level they enter the classroom
- Assist teacher in assessing students and recording results,
- Track student information and maintains accurate student records, including attendance, as directed by the teacher
- Provide instruction under the direct supervision of a certificated teacher or administrator

2. Collaboration:

- Work cooperatively with staff toward resolution of mutual concerns.
- Collaborate closely with other teachers and the principal to improve own and others' instructional practices
- Work collaboratively to achieve Voices' vision
- Reflect, improve and collaborate with colleagues
- Participate in professional development and trainings
- Confer with teachers, parents and/or appropriate personnel for the purposes of assisting in student evaluation as directed.

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Rev: 2014

- Assist other personnel as may be required for the purpose of supporting them in the completion of their work activities
- Accompany teachers on home visits

3. Professional:

- Actively participate in professional development activities, including retreats
- Demonstrate knowledge of, and support, Voices's mission, vision, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior and teacher compact.
- Foster strong school morale and academic achievement
- Participate in parent conferences as directed
- Attend evening and weekend school programs and parent meetings as needed.
- Perform duties such as cafeteria, yard duty and monitoring/interacting with students during the work day as assigned for the purpose of providing a safe and positive learning environment
- Perform light housekeeping and cleaning duties as necessary
- Maintain a positive and professional image; interact with outside agencies as necessary
- Maintain professional relationships with pupils, parents, colleagues and supervising staff members.
- Maintain consistent, punctual and regular attendance.
- Complete all assignments in a timely fashion
- Reinforce school culture and code of conduct through consistent management of the classroom
- Tutor students as directed

Complete All Other Duties as Assigned

MINIMUM REQUIREMENTS:

- "NCLB" compliant – AA degree or 48 semester units or passage of county competency exam
- Willingness to learn about Dual Language Immersion Education , teaching strategies, standards and administering assessments
- Excellent speaking, reading, writing, and math skills (English and Spanish)
- First aid and CPR certified by first day of employment
- Valid TB Clearance by first day of employment
- Clear Criminal Background/Fingerprint Clearance
- Maintain acceptable standards of physical health, energy and emotional adjustment to the job environment.
- Computer skills- proficiency in Word, Excel and others as necessary

PROFESSIONAL QUALIFICATION:

- Commitment to work in an innovative, entrepreneurial and mission driven school environment
- Able to excel in an ethnic and socioeconomic diverse inner city or rural community
- Maintain professional appearance, grooming, and maturity which establish a desirable example for students.
- Tolerate high levels of stress
- Excellent interpersonal skills, including the ability to listen and be responsive to colleagues, funders, administration, Board of Directors, and parents, etc
- Ability to work well independently and within a team environment; working efficiently, and exercising excellent judgment in making decisions.
- Must feel comfortable working with school-age children
- Good communication and interpersonal skills; accuracy, discretion, and ability to work independently as part of a team; flexibility; and willingness to learn are essential.
- Apply common sense understanding of detailed multi-step instructions in a combination of written, oral and diagrammatic form.
- Skills to communicate with persons of varied cultural and educational backgrounds

PREFERRED QUALIFICATIONS:

- California charter school experience or familiarity with California charter schools
- At least two years of experience
- BA degree
- Substitute Permit

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Rev: 2014

WORKING CONDITIONS:

- 11 months
- Regular requirement to stand, sit, walk, talk, hear, see, read, speak, reach, stretch with hands and arms, stoop, kneel and crouch
- Lift and carry objects weighing up to 50 lbs.
- Occasional exposure to blood, bodily fluids and tissue
- Occasional interaction with unruly children
- Occasional evening and or weekend work
- Occasional travel
- Willingness to be trained as needed

REPORTS DIRECTLY TO: Principal, designee, or other appropriate administrator

SALARY:

- \$13.00-\$17.00/hour
- Health, sick and pension benefits (as applicable)

JOB TYPE:

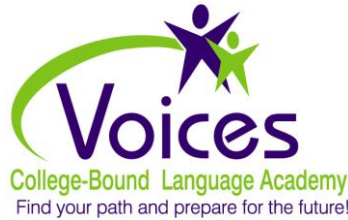
Full-Time/Part time, Non- Exempt, At-Will

HIRING PROCESS:

For more information, please contact Frances Teso at fteso@voicescharterschool.com or download an application from www.voicescharterschool.com . Please submit a resume, transcripts and application.

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Voices College-Bound Language Academy Job Description

Parent Liaison- Non-Certificated

Under the supervision of the principal or designee, the job of the Parent Liaison was established for the purpose of enlisting parental involvement in students' educational programs; working with parents in identifying and achieving goals; accessing support services; facilitating positive parent, school and student relationships and communication and; helping to resolve issues between parent-parent and parent-school.

RESPONSIBILITIES:

1. Communication/Relationships

- Help the school to develop a family-friendly school climate.
- Help teachers/staff and families develop strong partnerships and enhance communication between parents/families and school staff.
- Encourage and support school staff to reach out to families.
- Be a liaison between families and teachers when problems arise, information needs to be shared, or cultural differences are a barrier; and to encourage classroom participation (volunteering, snacks, returning notes, etc)
- Arrange for translation and interpretation services for meetings, parent-teacher conferences, telephone calls, and notes home.
- Organize tours of the community for parents (library, city services, etc)
- Recruit parents to participate in school decision-making meetings/committees
- Keep school staff updated about family's and students
- Develops, facilitates, organizes and delivers parent and community meetings and workshops.
- Provide information to parents/families in order to improve home-school communication
- Work with the principal to investigate complaints from parents/families and the community
- Coordinates parent participation, volunteering, organizes meetings and educational classes for program participants and encouraging leadership (e.g., parenting skills, volunteer training, child growth and development) for the

- purpose of developing parenting skills, understanding of school processes and parent/student success and parental engagement.
- Facilitates outreach to low income communities, community leaders and organizations for the purpose of developing resources and building partnerships with community members.
 - Prepares a variety of written materials (e.g., newsletters, reports, logs, memos, handouts) for the purpose of documenting activities, providing written reference and/or conveying information.
 - Provides appropriate referrals and advocacy for families as needed and provides follow up to determine the outcomes of services provided for the purposes of supporting families.

2. Professional

- Document parent/community activities
- Take advantage of professional development and trainings to learn new knowledge and skills.
- Attend monthly meetings and in-service training with the Principal
- Attend school and community meetings
- Maintains a variety of manual and electric files and/or records (e.g., program participation, contact sheets, agency referrals) for the purpose of providing required information and documentation.
- Participates in workshops, meetings, community events, etc. for the purpose of receiving and/or presenting information.
- Provides data for a variety of reports (e.g., program participation, activity) for the purpose of meeting program, district, state and federal requirements.
- Responds to inquiries from a variety of sources (e.g., parents, community agencies, auditors, students) for the purposes of providing information and/or direction.
- Help organize and recruit for school events and activities
- Publicize and promote school programs for families
- Reach out to local community groups and businesses
- Work with community partners and families to identify resources for families in the community.
- Attend community meetings that help connect to community resources
- Communicate with families in their most preferred means of communication (written, phone, website, personal contact, etc)
- Communicates regularly with principal about parents' and families' ideas and concerns
- Survey families/school community as needed

Complete All Other Duties as Assigned

MINIMUM REQUIREMENTS:

- High School diploma or equivalent
- Ability to understand and carry out oral and written directions
- Ability to use tact, patience and courtesy
- Ability to communicate effectively both orally and in writing with parents, school, community and office personnel.
- Ability to meet schedules and time lines
- Excellent interpersonal skills, including the ability to listen and be responsive to partners, professional advisors, funders, Voices staff, Board of Directors, and parents, etc
- Ability to work well independently and within a team environment, managing multiple projects and priorities, and working cooperatively to meet internal and external requests
- Bilingual (English/Spanish) proficiency (read, write, speak)
- Solid computer skills- proficiency in Microsoft Office (Word, Excel, Power Point) and spreadsheets and databases.
- First Aid/CPR Certified

PROFESSIONAL QUALIFICATION:

- Personal characteristics generally recognized as essential for good public employees including integrity, initiative, emotional maturity, dependability, courtesy, good judgment, and ability to work cooperatively with others.
- Commitment to work in an innovative and mission driven school environment
- Ability to maintain a pleasant demeanor and positive attitude: in high-traffic work area, with frequent interruptions by students, parents and staff
- Maintain professional appearance
- Tolerate high levels of stress; flexible
- Maintain confidentiality
- Thinks and acts in ways that respect ethnic, cultural and language diversity
- Communicates successfully with teachers, families, administrators, and students.
- Advocates for children and parents
- Supports and clearly articulate school mission, goals, vision, policies, procedures and rules.
- Know how to encourage, lead, and facilitate a group toward a shared goal
- Be a good problem solver, team player and is a good listener
- Be able to resolve conflict effectively.
- Ability to plan and manage activities, prepare and maintain accurate records, operate standard office equipment and software applications.
- Knowledge to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions, solve practical problems
- Adapts to changing work priorities; work with minimal supervision while following standardized practices, methods and abiding by school policies

PREFERRED QUALIFICATIONS:

- Familiarity with California charter schools regulations and laws
- Experience with school-age students
- Has experience in collaborative leadership

WORKING CONDITIONS:

- Regular requirement to stand, sit, walk, talk, hear, see, read, speak, reach, stretch with hands and arms, stoop, kneel and crouch
- Lift and carry objects weighing up to 50 lbs.
- Occasional exposure to blood, bodily fluids and tissue
- Constant interruptions, and work is usually varied in nature
- Occasional interaction with unruly children
- Occasional evening and or weekend work
- Occasional travel

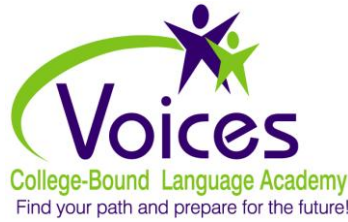
REPORTS DIRECTLY TO: Principal or designee

JOB TYPE:

Permanent Part-Time/Full-Time, Exempt, At-Will

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Voices College-Bound Language Academy Job Description

Principal- Certificated

Voices College-Bound Language Academy (Voices) is a Dual Immersion K-8 school founded on best practices, innovative initiative and the search for excellence. Voices is looking for employees that demonstrate a strong desire to work in an academically rigorous program and have an unswayable belief that ALL students can achieve at high levels. Therefore, it is expected that applicants for positions at Voices will measure up to the highest standards. All employees must fully support the mission, vision and values of the school and must be willing to actively and enthusiastically participate in a professional learning community.

RESPONSIBILITIES:

The Principal has primary responsibility for the day-to-day management of the school and will be responsible for Voice's academic, operational, fiscal, and organizational management and success. This includes supervising instruction and conducting the evaluation program for all staff.

The Principal is also the instructional leader of the school and will manage change, including motivating and leading individuals and groups. Leadership must be provided to the students, staff and parents in order to achieve high outcomes.

The Principal interacts extensively with teachers, staff, students, parents, the Executive Director (ED), Board members and the community through site-based management. This interaction will include providing guidance and support in the classroom as appropriate. The Principal must be committed to pursuing the Charter goals and to achieving the best education possible for all of Voices' students. Additionally, the Principal will be expected to meet specific performance objectives which may include such areas as academic, financial and diversity goals in accordance with the Charter.

Key duties include:

1. Duties related to the Board

- Submits to the ED recommendations relative to all matters requiring Board action or attention, together with the materials needed for informed decisions
- Reports on school operations

2. Duties related to Staff

- Train, supervise and evaluate staff. Develop and implement a school-wide and individual staff development plan. Provide ongoing support and coaching to teachers to help them meet their individual professional development plan goals.
- Coordinates the work of all school educators and volunteer staff
- Directs the employment and assignment of administrative staff and coordinates administrative staff activities
- Advise the ED regarding the leave, classification, resignation, promotion, suspension or dismissal of school employees

- Assigns personnel within the school in accordance with Board policy
- Arranges for the evaluation of each staff member and identifies appropriate opportunities for continued professional development
- Maintains appropriate channels of communication within the school and ensures that staff is informed about relevant federal, state, and county laws, policies, regulations and procedures, and matters related to the improvement and welfare of the school
- Plans, leads, and conducts staff professional development and staff meetings

3. Duties related to students and the educational program

- Serve as the chief educational leader, including ensuring that the school mission and instructional program are being effectively implemented in each classroom
- Monitor the school's instructional and operational accountability, including collecting, analyzing, and reporting school and student performance data. Use this data to develop school priorities and to drive decision-making.
- Enforces compulsory attendance laws
- Continuously observes the instructional program and provides the ED with regular evaluations of school programs and student progress
- Studies the curriculum and makes decisions regarding the course of study, major changes and time schedules, and sound innovative programs
- Under appropriate circumstances, recommends to the Board a student's suspension or expulsion
- Participates in student study teams, 504 and IEP meetings

4. Duties related to Non-instructional Operations

- Causes to be maintained and updated adequate census and scholastic records, business and property records, and personal records as applicable
- Annually prepares and submits to the ED the school's budget for the upcoming year, revises this budget or takes other related action as the Board /ED designates
- Approves all expenditures in accordance with Board policy and within Board-approved appropriate limits
- Makes recommendations to the ED regarding the maintenance, safety, improvement and/or expansion of school facilities, sites, equipment and transportation services.
- Manage and/or oversee all daily school operations, including student admissions and discipline, facilities, food service, front office, school scheduling, etc.

5. Duties related to the Community

- Represents and advocates for the Board in relationships with city, county and state governments, private agencies, and the school community
- Sees that the community is informed about school matters through appropriate informational materials
- Serves on local committees such as ELAC, SSC, Schools Leadership, etc.
- Participates in appropriate community organizations and functions to obtain support for the attainment of school goals
- Hears complaints against the school and solves controversies between employees or between employees and students or parents/guardians
- Develop and maintain cooperative, collaborative working relationships with and among various stakeholders, including staff, students, families, Board members, District personnel, and the broader community
- Facilitate and build community among people from diverse backgrounds and perspectives

Complete All Other Duties as Assigned and Necessary

MINIMUM REQUIREMENTS:

- BA/BS Degree in Education or related field

- California Teaching Credential and demonstrated classroom level achievement results
- Proven commitment to the education of children of color from diverse ethnic and socioeconomic backgrounds
- Expertise with teaching English Language Learners
- Skill in fiscal management
- Excellent organizational skills (multi-task, set priorities, accomplish tasks in timely manner)
- Understanding and commitment to Voices's mission and vision
- Strong conflict resolution, problem-solving, and judgment skills
- Excellent, demonstrated oral and written communication skills
- Excellent interpersonal skills, including the ability to listen and be responsive to community partners, professional advisors, funders, Voices staff, Board of Directors, and parents, etc
- Experience or strong interest in public education, social justice and equity
- Bilingual (English/Spanish) fluency
- Knowledge of Microsoft Office (Word, Excel, Power Point), spreadsheets and databases.
- Commitment to work in an innovative and mission driven school environment
- A leader with strong management skills and entrepreneurial passion and thinker
- Tolerates high level of stress
- First Aid/CPR Certified
- Valid TB Clearance
- Clear criminal Background/Fingerprint clearance

PREFERRED QUALIFICATIONS:

- California charter school leadership experience or familiarity with California charter schools regulations, laws, and funding
- Masters degree in Education, Administration, Organizational Management, a related field, or equivalent experience
- Successful completion of results-oriented leadership training program (ex. Innovate Fellowship, NLNS)
- Experience in business management
- Tier II Administration Credential

WORKING CONDITIONS:

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

REPORTS DIRECTLY TO: Executive Director

SALARY:

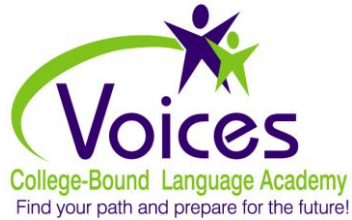
- Commensurate with experience and references
- Health, sick, and pension benefits

JOB TYPE:

Full-Time, Exempt

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Voices College-Bound Language Academy Job Description

School Assistant- Non-Certificated

Voices College-Bound Language Academy (Voices) is a new Dual Immersion K-8 school founded on best practices, innovative initiative and the search for excellence. Voices is looking for bilingual (Sp or Viet/Eng) yard duty staff that demonstrate a strong desire to help students succeed and have an unswayable belief that ALL students can achieve at high levels.

The yard duty staff will work during meal, recess and enrichment periods and assist in the supervision of students; dispense meals and assist with clean up tasks; and perform other duties as assigned.

All employees must fully support the mission, vision and values of the school and must be willing to actively and enthusiastically participate in a professional learning community.

RESPONSIBILITIES:

- Supervises classroom and outdoor playground activities to direct students into safe activities and relationships;
- Substitute for regular scheduled supervision staff as needed;
- Observes activities of students and assists the teacher in maintaining order;
- Sets up and arranges supplies and equipment in the classroom for student use;
- Prepare for meal services;
- Clean up after meal services;
- Prepares labels, charts, bulletin boards and displays as instructed;
- Runs errands for teachers;
- Counts, records, dispenses and shelves books and instructional materials;
- Demonstrates use of teaching aids to students;
- Prepares instructional aids, such as tapes, games, worksheets and displays;
- Informs the teacher on progress or problems;
- Measures, cuts and counts supplies for projects;
- Gives instruction in how to play games;
- Administers basic first aid, as needed;
- Performs incidental housekeeping tasks, such as arranging objects, putting things away, cleaning tables, chairs, sweeping and work areas;
- Supervises students on field trips;
- Performs related work as required.

QUALIFICATIONS

Knowledge of:

General needs and behavior of children;

Basic first aid;

Appropriate safety precautions and procedures.

Ability to:

Communicate with students and motivate them to participate in learning activities;

Learn and adapt new procedures and conditions;

Apply knowledge and practices with judgment;

Recognize hazards to safety;

Learn laws, rules, practices and procedures related to public education and related to the program to which assigned;

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Supervise students in classroom, on field trips and out-of-doors;
Perform basic first aid, as needed;
Understand and carry out oral and written instructions;
Establish and maintain effective working relationships with those contacted in the course of work.

MINIMUM REQUIREMENTS:

- Valid TB Clearance by first day of employment
- Clear Criminal Background/Fingerprint Clearance
- Maintain acceptable standards of physical health, energy and emotional adjustment to the job environment.

PROFESSIONAL QUALIFICATION:

- Commitment to work in an innovative, entrepreneurial and mission driven school environment
- Able to excel in an ethnic and socioeconomic diverse inner city community
- Maintain professional appearance, grooming, and maturity which establish a desirable example for students.
- Tolerate high levels of stress
- Ability to work well independently and within a team environment; working efficiently, and exercising excellent judgment in making decisions.
- Must feel comfortable working with school-age children
- Good communication and interpersonal skills; accuracy, discretion, and ability to work independently as part of a team; flexibility; and willingness to learn are essential.
- Apply common sense understanding of detailed multi-step instructions in a combination of written, oral and diagrammatic form.
- Skills to communicate with persons of varied cultural and educational backgrounds

PREFERRED QUALIFICATIONS:

- Full fluency in English and Spanish or Vietnamese

WORKING CONDITIONS:

- Varied and flexible working schedule (normally 1-4 hours per day)
- Regular requirement to stand, sit, walk, talk, hear, see, read, speak, reach, stretch with hands and arms, stoop, kneel and crouch
- Lift and carry objects weighing up to 50 lbs.
- Occasional exposure to blood, bodily fluids and tissue
- Occasional interaction with unruly children
- Occasional evening and or weekend work
- Willingness to be trained as needed

REPORTS DIRECTLY TO: Principal, designee, or other appropriate administrator

SALARY:

- \$10.00-\$12.00/hour

JOB TYPE:

Part-Time, Exempt, At-Will

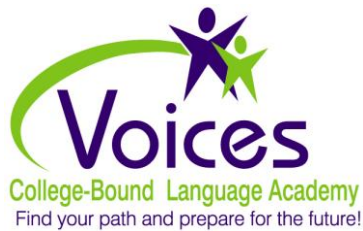
HIRING PROCESS:

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Voices College-Bound Language Academy Job Description

Elementary Teacher- Certificated

Voices College-Bound Language Academy (Voices) is a Dual Immersion K-8 school founded on best practices, innovative initiative and the search for excellence. Voices is looking for fully bilingual (Sp/Eng) teachers that demonstrate a strong desire to teach an academically rigorous curriculum and have an unswayable belief that ALL students can achieve at high levels. Therefore, it is expected that applicants for positions at Voices will measure up to the highest standards.

Teachers are our most important resource. Their duties are to ensure that a student receives quality instruction, makes accelerated educational progress, and reaches or exceeds their academic goals. Under the supervision of the Principal, teachers have the opportunity to create a learning environment and to plan an instructional program to fulfill the educational objectives of the grade level/classes assigned. Teachers establish efficacious relationships with pupils' to motivate them to develop skills, attitudes and knowledge needed to meet State standards and excel academically. They supervise associate teachers, student teachers, and parent volunteers when applicable.

All employees must fully support the mission, vision and values of the school and must be willing to actively and enthusiastically participate in a professional learning community. Teachers at Voices have the opportunity to work with like-minded individuals with an undying commitment to professionalism, collaboration and constant learning. Teacher at Voices have the unique opportunity to grow as professionals and to develop as leaders.

RESPONSIBILITIES:

1. Teaching

- Plan learning activities appropriate to subject(s), grade level(s), abilities, and cultural background of individual students.
- Create an atmosphere through personal example and efficacious relationships with students which inspire academic achievement and an enthusiasm for learning.
- Organize classroom systems/procedures/routines and manage student behavior to ensure all students are fully engage in learning
- Establish a culture of high expectations and college preparation for all students
- Develop lesson plans consistent with California Common Care Standards, instructional materials and provide individualized and small group instruction in order to adapt the curriculum to the needs of each student.
- Teach for mastery and establish clear content and language objectives for all lessons, units, and projects
- Provide instruction to students with special needs in accordance with IEP utilizing support services as appropriate; participate in IEP meetings as appropriate.
- Motivate pupils to develop skills, attitudes and knowledge needed to provide a good foundation for elementary education
- Challenge and accelerate ALL students, no matter at what level they enter the classroom
- Develop and evaluate independent study programs

2. Assessing:

- Monitor student's progress and evaluate the student's achievement in relation to learning objectives and revises learning objectives when necessary.
- Assess students regularly, records results, examine student assessment data, and refine classroom activities to differentiate instruction for each student
- Track student information and maintains accurate student records, including attendance.
- Analyze qualitative and quantitative student data
- Administer standardized tests and other school-selected tests in accordance with the schools testing program.
- Plan, implement, monitor, and assess a classroom instructional program which is consistent with School and Board goals and Mission, and specific objectives based on assessment of student needs.

3. Collaboration:

- Work cooperatively with staff toward resolution of mutual concerns.
- Collaborate closely with other teachers, consultants, and the principal to align curriculum across subjects, improve own and others' instructional practices and share best practices
- Work collaboratively to achieve Voices's vision
- Reflect, improve and collaborate with colleagues, parents and community
- Participate in daily grade-level meetings and professional development
- Collaborate with other teachers and administrators in the development, evaluation, and revision of lessons, units, and programs
- Identify unique student needs and collaborates with other team members and outside service providers to diagnose and address learning challenges
- Utilize community resources in support of academic program

4. Professional:

- Actively participate in professional development activities, including retreats
- Demonstrate knowledge of, and support, Voices's mission, vision, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior and teacher compact.
- Motivate and organize parent involvement and foster strong school morale and academic achievement
- Implement Voices Instructional Guidelines and Best Practices
- Provide students and their families with regular and timely information on classroom activities. Hold parent conferences and provide regular progress reports as required.
- Identify student needs and cooperate with other professional staff members in assessing and helping students solve health, attitude, and learning problems.
- Attend evening and weekend school programs and parent meetings as needed.
- Perform duties such as cafeteria, yard duty and monitoring during the work day as assigned
- Represent the school and program to local and State groups as assigned maintaining a positive and professional image; interact with outside agencies as necessary.
- Maintain and prepare reports and records regarding students and classroom matters as directed.
- Maintain professional relationships with pupils, parents, colleagues and supervising staff members.
- Maintain consistent, punctual and regular attendance.
- Mentor and co-plan with Associate Teacher; keeping him/her informed of weekly plans and goals and evaluating Associate Teacher
- Complete all assignments in a timely fashion
- Keep anecdotal records about student behavior and progress for use when generating IEPs and in conferences with parents
- Reinforce school culture and code of conduct through consistent management of the classroom, not by sending students to Principal's office
- Tutor students as directed
- Show written evidence of preparation for classes upon request of immediate supervisors

Complete All Other Duties as Assigned

MINIMUM REQUIREMENTS:

- Credential: K-8 Teacher- Multiple Subject Teaching or equivalent or Bachelor's Degree, including all courses needed to meet credential requirements or 6th-8th Teacher- appropriate single subject credential for assignment.
- BCLAD or equivalent (BCC, ELD, or LDS, etc)
- "NCLB" compliant
- Knowledge of Dual Language Immersion Education and language acquisition
- Knowledge of subject matter, including California Common Core Standards
- Excellent speaking, reading, writing, and math skills (English and Spanish)
- First aid and CPR certified by first day of employment
- Valid TB Clearance by first day of employment
- Clear Criminal Background/Fingerprint Clearance
- Maintain acceptable standards of physical health, energy and emotional adjustment to the job environment.
- Computer skills- proficiency in Word, Excel, Power Point and others as necessary

PROFESSIONAL QUALIFICATION:

- Commitment to work in an innovative, entrepreneurial and mission driven school environment
- Able to excel at motivation and teaching in an ethnic and socioeconomic diverse inner city or rural communities
- Maintain professional appearance, grooming, and maturity which establish a desirable example for students.
- Tolerate high levels of stress
- Commitment to accelerated educational progress of children
- Excellent interpersonal skills, including the ability to listen and be responsive to colleagues, funders, administration, Board of Directors, and parents, etc
- Ability to work well independently and within a team environment; working efficiently, and exercising excellent judgment in making decisions.
- Experience or commitment to public education, social justice, efficacy and equity

PREFERRED QUALIFICATIONS:

- California charter school experience or familiarity with California charter schools regulations, laws, and funding
- At least two years of teaching experience

WORKING CONDITIONS:

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

REPORTS DIRECTLY TO: Principal, designee or other appropriate administrator

SALARY:

- Highly competitive salary;
- Health, sick and pension benefits

JOB TYPE:

Full-Time, Exempt, At-Will

HIRING PROCESS: For more information, please contact Frances Teso at fteso@voicescharterschool.com

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Voices College-Bound Language Academy

Professional Development Formats

Whole Staff Meeting	Results-Oriented Cycle of Inquiry Meeting	Professional Development Meeting	Planning Time	Prep Time
<p>Goal: Build Community and facilitate concise and timely communication on key issues. Events, obstacles, and celebrations In our work.</p> <p>Whole Staff Meetings are attended by all staff possible and may include:</p> <ul style="list-style-type: none"> • Community building activities • Principal reports • Decision-making on proposals that affect the whole school community • Norming academic and behavior expectations • Guest speakers • Reading texts 	<p>Goal: Enable teachers within a grade level to collaborate on accelerated student achievement results.</p> <p>Meetings may include:</p> <ul style="list-style-type: none"> • Working with interim assessments • Analyzing and reviewing data • Creating action steps (whole class, small group and individual student) • Utilizing data-based protocols. These may include: <ul style="list-style-type: none"> ○ Text-based Discussions ○ Looking at student work 	<p>Goal: Build teacher expertise and capacity around practice, knowledge, and understandings of curriculum, standards and strategies.</p> <p>Meetings may include:</p> <ul style="list-style-type: none"> • Utilizing protocols to help process and share out • Reading texts • Facilitating meeting • Reflecting • Lesson or observation analysis • Workshops • Trainings 	<p>Goal: Enable teachers to collaborate on content and curriculum.</p> <p>Meetings may include:</p> <ul style="list-style-type: none"> • Curriculum planning based on data and Voices instructional expectations • Portfolio and database preparation and reporting • Backwards Mapping • Unit Designing 	<p>Goal: Provide teachers with independent planning and preparation time, as well as increased time around reporting periods.</p> <p>Prep time may be used in support of our mission and vision. This includes:</p> <ul style="list-style-type: none"> ○ High expectations ○ Rigorous curriculum ○ Family involvement ○ Teachers as learners ○ Accelerated results
<p>Principal Conferences: Goal: Provide teachers with regular opportunities to reflect on progress towards goals, to problem-solve and plan next steps with the principal.</p> <p>Conferences may include: Teachers meet individually or as a grade level to check in on student's achievement results and individually to reflect on progress towards individual teacher goals. Looking at data, receiving feedback, adjusting goals.</p>				



Broken Promises:

The Children Left Behind in Silicon Valley Schools

Second Edition

With new 2013 Student Achievement Data
Including English Language Learners and
Low-Income Students

An Innovate Public Schools Publication

Written by Joanne Jacobs

With Matt Hammer and Dr. Linda Murray

January 2014

Endorsers of the Second Edition

**Mayor Chuck Reed,
City of San Jose**



**Mayor Alicia Aguirre,
City of Redwood City**



CHILDREN NOW



Foreword to the Second Edition & Acknowledgements

Innovate Public Schools is dedicated to the mission of giving every child in the greater Silicon Valley region the chance to attend a great public school. Our organization grows out of the sense of urgency that parents feel when their children are stuck in low-performing schools with low expectations.

This is the second edition of the report "Broken Promises: The Children Left Behind In Silicon Valley Schools," focused on student achievement in Santa Clara and San Mateo counties. This report presents clear data about how public schools are doing preparing children for success in college, based on a few of the measures available to the public through the California Department of Education.

Given the persistent achievement gap between ethnic and socio-economic groups, we focus on some of the most underserved groups, particularly Latino and African-American children. The data paints an alarming picture about the future for so many of these children who are denied access to a high-quality school. That's the promise that we, as a community, have broken.

In this new edition, we have updated the data using the most recent available results from the 2013 California Standards Test. We have also added many new graphs that disaggregate the data by two other large and underserved subgroups of students: English Language Learners and low-income children.

With 54 school districts across the two counties, it is particularly challenging for parents and the general public to know how their schools and districts are actually doing. Where are the most successful schools? Where are the biggest problems? How does my district and my child's school stack up against the others?

A critical mission of our public school system is to prepare every student for success in college and good careers. The reality now is that our children will be entering a job market that is increasingly global and highly competitive. Our public school system is nowhere near delivering the quality of education called for by that reality.

“The good jobs that require only a high school education are gone and will not be coming back.”

– **Anthony Carnevale,**
Georgetown Center on
Education and the Workforce

But we can make it so. The good news is that there is an ever-growing number of great public schools here in the Valley that are bucking the trends. Those schools are proving what is possible. The question now is whether we have the political will to replicate and grow what is working. If we can create 20 great public schools in this Valley, then why not 200?

We dedicate this report to the hundreds of parent leaders involved with PACT, who have worked tirelessly in their free time for the past 13 years to create, grow, and support many of the best schools in this report. That deep love for the children inspires people to make miracles happen, to create places of hope where there was once despair. May that continue.

Finally, I need to acknowledge a few organizations and individuals who helped make this report possible. First, we are so grateful to the Walton Family Foundation for providing the seed funding to launch this new organization, as well as to the Silicon Valley Community Foundation, for its generous support. We appreciate also the generosity of the Charles and Helen Schwab Foundation, the Noyce Foundation, the Sobrato Family Foundation, Reed Hastings, and Infonetics Research. Thanks also to Ann Bowers, Lisa Sonsini, and Ken Schroeder for supporting our work.

Special thanks to Tom Zazueta and his brilliant team at Coakley Heagerty, who are the artistic, marketing, and technical juice behind this report and our website, all provided pro bono. Thanks also to Susan Hanson, one of our thought partners and editors.

We hope this report inspires dialogue, provokes hard discussions, and leads to more urgent improvement in the quality of public education that we offer our children.

Matt Hammer, Executive Director
Innovate Public Schools

Key Findings

We make a promise to our kids – to everyone’s kids. Go to school, work hard and you’ll have a bright future. Anyone can go to college, we say, from the daughter of a Mexican gardener with a fifth-grade education to the son of an engineer with a Stanford PhD. Education is the golden road to opportunity.

For many students in Silicon Valley – especially English Language Learners, low-income students, Latinos, African-Americans and Pacific Islanders – that promise is not being kept. The chart below shows that thousands of children every year are falling off the college path.

California will face a shortfall of 2.3 million college-educated and technically trained workers by 2025, predicts California Competes (see californiacompetes.org). We need to prepare the rising generation to seize 21st-century opportunities – our region’s economic vitality depends on it.

This report looks at all public schools and districts in Santa Clara and San Mateo counties, with special attention on the achievement of underserved groups of students. Here are a few of the major findings:

Who is Ready for College & Career in Silicon Valley?

	Algebra proficiency by end of 8th grade	Four year graduation & eligible for UC/CSU
English Language Learners	14%	NA*
Low income	29%	NA*
Latino	24%	20%
African-American	21%	22%
Pacific Islander	28%	19%
Filipino	50%	42%
White	58%	53%
Asian	80%	71%

*Data not available because State of California does not disaggregate this high school data for English Language Learners or Low-Income students.

- We have a region-wide problem: Low percentages of college readiness for Latino, African-American, and Pacific Islander students, as well as low-income students and English Language Learners, across districts in San Mateo and Santa Clara counties. Individual schools buck the trends, but districts do not.
- Charter schools are over-represented among the top public schools serving Latino students. Among all schools, charters are three times more likely to be ranked in the top 10%.
- There are surprises at the top and the bottom. From the perspective of a low-income Latino family looking for good schools, one of the best places to live is now Alum Rock, where there are high-quality charter schools and several of the top district-run schools in the region. On the other hand, the numbers are particularly low in places like Sunnyvale and Berryessa, where less than 10% of Latinos reach proficiency in algebra by 8th grade.
- Schools at the top of the list have a culture of high expectations, focused on getting every child to grade level and college-ready.

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Broken Promises

“When I came to this country, I saw the American dream. You get an education, go to college... But now even American citizens can’t reach the American dream,” says Roberto Aguirrez, a Morgan Hill father.

After years volunteering at his children’s school, he’s now working with People Acting In Community Together (PACT) and others to bring quality charter schools to Morgan Hill. If he can’t get his 5th-grade daughter into a good charter middle school – there are wait lists at all the high-performing charters – he’ll pay for private school. “You know that movie? I’m not waiting for Superman,” he says.

Aguirrez and his wife earned college degrees. They were able to help their daughter with homework when she fell behind. They could afford to hire a tutor. When teachers said their kids were doing “OK,” they could read the report card and see that wasn’t true. Most Latino parents don’t know their children are scoring Below Basic, says Aguirrez. And few have the choice of paying for private schools.

His daughter has four Latina friends who will start 6th grade reading at the second or third grade level. “They push kids from one grade to the next,” says Aguirrez. Once kids fall too far behind, they won’t catch up if they repeat the grade, and they’ll fail if they’re moved ahead, he says. “They’re not going to make it.”

Silicon Valley remains the land of opportunity – for the college educated and the technically trained. But who will seize those opportunities?

Once known as the Valley of Heart’s Delight, Silicon Valley draws talented people from around the world. In 2011, 64% of the valley’s college-educated, high-tech professionals were born outside the U.S., reports Joint Venture Silicon Valley. Nearly half of college-educated professionals in other industries were foreign born.¹

Latinos, who make up nearly one-quarter of the region’s workforce, hold less than 5% of computer-related jobs, estimates the San Jose Mercury News.²

In schools in Santa Clara and San Mateo counties, most Asian, white and Filipino students are on the college track. Most Latino, African-American and Pacific Islander students are not.

Latinos make up 38% of K–12 enrollment in the two counties’ public schools. African-Americans and Pacific Islanders add another 4%. That’s a lot of kids.

Our charts and graphs look at proficiency in elementary reading and math, who takes and who passes 8th-grade algebra and what percentage of 9th graders graduate in

In the Valley, most Asian, white and Filipino students are on the college track. Most Latino, African-American and Pacific Islander students are not.

four years with the college prep coursework needed to pursue a bachelor’s degree at the University of California and California State University. We are not just looking at college eligibility for students who make it to 12th grade because too many kids – disproportionately Latino – don’t get that far.

There are many ways to measure school performance. To learn more about local schools, go to Ed-Data (ed-data.k12.ca.us), which has links to school and district reports, or GreatSchools (greatschools.net).

Gilroy Prep

Build a Strong Foundation

Top elementary school in the region for Academic Performance Index (API) for Latino, Low-Income, and English Language Learner students*



Achievement gap? Not at Gilroy Prep, a K-4 charter school that’s growing into a K-8.

Two-thirds of students are English Learners and come from low-income families; 60 percent are Latino. Yet most ace state exams – with more scoring “advanced” than “proficient.”

Students spend 90 minutes a day using computers to “fill in holes” or “zoom ahead,” says co-founder James Dent, executive director of Navigator Schools. The teacher works with small groups of students who need more help, while an aide supervises students working on computers.

Ahead of the vast majority of schools in the state, teachers have already broken down the new Common Core standards into daily learning objectives. In some classes, students use mobile devices to answer questions. The teacher can see immediately who needs more help. Teachers specialize in either literacy or math and facilitate students moving quickly through several types of instruction, including work in pairs, small groups, and the whole class.

Structured language practice and “tons of reading” help students master English, says Dent. “Our students talk 300 to 400 percent more than kids at an average school.”

Students answer questions in complete sentences using “because.” They don’t just explain why an answer is correct. They have to explain why other possibilities are wrong. The prove/disprove method builds critical thinking skills, Dent says.

“Spiral review” ensures students repeat a concept till they’ve mastered it. Students chant, sing, gesture and turn to a classmate for “partner talk.”

Gilroy Prep’s day runs from 8 to 4 with the last 45 minutes devoted to art, chorus, board games and other enrichment activities. Physical education is part of the regular school day.

The first three years focus on literacy and math. Students learn to read

chapter books and write paragraphs. They draw or make models to understand math. By third grade, they’re ready for social studies and science.

Most teachers are young: Half are in their first year. All teachers are observed and videotaped weekly. Dent, Principal Sharon Waller, or an academic coach meets with each teacher and aide every week to discuss how to make “bite-sized improvements” in their teaching.

“There does not need to be an achievement gap,” says Dent.

Navigator Schools runs Gilroy Prep and Hollister Prep, which opened this fall. Navigator hopes to add a Morgan Hill school, then expand to Santa Cruz and Monterey counties.

** Among schools with at least region average for percent of Latino, Low-Income, and English Language Learner students.*

Gilroy Prep Charter	
API:	942
Total number of students:	242
Student Characteristics	Percent
Latino	60%
Asian	7%
White	20%
English Language Learner	60%
Eligible for Free/ Reduced Price Meal	65%
Special Education	7%
2013 3rd Grade Latino	% Proficient and Above
English Language Arts	74%
Math	97%

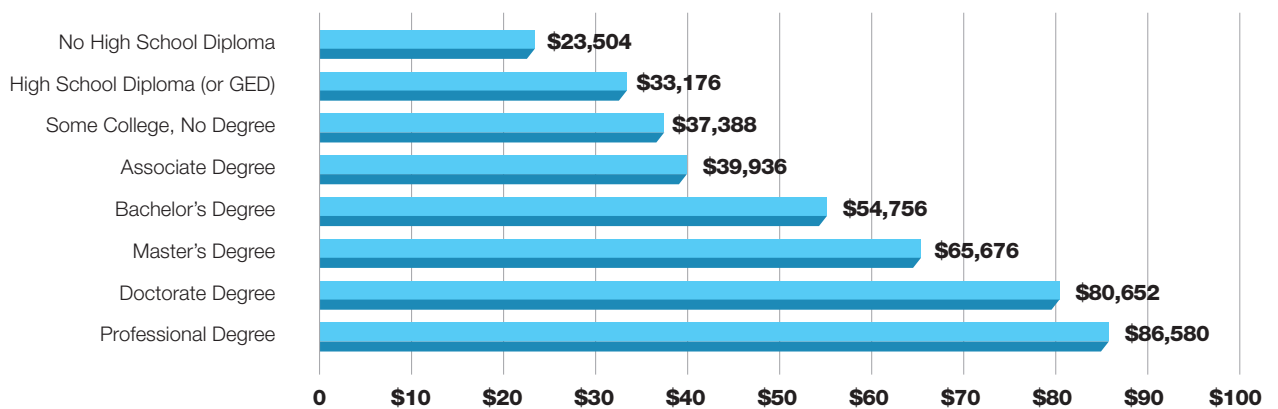
Slipping Off The College Track

Latinos are “slipping off the college track in elementary and middle school, signified by their inability to pass algebra in 8th grade and often in 9th,” says Muhammed Chaudhry, who runs the Silicon Valley Education Foundation.

Not every 21st-century worker needs a four-year degree, he says. But every student should have access to a college-prep curriculum and to career tech courses. “The future for a student with only a high school diploma is very limited and the future for a student without one is very grim.”

There’s a close connection between years of education and earnings (see Figure 1). Less-educated workers not only earn less, they face longer stretches of unemployment. Workers with a high school diploma or less lost 5.6 million jobs in the recession, estimates the Georgetown Center on Education and the Workforce.³ There is no sign of recovery for less-educated workers.

Figure 1 Median Annual Earnings of Adults
(Full time Workers, Age 25 and over, 2011)



Source: Bureau of Labor Statistics, Current Population Survey, Annual Social and Economic Supplement.
Last Modified Date: March 23, 2012

It’s possible to earn a middle-class income with a one-year certificate or a two-year degree in a technical or medical field. But nearly all the high-paying credentials require good reading and math skills.⁴

Many Latino children are behind on the first day of kindergarten. Their parents are less likely to be educated and to speak English well. Many may not know how to help their children catch up; schools try, but often fail.

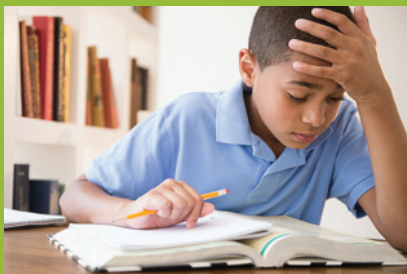
“Kids from poor families tend to have less access to reading material” and don’t always know about high-tech jobs, says M. Danielle Beaudry, who retired from a technology career to teach math at Fremont High School. To succeed in Silicon Valley, young people need reading comprehension as well as math, says Beaudry, who’s now retired from teaching. “Problem solving is the ‘math’ skill most used in

many jobs in a high-tech company – and you can't solve problems without reading to understand the problem and research potential solutions.”

Many children seem to be doing OK in the early grades, when they're reading simple stories and doing arithmetic by rote. In third and fourth grade, they need to read complex material and understand why $4 \times 6 = 6 \times 4$. Some are left behind, never to catch up.

Renaissance Academy

Learn To Do What's Hard



Second Highest Middle School in the region for Latino Algebra proficiency*

Renaissance Academy isn't a charter, but the innovative public middle school operates with many of the same freedoms. The school was created through a partnership between PACT and the Alum Rock School District, as were LUCHA and Adelante, two other “small, autonomous schools.”

High expectations and attention to detail are keys to the school's success, says Vince Iwasaki, who taught algebra for the first six years and is now the academic dean. “Nobody says, ‘That's good enough’.”

Renaissance is small, but the classes are not, averaging 32 students in a class. The school day is the same as other Alum Rock district schools,

but Renaissance has rethought the schedule. Teachers teach 80-minute blocks four days a week and get a full day to prepare lessons and work with colleagues. “We never run out of time,” says Iwasaki.

Many students don't believe that math makes sense, he says. “They feel it's magic.” Even students who are “proficient” on multiple-choice tests don't know why the procedures work, Iwasaki says.

He asks: “When we're adding two fractions, why do we need a common denominator?”

Students say: “Because the teacher said so.”

Renaissance teachers show students how to attack a math problem, breaking it into solvable chunks. Students must answer in complete sentences, showing they understand the underlying concept. Getting the right answer by “magic” isn't good enough.

Renaissance teachers work closely together. Math concepts also are taught in science and humanities classes. “In English, we teach students how to assert a proposition and defend it with evidence,” says Iwasaki. “That's fully translatable into math.”

All eighth graders take algebra, even if state tests show they're “basic” or below in math. It's important to include a mix of students, Iwasaki believes.

Students work on practice problems in class. Those who finish early coach slower students. The strong students “learn to look at problems from a different perspective,” deepening their understanding, he says. “Heterogeneity is a huge advantage for us.”

With a degree in mechanical engineering and experience as a systems analyst, Iwasaki can explain to students how math is used in the world.

When his students are in the workforce, they'll need to understand what they're doing and do it right, Iwasaki says. They're learning a valuable lesson in middle school: “Learn to do what's hard.”

** Among schools with at least region average for percent of Latino students (38%).*

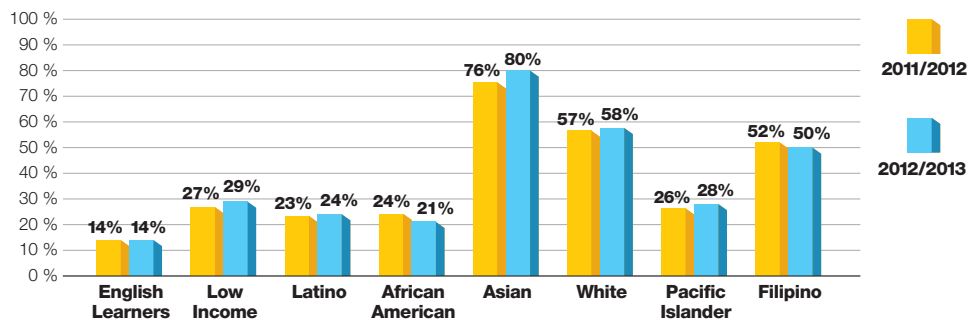
Renaissance Academy 1	
API:	845
Total number of students:	287
Student Characteristics	Percent
Latino	82%
African American	2%
Asian	8%
White	3%
Pacific Islander	1%
Filipino	3%
English Language Learner	8%
Eligible for Free/Reduced Price Meal	100%
Special Education	4%
2013 8th Grade Latino	% Proficient and Above
English Language Arts	58%
Math – Algebra 1	59%
Science	73%

Paths Diverge in Middle School

At most middle schools, the paths diverge when some kids take pre-algebra in 7th grade and algebra in 8th, while others wait till high school to try algebra. Passing algebra in 8th grade is the first step on the track that leads to geometry in 9th grade, advanced algebra in 10th grade, pre-calculus in 11th and calculus in 12th grade. Students who aspire to a university degree in a STEM field – science, technology, engineering and math – need to be on this track.

In 8th grade, most Asian and white students take algebra and pass the class, opening the possibility of 12th-grade calculus and a shot at a high-tech career. By the end of 8th grade, only 24% of Latino students in the two counties score as proficient or advanced in algebra on state exams, compared to 80% of Asians and 58% of whites. Just 14% of students who are English Language Learners are proficient, and only 29% of low-income students. (See Figure 2.)

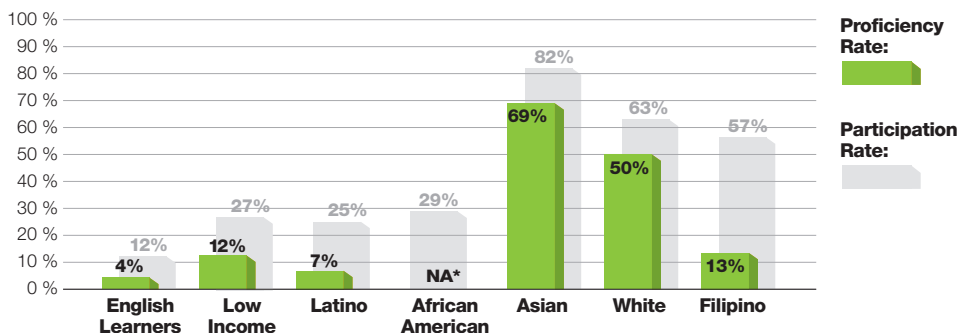
Figure 2 Algebra Proficiency by end of 8th Grade
(Average across San Mateo and Santa Clara counties)



CST Algebra 1 results from 2011, 2012 and 2013

School districts have very different standards for deciding who gets a chance to take Algebra I. (See Figure 16 in Appendix: "Who Takes Algebra By 8th grade?") For example, Sunnyvale School District places just 25% of Latinos in algebra in middle school (called the "Participation Rate"), compared to 82% of Asians and 63% of whites. While 69% of Asians and 50% of whites achieve proficiency, only 7% of Sunnyvale Latinos will start high school on the STEM university track. (See Figure 3.)

Figure 3 Algebra Proficiency by End of 8th Grade and Participation Rates
Sunnyvale School District



CST Algebra results from 2012 and 2013

NA*: Indicates that fewer than 11 students took the test and proficiency rates are not available.

Sunnyvale uses grades, test scores and teacher recommendations to determine which students are ready to take algebra. The idea behind the policy is that it's best for students to take the course just once and be successful, usually not until high school. Most Latino 8th graders in Sunnyvale take Algebra Concepts, which introduces vocabulary and skills they'll need when they tackle Algebra 1 in 9th grade.

The Sunnyvale School District doesn't track how well their 8th-grade graduates do when they move on to the high school district. But most Sunnyvale graduates go to Fremont and Homestead high schools. Latinos who take 9th-grade algebra at the two high schools do very poorly: Only 11% reach proficiency.

Pushing unprepared students into 8th-grade algebra doesn't work either. The San Mateo-Foster City School District places 72% of Latinos in algebra in middle school and posts 13% proficiency, only slightly better than Sunnyvale. Campbell Union lets 100% take algebra, but only 19% reach proficiency. (See Appendix Figure 12.)

Leaving out districts with few Latino students, Gilroy Unified does best at getting Latino students to proficiency in algebra in 8th grade: 63% take the course and 38% score as proficient or better.

Even when students pass algebra in middle school, they may repeat it in 9th grade, according to the Noyce Foundation's Pathways Study in 2010. Some schools are requiring students with B's and proficient scores to repeat algebra, according to the "Held Back" report. Latinos, African-Americans and Pacific Islanders are the most likely to take the course twice.⁵

Disadvantaged students may find it even harder to get on the STEM university track in the future. California is shifting to Common Core standards, which return algebra to 9th grade and discourage districts from letting students take it earlier. "Placing students into an accelerated pathway too early should be avoided at all costs," the draft framework advises.

In affluent areas, however, there will be enough advanced students to offer a middle school algebra class, and educated parents in Silicon Valley are sure to demand as much "acceleration" as possible. But algebra may disappear from most California middle schools serving primarily low-income children. This could result in an even larger education gap between rich and poor.

The middle school years are critical, concludes "The Forgotten Middle," a 2008 ACT report. "The level of academic achievement that students attain by 8th grade has a larger impact on their college and career readiness by the time they graduate high school than anything that happens academically in high school."⁶

"The level of academic achievement that students attain by 8th grade has a larger impact on their college and career readiness... than anything that happens academically in high school."

— ACT Report, 2008

Weak Math Skills Are a Dream Killer

The gap widens in high school. Successful students don't just take the A-G courses required by UC and CSU. They take honors and Advanced Placement classes. But the promise of college is fading for many Latino students. They're more likely to drop out and far less likely to complete the college-prep courses that would give them a chance to attend a UC or CSU school.

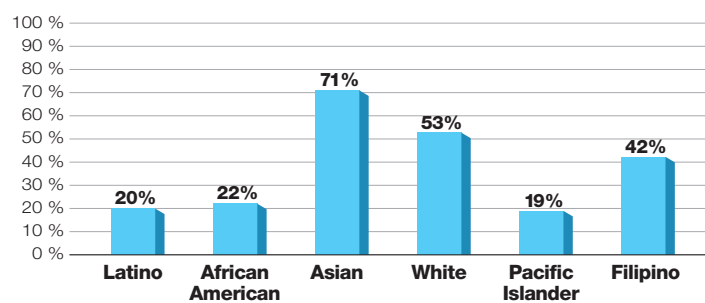
In Morgan Hill, where Roberto Aguirrez and his wife are raising their two children, only 19% of Latinos graduate from high school on time and eligible for UC and CSU admission. That's why they're fighting to bring a charter school to Morgan Hill. "Charter schools give kids a shot at college," says Aguirrez. He thinks a college degree is essential for his children and their friends.

Figure 4 Percent of Students with 4-year Graduation and UC/CSU Eligibility, 2012
Districts in Santa Clara and San Mateo counties

School District	Latino	African American	Asian	White	Pacific Islander	Filipino
Los Gatos-Saratoga Joint Union High	61%	0%	90%	75%	100%	50%
Palo Alto Unified	48%	49%	89%	78%	NA	67%
Jefferson Union High	35%	37%	66%	32%	53%	49%
South San Francisco Unified	34%	27%	77%	46%	0%	54%
Mountain View-Los Altos Union High	29%	27%	88%	75%	20%	61%
Cabrillo Unified	26%	0%	83%	62%	100%	100%
San Mateo Union High	26%	21%	78%	57%	19%	51%
Fremont Union High	22%	26%	81%	63%	25%	42%
San Jose Unified	22%	37%	72%	46%	31%	48%
Gilroy Unified	20%	38%	65%	47%	50%	46%
Sequoia Union High	20%	19%	72%	65%	17%	47%
Milpitas Unified	19%	23%	67%	36%	50%	36%
Morgan Hill Unified	19%	21%	62%	46%	20%	6%
Campbell Union High	16%	24%	62%	41%	0%	15%
Santa Clara Unified	16%	26%	53%	33%	11%	48%
East Side Union High	12%	17%	55%	27%	15%	31%

Among districts serving at least the region average of Latino children, South San Francisco Unified is at the top, with 34% of Latinos graduating on time and college eligible. But that's as good as it gets. (See Figure 4.) In Santa Clara and San Mateo counties, just 20% of Latinos and 22% of African-Americans graduate in four years with the credits to attend a UC or CSU campus, compared to 71% of Asians and 53% of whites. (See Figure 5.)

Figure 5 Percent of students with 4-Year Graduation and UC/CSU Eligibility
(2012 average across San Mateo and Santa Clara counties)



High school graduates who aren't UC/CSU eligible can go to low-cost community colleges, which offer job training and general education courses that can be the start of a bachelor's degree. Almost 75% of college-going Latinos in California and two-thirds of African-Americans enroll in community colleges. But few complete a vocational certificate or a two-year degree, much less a bachelor's degree.⁷

Weak math skills are a dream killer. 85% of the state's community college students aren't ready for college math, estimates the Campaign for College Opportunity. By one estimate, only 22% of students who start in remedial math will go on to take a college-level math course.⁸

Summit Prep

An Early Start at College



Highest-performing high school in the region for percentage of Latino students who graduate in 4 years eligible for a state university*

At Summit Prep, a janitor's daughter and the son of a high-tech millionaire may be partnering for a lab on environmental toxins or a discussion of dystopian novels. The 10-year-old Redwood City charter high school is diverse in every way, but all students are on the college track.

Half the students are Latino, black and Pacific Islanders. Most come from low-income and working-class families. Many speak English as a second language.

The other half are white and Asian-American, typically from well-educated, well-to-do families.

Everyone takes six Advanced Placement (AP) courses and fulfills the requirements for admission to California state universities. Nearly everyone is accepted at a four-year college or university.

Ninth graders who've started out behind take a basic skills class in addition to college-prep classes. They can take more time to pass if they need it, says Summit CEO Diane Tavenner. "Algebra I ends when you show competency. It doesn't necessarily end in June."

Because the school is small -- only 400 students -- nobody is lost in the shuffle. All students meet weekly with a faculty mentor who helps them set daily and weekly goals, track their progress, refine their college plan and cope with academic or personal challenges.

Summit Prep's day starts with reading. To build comprehension, students answer questions on an e-reading platform.

Technology lets students work at their own pace during "personal learning time." Students use online playlists developed by teachers, peer-to-peer coaching and tutoring to meet their individual goals.

Most of the time is devoted to projects. For example, after studying Plato, Aristotle, Hobbes, Locke, Montesquieu,

Rousseau and Voltaire, students write from one philosopher's perspective on the question: Can people govern themselves? In teams of four (actor, PR agent, historian and investigative reporter), they represent the philosophers' views on human nature and government at a press conference.

For eight weeks each year, Summit students explore their interests and potential careers through internships, visual and performing arts workshops, community service projects and other "real world" activities.

The Summit network has expanded to six schools from San Jose to Daly City, including a new school in Sunnyvale that will be grades 6-12.

** Among schools with at least region average for percent of Latino students (38%).*

Summit Prep Charter	
API:	845
Total number of students:	406
Student Characteristics	Percent
Latino	49%
African American	3%
Asian	6%
White	36%
Pacific Islander	3%
English Language Learner	12%
Eligible for Free / Reduced Price Meal	38%
Special Education	14%
2012 % of Students with 4-Year Graduation and UC/CSU Eligibility	
Latino	90%
African American	95%

Schools Bucking The Trends

It's not hopeless. Despite all the challenges, there are a growing number of schools in Santa Clara and San Mateo counties where most Latino students are reaching proficiency in reading and math, passing algebra in 8th grade and qualifying for university admission.

Across the two counties, most of the top-performing schools for Latinos are charter schools or new, small, autonomous schools in East San Jose that are part of the Alum Rock School District.

Three top schools are profiled in this report: Gilroy Prep, a charter elementary school in Gilroy; Renaissance Middle School, a district school in Alum Rock; and Summit Prep, a charter high school in Redwood City.

Effective schools organize to reach their goals. They focus intensely on tracking students' progress to make sure they get help when they need it – before they lose hope.

Led by PACT, East San Jose parents have been fighting for new schools for 13 years. Alum Rock, once known for low-performing schools and political infighting, now boasts high-performing charters and new district schools such as Russo, McEntee, LUCHA, Adelante Dual Language Academy and Renaissance. Many of the other district schools have improved, too. For the first time in generations, parents have real choices in the district.

Of the 10 Latino-serving elementary schools with the highest proficiency scores (among schools with at least 38% Latino students, which is the region average), four are charter schools, led by Gilroy Prep, with a 938 Latino API, followed by two charter schools in Franklin-McKinley School District. The top district elementary schools for Latino students are in South San Francisco, Millbrae, Evergreen, Oak Grove, Gilroy, and Moreland. (See Figure 7.)

At KIPP Heartwood, an Alum Rock charter, an extraordinary 73% of Latinos are proficient in algebra. Five of the top six middle schools are charters or autonomous schools located in Alum Rock. Ida Jew Academies in the Mt. Pleasant District also makes the top five, with 46% proficient. (See Figure 8.) The top middle schools make sure that most, if not all, of their 8th graders have taken algebra.

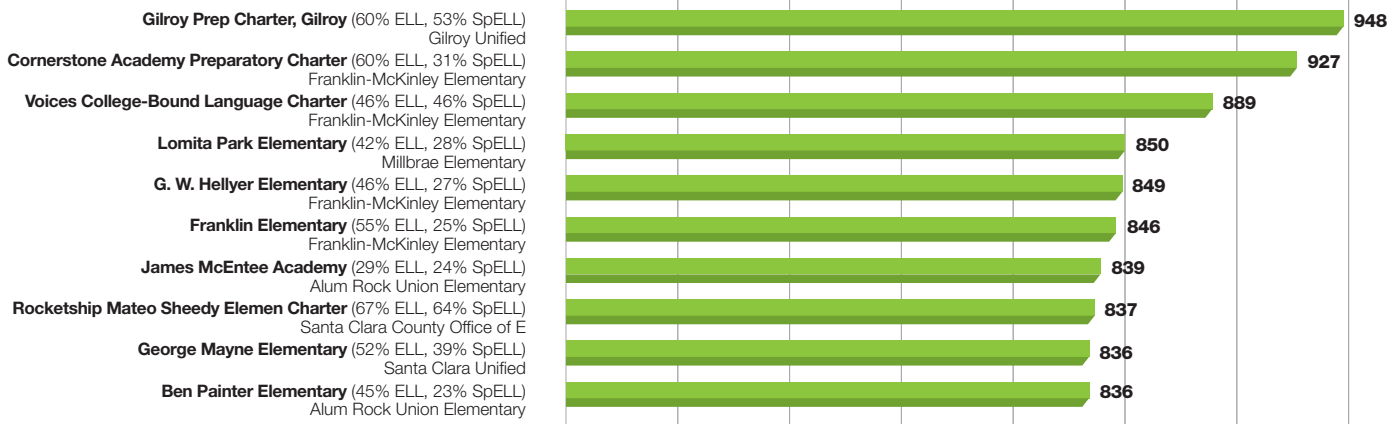
Among high schools serving at least the region average of Latino students (38%), four of the top five schools preparing Latino students for college are charters: Summit Prep (90%), KIPP San Jose Collegiate (83%), Aspire East Palo Alto Phoenix Academy (62%), and Downtown College Prep (49%). The one traditional school on the top five list is Jefferson High in Daly City, where 78% of the Latino students graduate in 4 years with the credits to enter a state university. (See Figure 9.)

Many of the schools that are effective for disadvantaged students are smaller schools. Students and their parents have chosen to be there. Principals have chosen teachers who want to be there. It's much easier to create a sense of community and purpose.

Many of these schools enroll students who have struggled. ACE Charter Middle School recruits low-scoring students: Its program is designed for children who are way behind academically. Downtown College Prep has a similar philosophy.

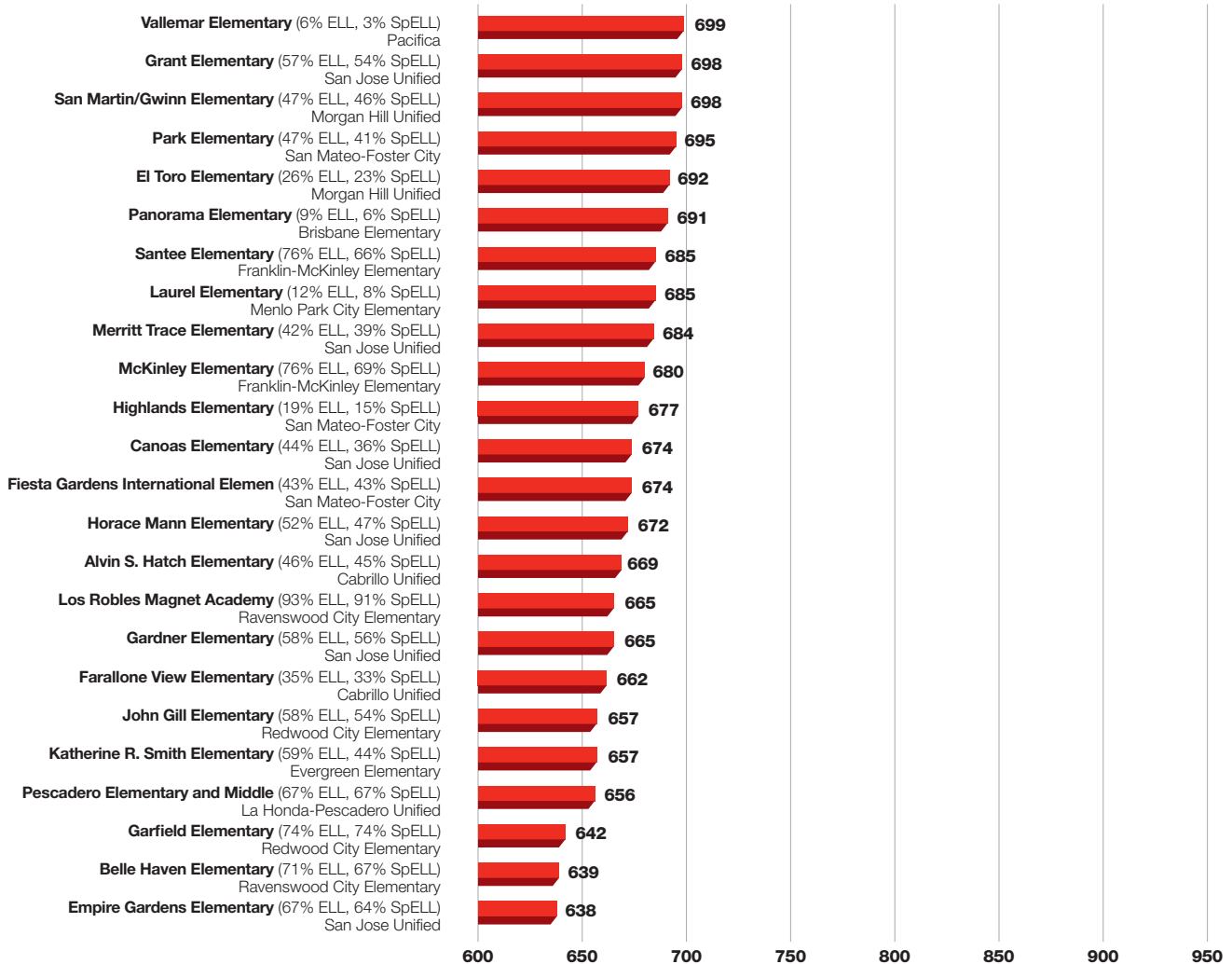
Figure 6 Top 10 Elementary Schools for English Language Learner Students API 2013 Santa Clara and San Mateo counties

Among schools with at least region average for elementary schools of Spanish Speaking English Learners (23%)



Lowest Scoring Elementary Schools for English Language Learner Students API

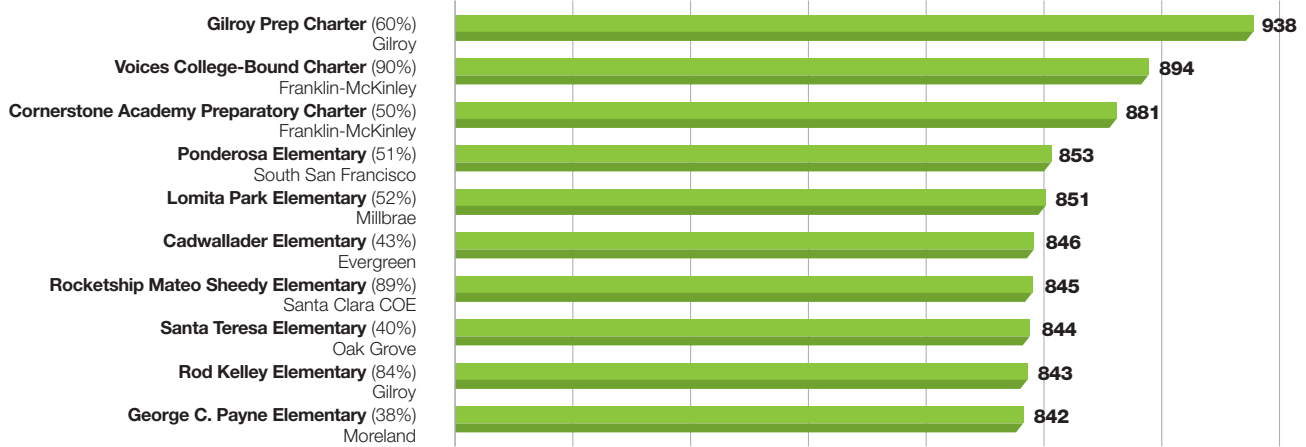
Among all schools in Santa Clara and San Mateo counties



Percent of students at the school who are English Language Learners (ELL) followed by percent who are Spanish Speaking English Language Learners (SpELL) are indicated in parentheses next to the school's name.

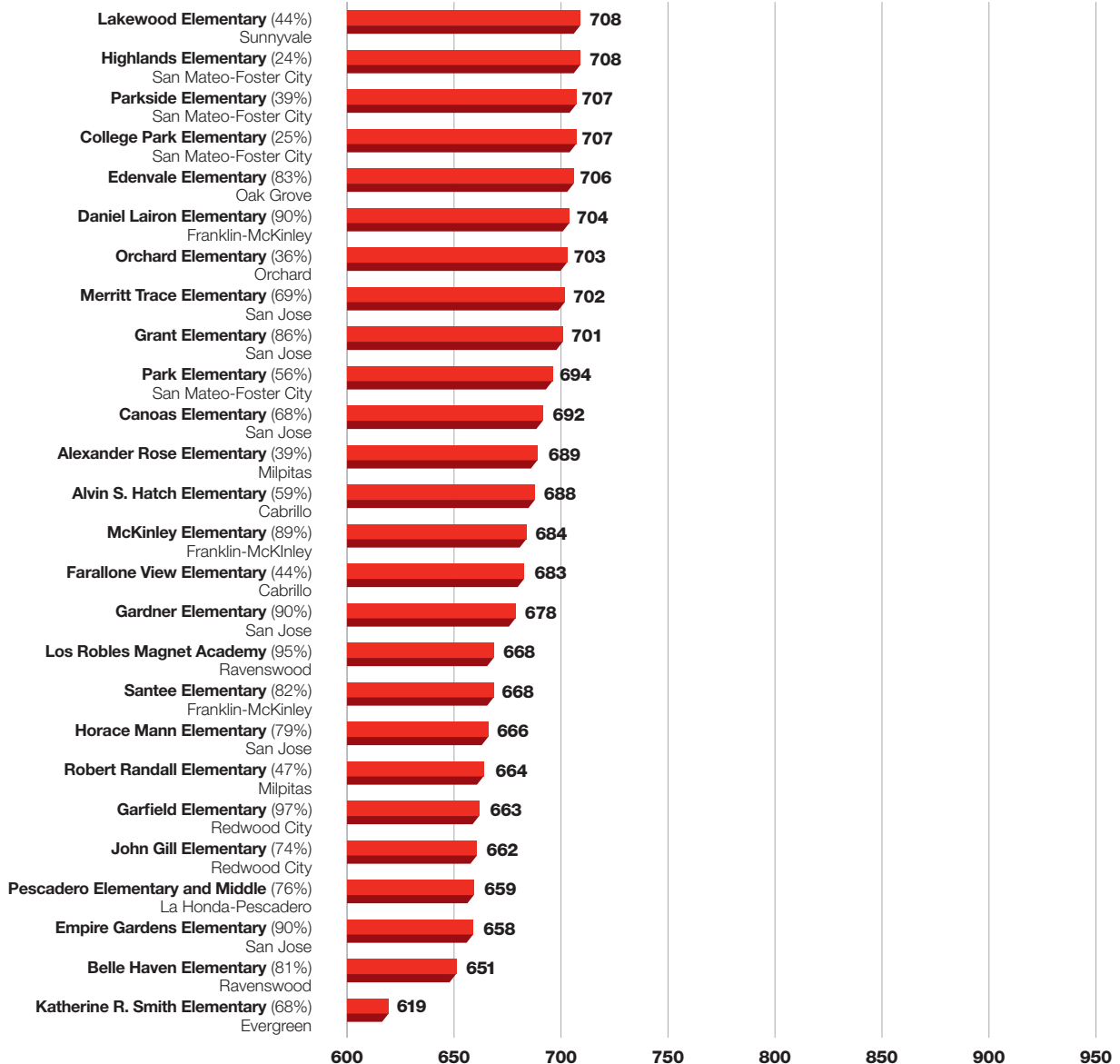
Figure 7 Top 10 Elementary Schools for Latino API
2013 Santa Clara and San Mateo counties

Among schools with at least region average of Latino students (38%)



Lowest Scoring Elementary Schools for Latino API

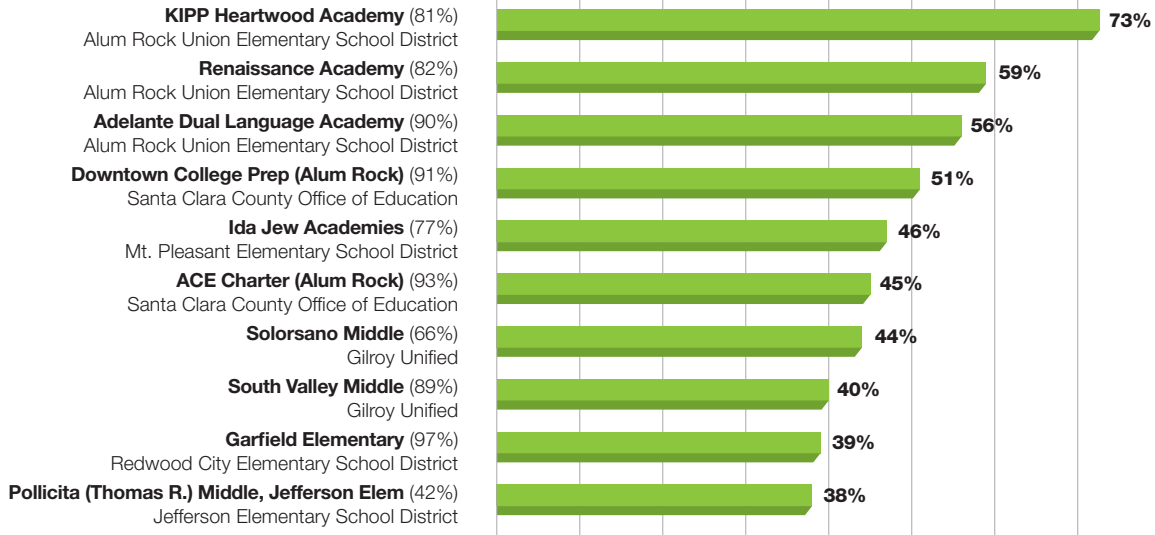
Among all schools in Santa Clara and San Mateo counties



Note: Percentage of students who are Latino is in parentheses next to school name.

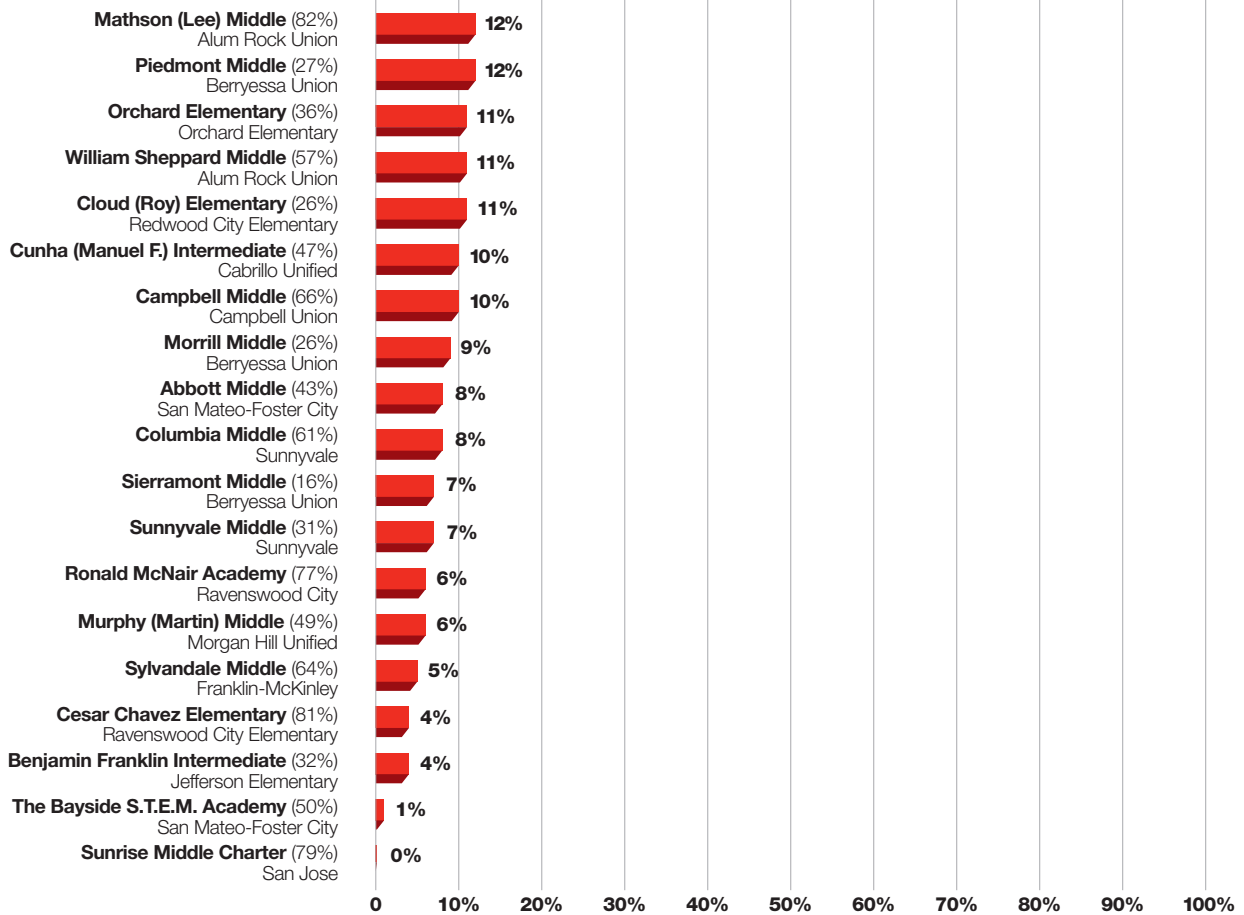
Figure 8 Top 10 Middle Schools for Latino Students Algebra Proficiency by End of 8th Grade (2012/2013)

Among schools with at least region average of Latino students (38%)



Lowest Scoring Middle Schools for Latino Students Algebra Proficiency by End of 8th Grade (2012/2013)

Among all schools in Santa Clara and San Mateo counties



Note: Percentage of students who are Latino is in parentheses next to school name.

Expectations are very high. From kindergarten on up, these schools believe all their students can succeed in college and push their students hard. Aspire Phoenix requires students to take community college courses. Summit Prep requires at least six Advanced Placement courses.

Effective schools organize to reach their goals. All focus intensely on tracking students' progress to make sure they get help when they need it – before they lose hope.

At Summit Prep, every student is assigned a teacher mentor who serves as a college counselor, coach, family liaison and advocate. Students who struggle academically get extra help after school and during two month-long intersessions each year. Some complete a course in summer school.

There are also differences between the top schools.

Renaissance and Summit Prep believe strongly in mixing students of different achievement levels in the same class. Rocketship's hybrid model uses technology to personalize learning: Some students zoom ahead, while others move slowly.

Many of the charter schools have a longer school day. Other successful schools use a standard school day, but have redesigned the schedule to organize time more efficiently.

At Phoenix, parents promise to spend 30 hours a year supporting their children's education, including attending parent-teacher conferences, orientation meetings and workshops on college admissions and aid. Rocketship charters also ask parents for 30 hours a year. Still, parent pledges are the exception, not the rule.

Figure 9 Preparing Latino students for success: Top 10 high schools for % of Latino students with 4-year graduation and UC/CSU eligibility

Among schools with at least region average of Latino students (38%)

School	Latino	African American	Asian	White	Pacific Islander	Filipino
Summit Preparatory Charter High (Charter) Sequoia Union High School District	90%	100%	100%	95%	67%	100%
KIPP San Jose Collegiate (Charter) East Side Union High School District	83%	100%	94%	NA	NA	100%
Jefferson High Jefferson Union High School District	78%	72%	93%	75%	89%	79%
Aspire East Palo Alto Phoenix Academy (Charter) Sequoia Union High School District	62%	25%	NA	NA	NA	NA
Downtown College Preparatory (Charter) San Jose Unified School District	49%	100%	NA	NA	NA	NA
Leadership Public Schools - San Jose (Charter) Santa Clara County Office of Education	46%	0%	100%	67%	NA	75%
Latino College Preparatory Academy (Charter) East Side Union High School District	39%	NA	NA	NA	NA	NA
Abraham Lincoln High San Jose Unified School District	38%	47%	81%	55%	100%	30%
Capuchino High San Mateo Union High School District	35%	24%	77%	30%	32%	49%
Half Moon Bay High Cabrillo Unified School District	32%	0%	83%	64%	100%	100%

Latinos Have High Aspirations

88% of Hispanics said it's very important to go to college – a higher percentage than the general population.

— Pew Research Hispanic Center, 2009

Immigrant parents care about their children's futures and value education. In a Pew survey, 88% of Hispanics said it's very important to go to college. In a survey of the general population, 74% said it was an important goal.

Latino students in the class of 2012 had high aspirations, ACT reports.⁹ Of those who took the ACT, 36% were aiming at a professional or graduate degree, 42% wanted a bachelor's degree and 6% planned to earn an associate or vocational degree.

But only 13% of Latinos who took the ACT were fully prepared to pass a college writing, algebra or biology class or read a college-level social science book. That compares to 32% of whites and 42% of Asian-Americans. 44% of Latinos were not prepared for college in any subject.

They are dreaming the American dream: You get an education, go to college, get a good job. But many lost their chance in 3rd grade, when they fell behind in reading, or in middle school, when they dropped down to the low-expectations math track.

These young people don't have the reading, writing, math and science competence to study programming, accounting or nursing at San Jose State. They're not prepared to train for a computer networking job at Foothill College.

"Americans need to understand that the good jobs that require only a high school education are gone and will not be coming back,"¹⁰ writes Anthony Carnevale, Director of the Georgetown Center on Education and the Workforce. Postsecondary education – from a vocational certificate to a bachelor's degree – is "the gatekeeper to the middle class," a Georgetown report warns.¹¹

Many young people are failing in conventional schools. But there are mission-driven schools that are helping students make the dream a reality – places where that promise of a quality education for all children is being kept alive.

"I feel powerless sometimes," says Aguirrez. "But I keep fighting. It's not just my kids. It's about all the kids."

Methodology

Data Sources: All data were obtained from the California Department of Education's (CDE) website. Relevant research files downloaded for purposes of analyses included the 2011, 2012 and 2013 Standardized Testing and Reporting (STAR) data, 2013 Academic Performance Index (API), 2013 School Enrollment and English Language Learners, 2012 Graduate and Cohort Outcome data, and 2013 Student Poverty – free-or-reduced price meal data. All data files were downloaded from the CDE website and were accurate as of September 19, 2013.

The following outlines the main analyses that were conducted.

1. Academic Performance Index (API)

a. The API data was obtained from the 2013 API research files. Subgroup API (e.g. Latino API and Low-Income API) were also directly obtained from the research files.

b. Exclusion criteria: 1.) Schools or districts with fewer than 11 students contributing towards the subgroup API were excluded. 2) Schools with only one grade level of students (Grade 2 only) contributing towards the API score were also excluded.

c. Grade-level inclusions: K-8 elementary and middle schools were included in our lists of top and lowest-scoring schools. We excluded K-12 schools from lists that ranked schools based on the API given the difference in how it is calculated for high schools in comparison to elementary and middle schools.

2. Algebra 1 7th/8th Grade Participation and Proficiency Rates

a. For the 8th grade cohort graduating in 2013, aggregated participation and proficiency rates for Algebra 1 were derived from the 2012 and 2013 STAR research files.

b. Our participation rate is derived from combining the number of 7th grade students who tested for Algebra 1 in 2012 and the number of 8th grade students who tested for Algebra 1 in 2013 out of the total number of 8th grade students participating in the Math California Standardized Tests (CST) in 2013, including CST General Math, CST Algebra 1 and CST Geometry.

c. Our proficiency rate is derived from combining the number of 7th grade students who tested proficient and above in 2012 and the total number of 8th grade students who tested proficient and above in 2013 out of the total number of 8th grade students participating in CST Math tests (including CST General Math, CST Algebra 1 and CST Geometry) in 2013. The number of proficient students was obtained from the CDE's reported percent of students who scored proficient and above in Algebra 1 multiplied against the total number of students who tested in Algebra 1 in each of the two respective years.

Notes:

- In any use of aggregated data sets, year-to-year student level mobility is an unaccounted for factor that may affect a combined grade-level participation and proficiency rate. Participation/ proficiency rates may be under- or over-reported for schools with a large turnover of students from the 7th to 8th grade in 2012 to 2013. However, this is

primarily limited to turnover of students taking Algebra 1 in 7th grade for 2012 or a large number of new 8th grade students who had participated in Algebra 1 at another school.

- In cases where data are suppressed for a small group of students (fewer than 11 students), the “end of course” (EOC) proficiency rate was utilized to derive the number of students who tested proficient for that grade (usually 7th grade), where possible.

3. Four-Year Graduation and UC/CSU Eligibility

a. For the 2012 graduates, two data points are used: the 9th grade cohort graduation rate and the percent of graduates who meet UC/CSU entry requirements by ethnicity.

b. Our four-year graduation and UC/CSU eligibility rate is derived from multiplying the cohort graduation rate by percent of graduates who meet UC/CSU eligibility. This represents the percent of ninth-graders who graduate from high school four years later having completed the A-G course sequence required for UC/CSU eligibility.

Notes:

- Eligibility rates for districts exclude eligibility rates of all charter high schools in the region.

4. Process for identifying top elementary, middle and high schools

a. Three data points are used to identify top performing schools in the region: the API, percent proficient and above in Algebra by the end of 8th grade using results from the CSTs, and the combined 4-year graduation and UC/CSU eligibility for three under-served subgroups: Latinos, ELLs (all languages and Spanish-speaking), and low-income students.

b. Our approach to identifying the top schools in the region consists of:

- identifying all schools with at least the two-county (Santa Clara and San Mateo counties) regional average percent of students across three under-served subgroups listed above; and
- ranking those schools by the API, Algebra proficiency by the end of 8th grade, and the combined 4-year graduation and UC/CSU eligibility (exclusion rules stated above apply).

5. Process for identifying lowest-performing elementary and middle schools

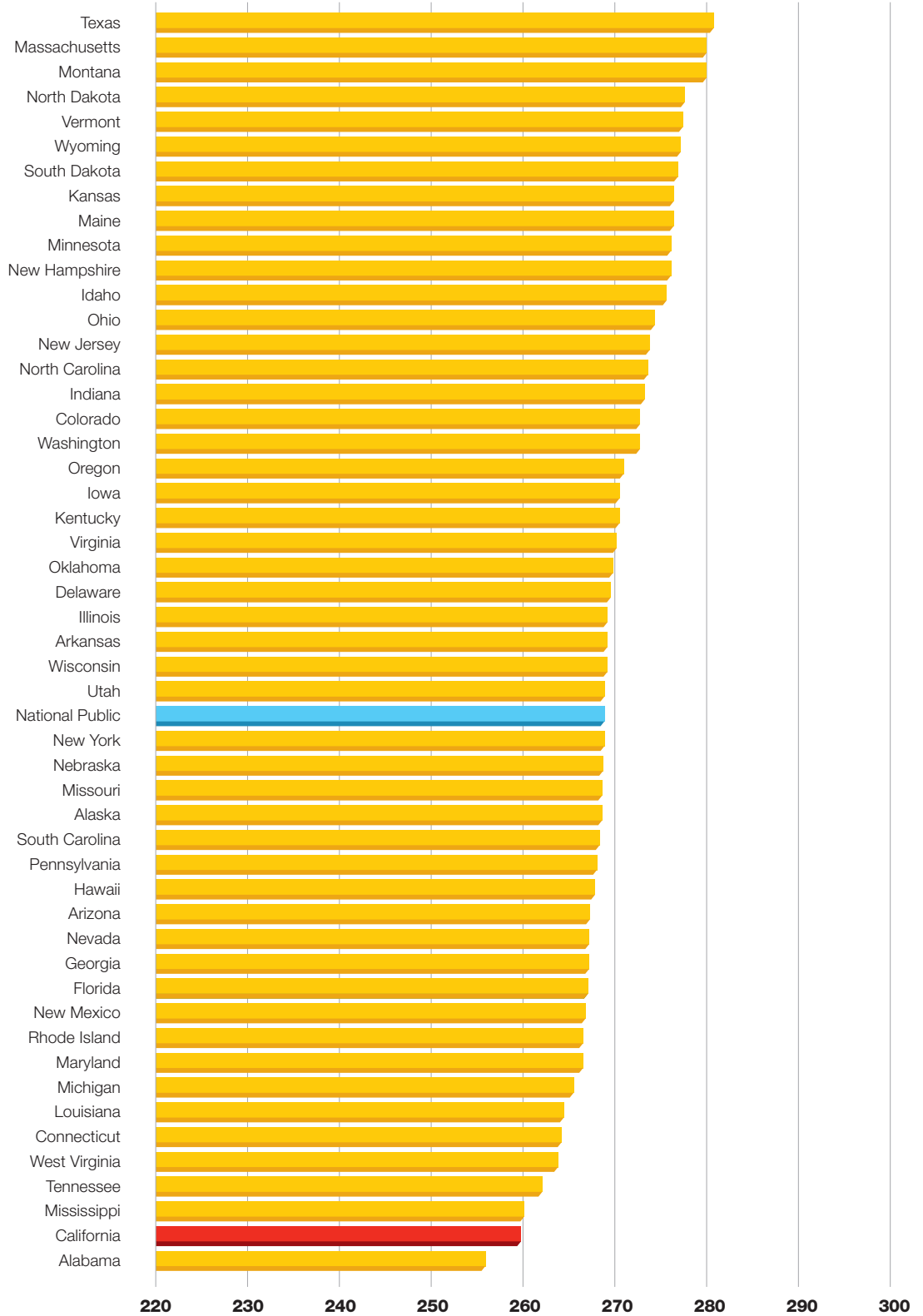
a. Three data points are used to identify the lowest-performing schools in the region: the API and the percent proficient and above in Algebra by the end of 8th grade using results from the CSTs for three under-served subgroups: Latinos, ELLs (all languages and Spanish-speaking), and low-income students.

b. Our approach to identifying the lowest-performing schools in the region consists of ranking all schools by either the API or Algebra proficiency by the end of 8th grade across the three under-served subgroups listed above.

For more information on the methodology, see the [Supplemental Technical Guide](#).

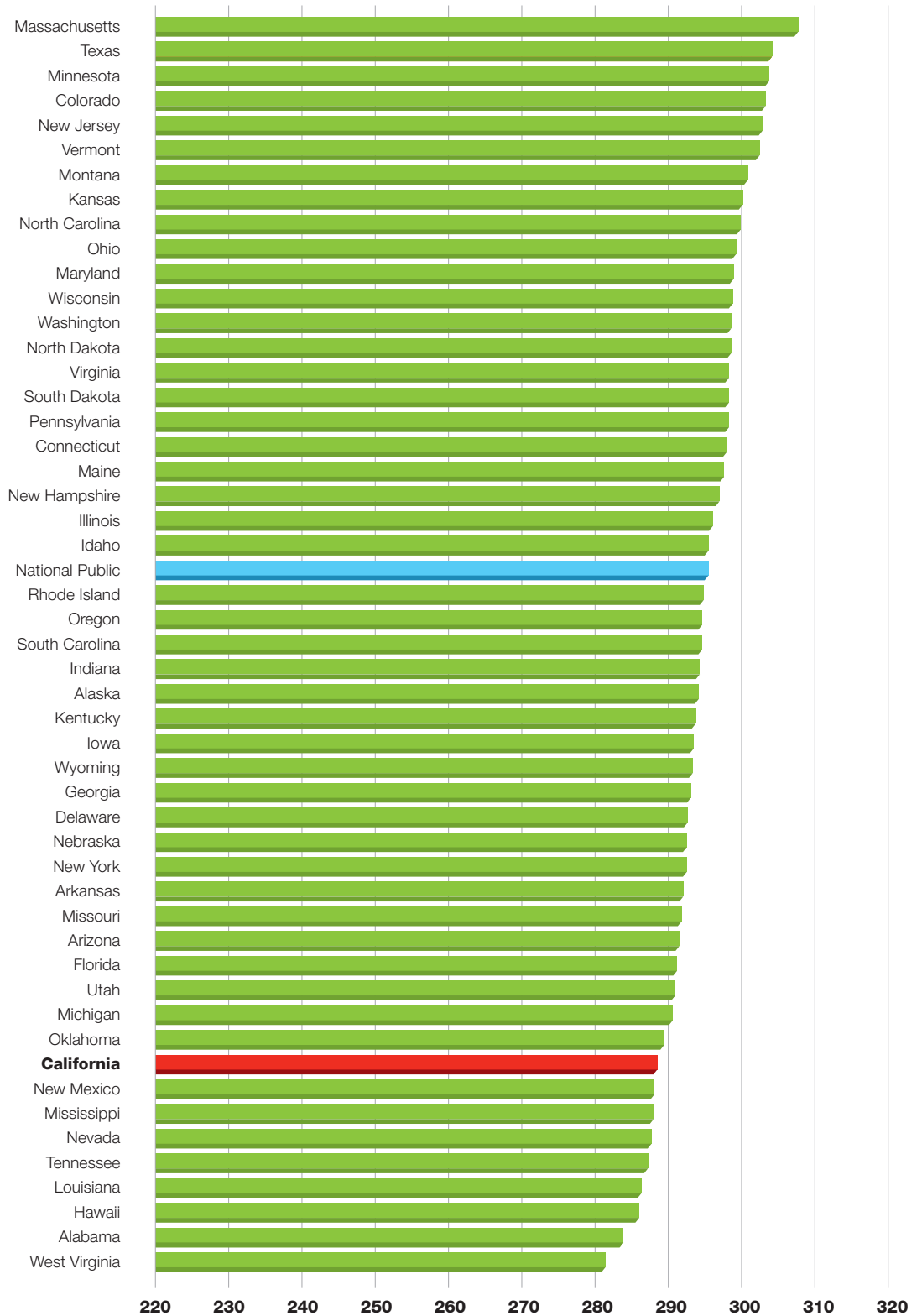
Appendix

**Figure 10 National Assessment of Educational Progress (NAEP):
State Scores – LOW INCOME STUDENTS**
(Grade 8 – NAEP Math 2011)



Source: NAEP Data Explorer, NCES (Proficient Scale Score = 299)

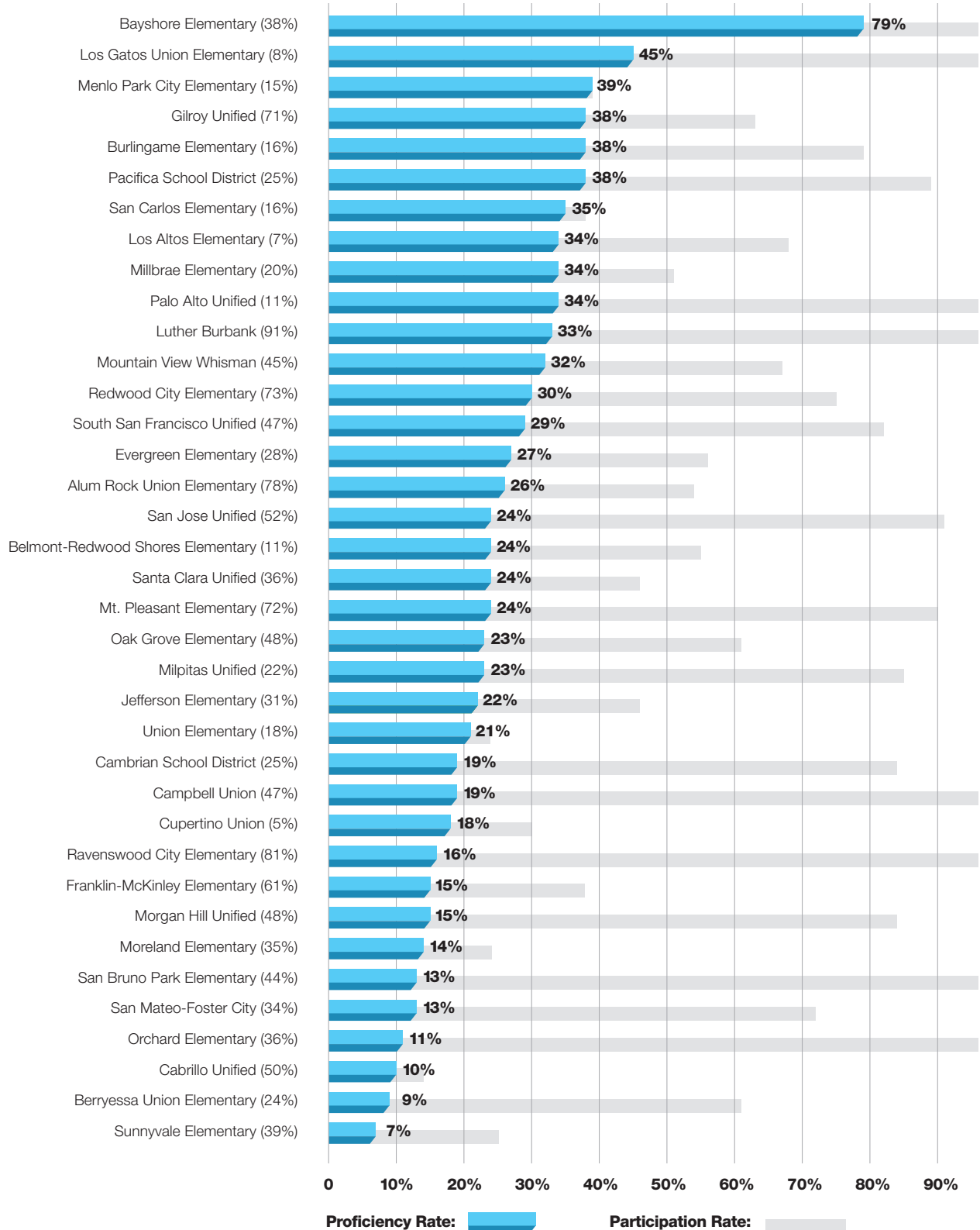
**Figure 11 National Assessment of Educational Progress (NAEP):
State Scores – HIGHER INCOME STUDENTS**
(Grade 8 – NAEP Math 2011)



Source: NAEP Data Explorer, NCES (Proficient Scale Score = 299)

**Figure 12 Latino Students Algebra Proficiency by End of 8th Grade
San Mateo and Santa Clara County School Districts**

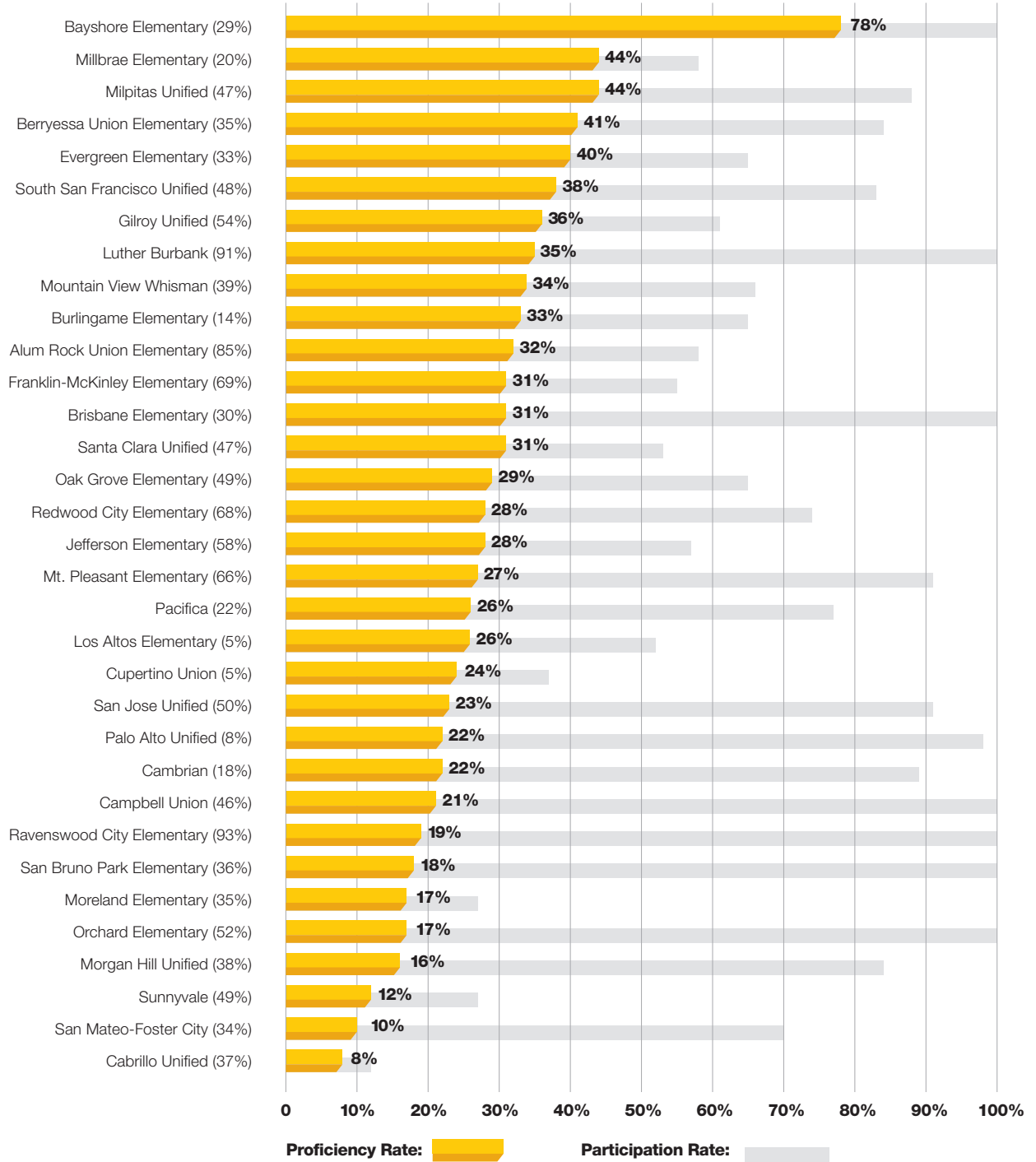
Percentage of students who are Latino is in parentheses next to school name.



Note: Based on CST Algebra 1 results from 2012 and 2013. Proficiency data for the following districts are not a to the low number of Latino students taking algebra in Grade 8: Brisbane Elem, Hillsborough City Elem, La-Honc Unified, Las Lomitas Elem, Portola Valley Elem, Woodside Elem, Loma Prieta Joint Union Elem, and Saratoga Ur

Figure 13 Low Income Students Algebra Proficiency by End of 8th Grade San Mateo and Santa Clara School Districts

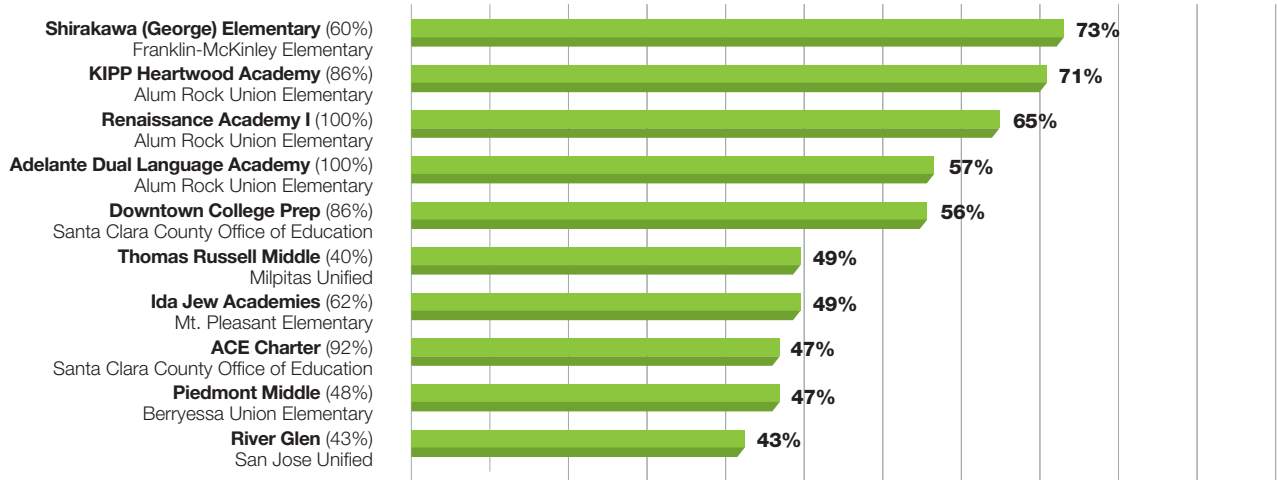
Percentage of Low Income students is in parentheses next to district.



Note: Based on CST Algebra 1 results from 2012 and 2013. Proficiency data for the following districts are not available due to the low number of Low-Income students taking Algebra in Grade 8: Belmont-Redwood Shores Elem, Hillsborough City Elem, La-Honda-Pescadero Unified, Las Lomas Elem, Menlo Park City Elem, Portola Valley Elem, San Carlos Elem, Woodside Elem, Loma Prieta Joint Union Elem, Los Gatos Union, Saratoga Union, and Union Elem.

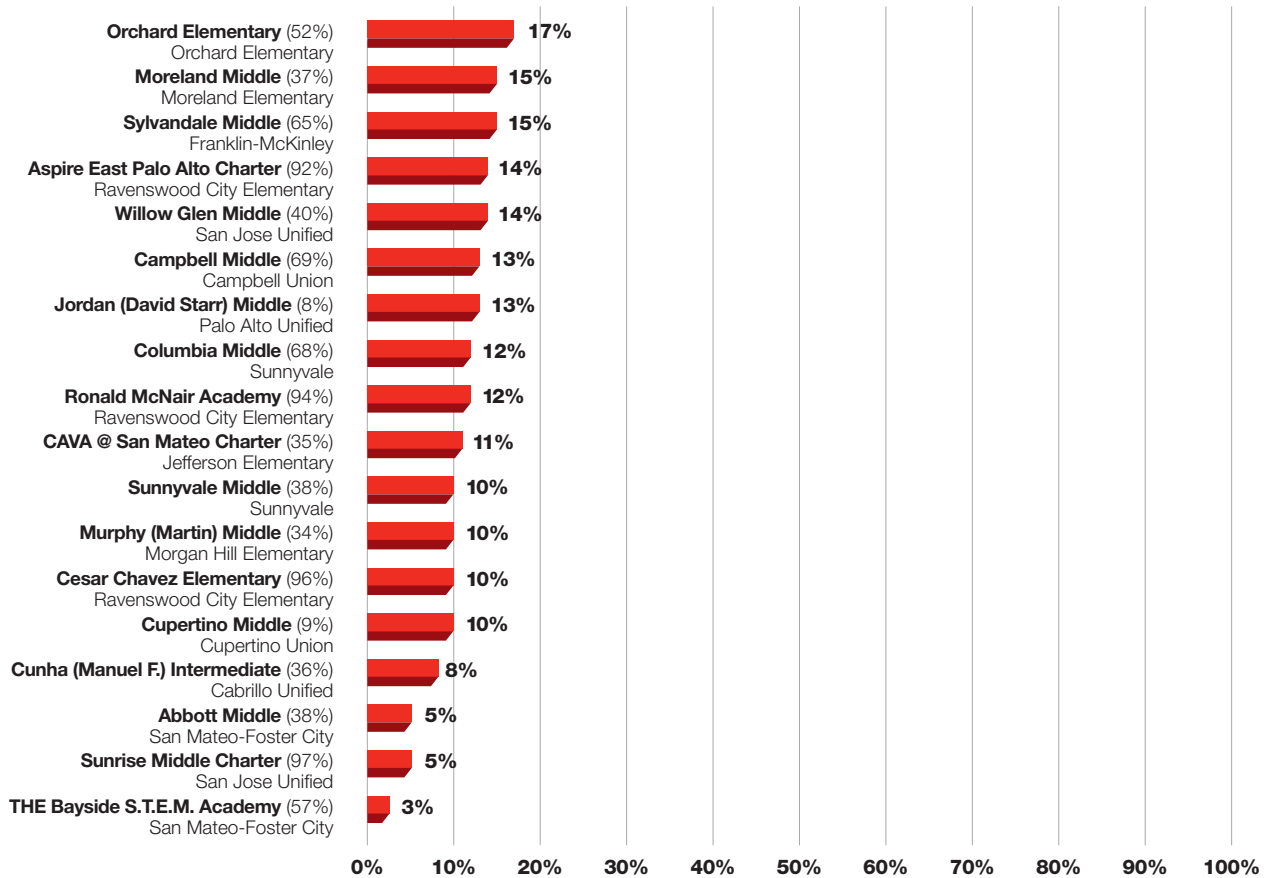
Figure 14 Top 10 Middle Schools for Low Income Students Algebra Proficiency by End of 8th Grade (2012 and 2013 CST)

Among schools with at least region average for percent of Low-Income students (36%)



Lowest Scoring Middle Schools for Low Income Students for Algebra Proficiency (2012 and 2013 CST)

Among all schools in Santa Clara and San Mateo counties

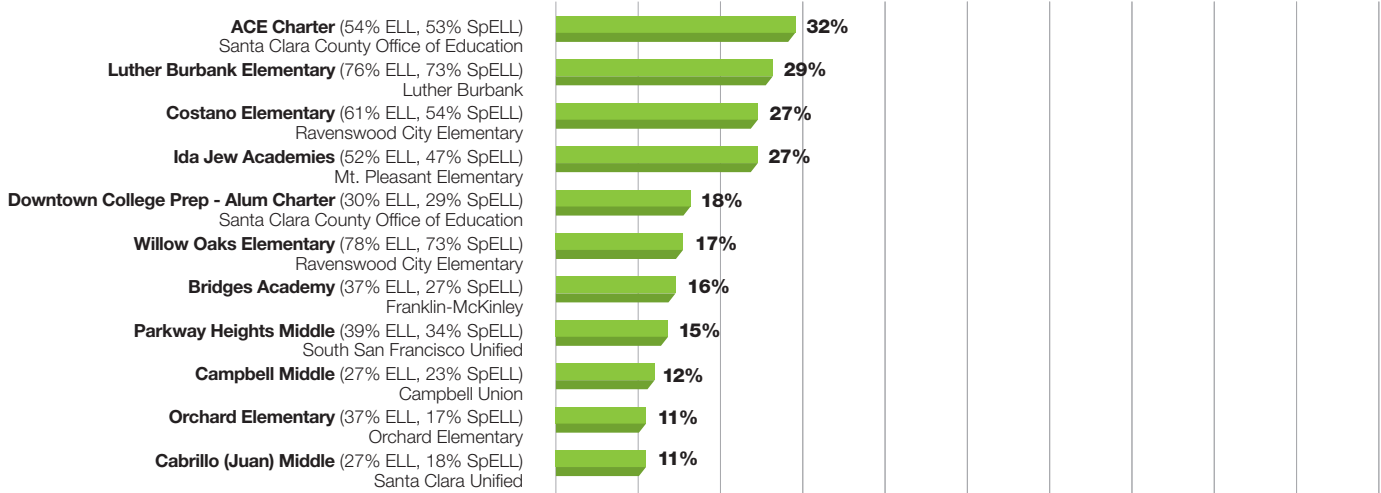


Note: Percentage of students who are Latino is in parentheses next to school name.

Figure 15

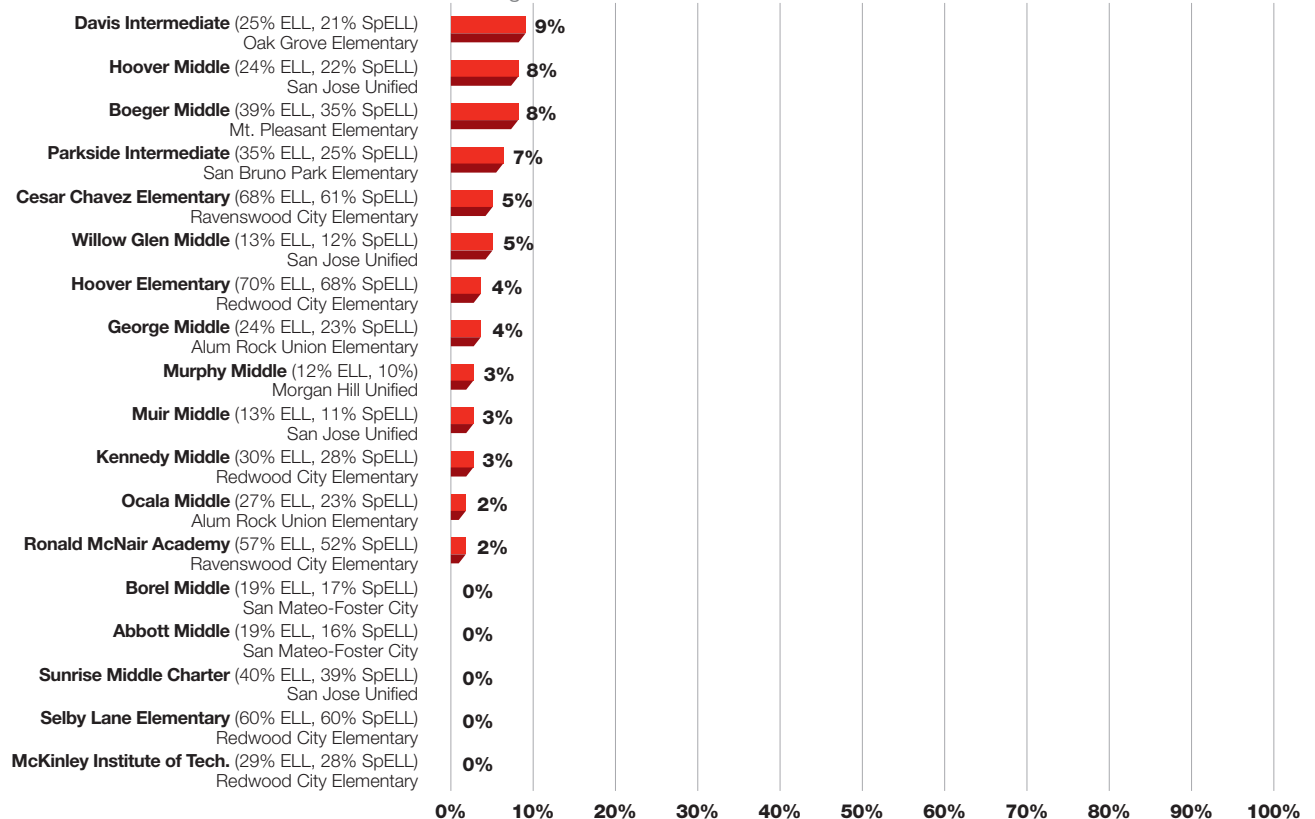
Top Middle Schools for English Language Learners Algebra Proficiency by End of 8th Grade (2012 and 2013 CST)

Among schools with at least region middle school average of English Language Learners (of any home language) of 23%



Lowest Scoring Middle Schools for English Language Learners Algebra Proficiency by End of 8th Grade (2012 and 2013 CST)

Among all schools in Santa Clara and San Mateo counties



Percent of students at the school who are English Language Learners (ELL) followed by percent who are Spanish Speaking English Language Learners (SpELL) are indicated in parentheses next to the school's name.

Figure 16 Who Takes Algebra by 8th grade?

Algebra 1 7th/8th Grade Participation Rates by District (2012/2013)

School District	Latino	African American	Asian	White	Pacific Islander	Filipino
Cabrillo Unified	14%	NA	100%	66%	NA	33%
Union Elementary	24%	18%	82%	53%	0%	55%
Moreland Elementary	24%	62%	90%	75%	33%	44%
Sunnyvale	25%	29%	82%	63%	75%	57%
Cupertino Union	30%	43%	94%	78%	63%	50%
La Honda-Pescadero Unified	30%	NA	100%	50%	100%	NA
San Carlos Elementary	38%	0%	100%	67%	100%	33%
Franklin-McKinley Elementary	38%	32%	81%	70%	50%	86%
Menlo Park City Elem	39%	0%	92%	79%	50%	50%
Santa Clara Unified	46%	57%	86%	68%	64%	69%
Jefferson Elementary	46%	39%	86%	62%	50%	66%
Millbrae Elementary	51%	20%	91%	56%	56%	89%
Alum Rock Union Elem	54%	33%	72%	65%	57%	75%
Belmont-Redwood Shores El	55%	42%	100%*	90%	50%	75%
Evergreen Elementary	56%	49%	94%	84%	75%	82%
Portola Valley Elementary	57%	NA	100%	87%	NA	NA
Oak Grove Elementary	61%	81%	97%	84%	60%	94%
Berryessa Union Elementary	61%	71%	100%*	80%	100%*	100%
Gilroy Unified	63%	56%	92%	79%	100%	93%
Mountain View Whisman	67%	46%	100%	100%*	0%	72%
Los Altos Elementary	68%	100%	97%	95%	100%	100%
San Mateo-Foster City	72%	85%	97%	97%	69%	91%
Redwood City Elementary	75%	61%	80%	79%	69%	85%
Saratoga Union Elementary	78%	NA	93%	79%	NA	50%
Burlingame Elementary	79%	NA	100%*	97%	100%	89%
South San Francisco Unified	82%	58%	99%	86%	86%	94%
Morgan Hill Unified	84%	90%	97%	98%	100%	89%
Cambrian	84%	100%	98%	92%	100%	100%
Milpitas Unified	85%	86%	100%*	96%	100%	95%
Pacifica	89%	83%	95%	95%	100%	90%
Mt. Pleasant Elementary	90%	83%	97%	100%	100%	100%
Las Lomas Elementary	91%	0%	100%*	96%	100%	50%
San Jose Unified	91%	88%	100%	97%	71%	98%
Palo Alto Unified	97%	96%	95%	99%	100%	89%
Bayshore Elementary	100%	100%	100%	100%	100%	100%
Brisbane Elementary	100%	100%	100%	100%	100%	100%
Campbell Union	100%	100%	100%*	100%*	100%	100%*
Hillsborough City Elem	100%	NA	98%	95%	0%	88%
Loma Prieta Joint Union Elementary	100%	NA	100%	98%	NA	NA
Los Gatos Union Elementary	100%	100%	100%	100%	100%	NA
Luther Burbank	100%	100%	100%	100%	NA	NA
Orchard Elementary	100%	100%	100%	100%	100%	100%
Ravenswood City Elem	100%	100%	100%	100%	100%	100%
San Bruno Park Elementary	100%	100%	100%	100%	100%	100%
Woodside Elementary	100%	100%	100%	100%	NA	NA

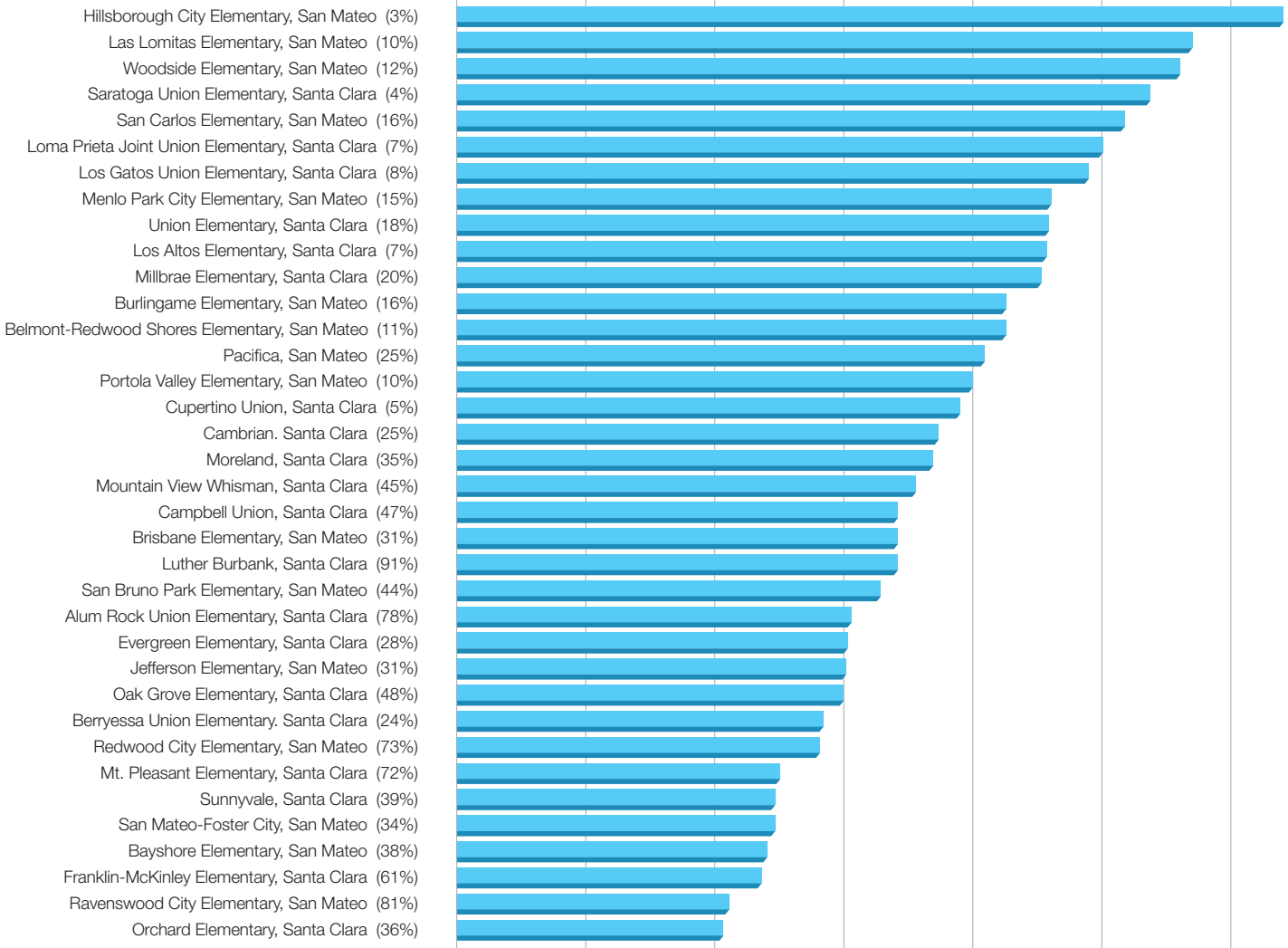
*Participation rates at these districts exceed 100% due to changes in student enrollment from 7th to 8th grade.

Figure 17

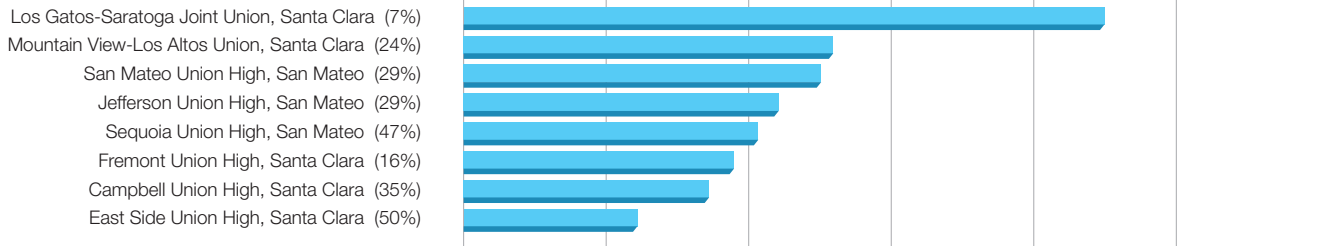
Latino Students API – San Mateo and Santa Clara School Districts

Percentage of Latino students is in parentheses next to district. (Based on 2013 CST)

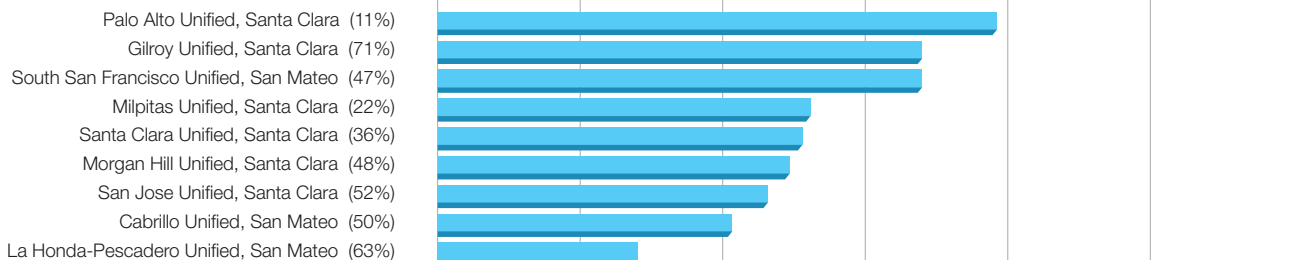
K–8 School Districts



High School Districts



K–12 (Unified) School Districts



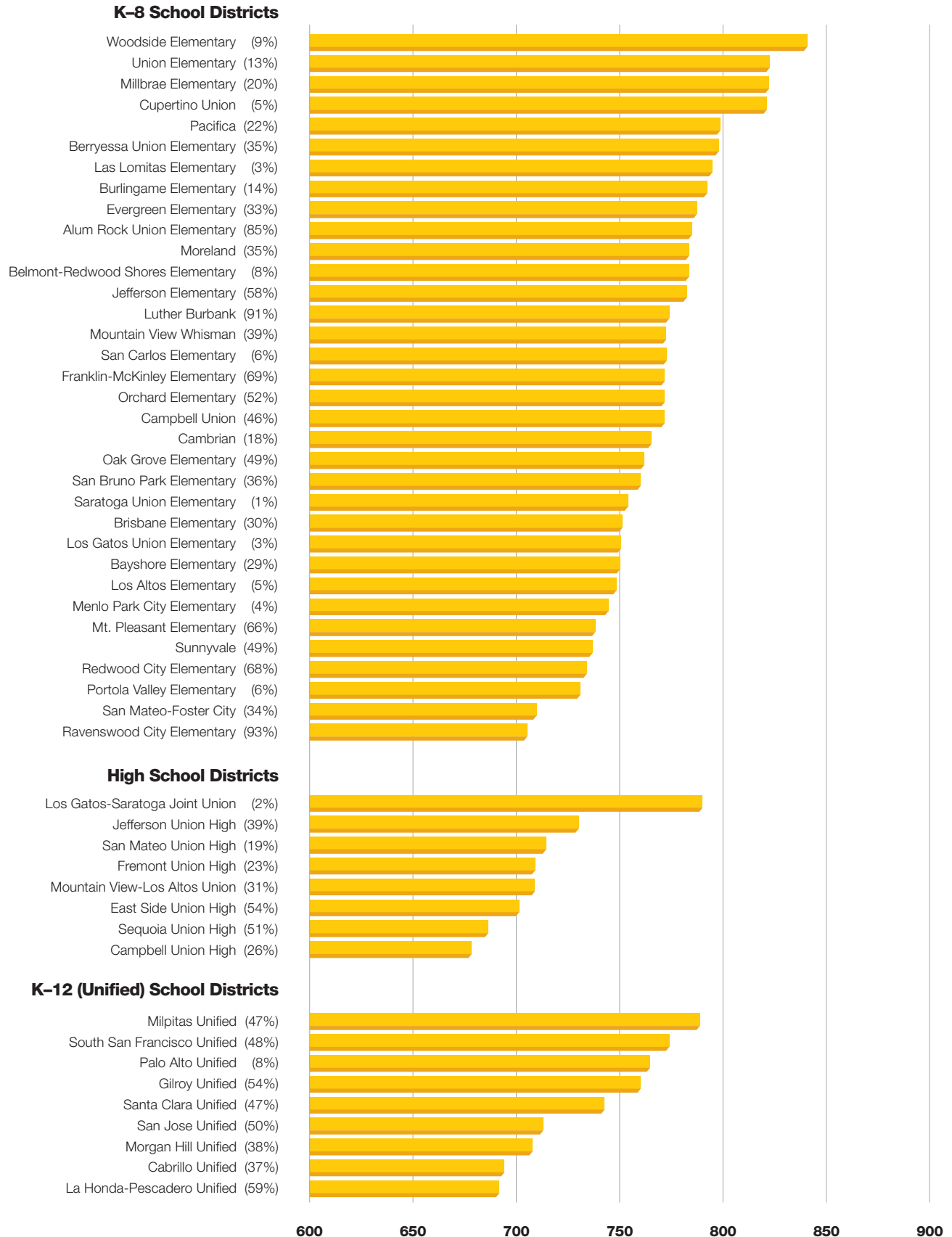
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Note: Lakeside Joint District is excluded because there are fewer than 11 Latino students contributing towards the API score.

Figure 18

Low-Income Students API – San Mateo and Santa Clara School Districts

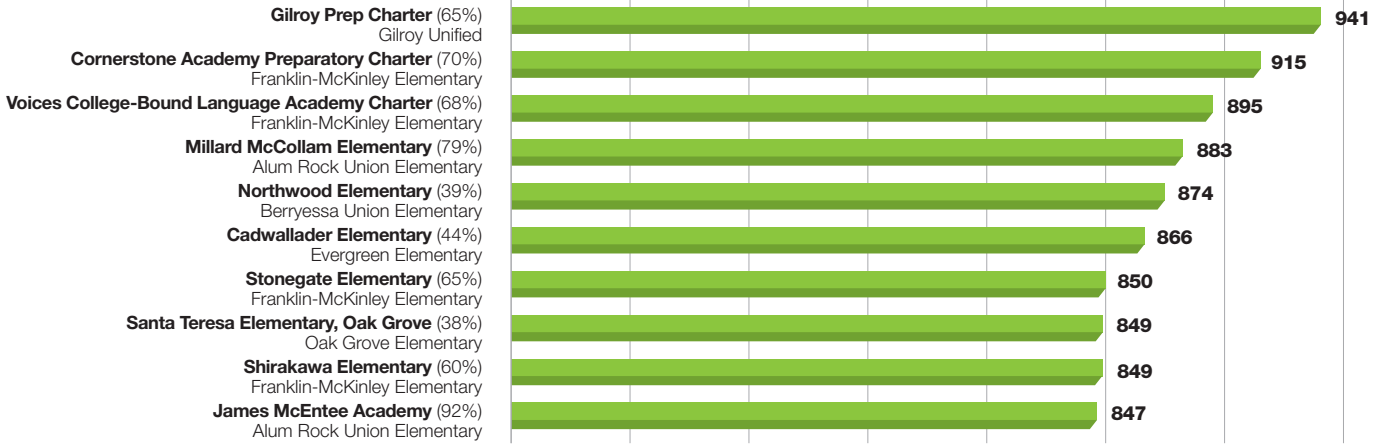
Percentage of Low-Income students is in parentheses next to district. (Based on 2013 CST)



Note: Hillsborough, Lakeside Joint and Loma Prieta Joint Union are excluded because there are fewer than 11 Low-Income students contributing towards the API score.

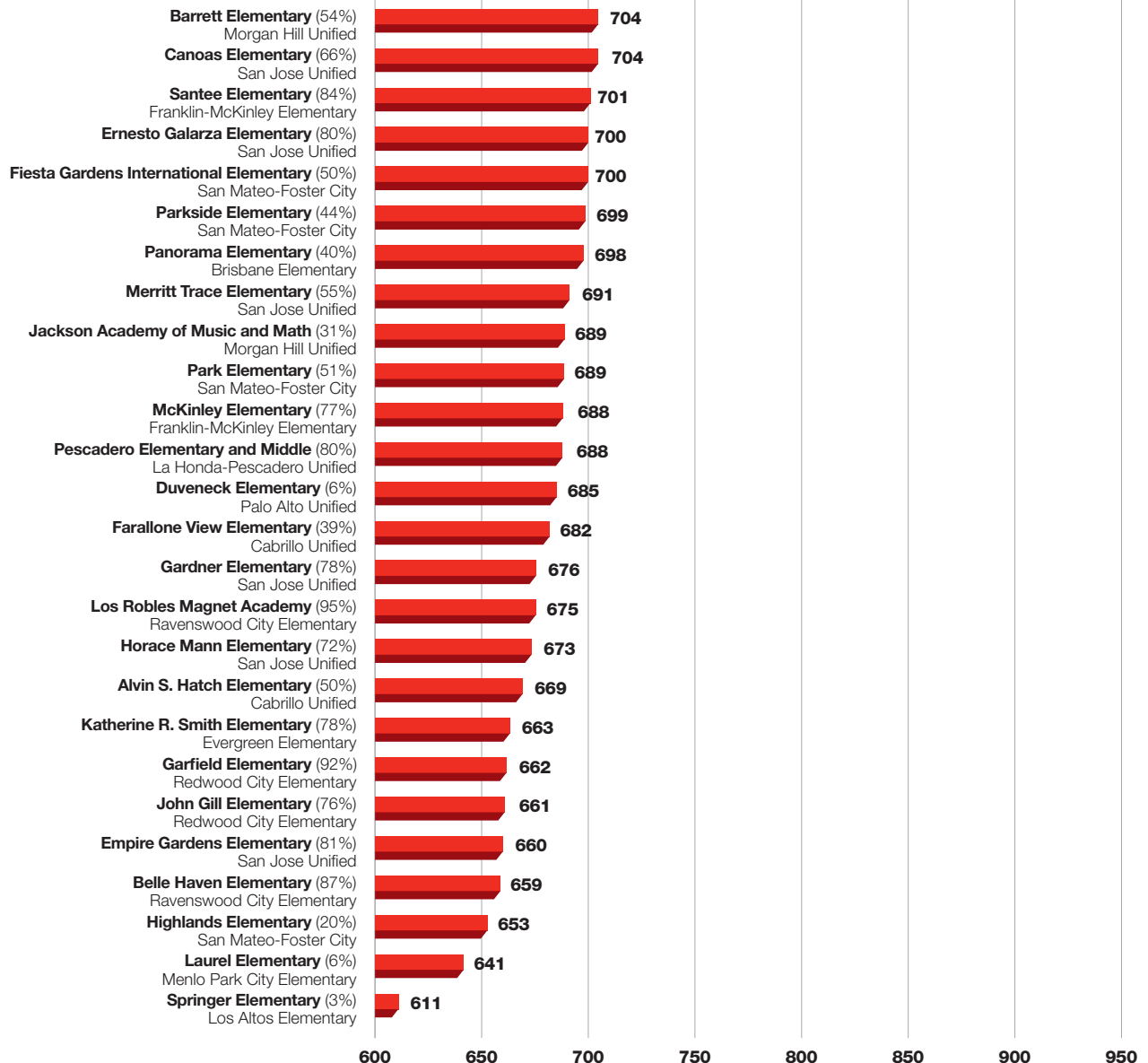
Figure 19 Top 10 Elementary Schools for Low-Income Students API (2013 CST)

Among schools with at least region average for percent of low-income students (36%)



Lowest Scoring Elementary Schools for Low-Income Students API

Among all schools in Santa Clara and San Mateo counties (2013 CST)



Note: Percentage of Low Income students is in parentheses next to school.

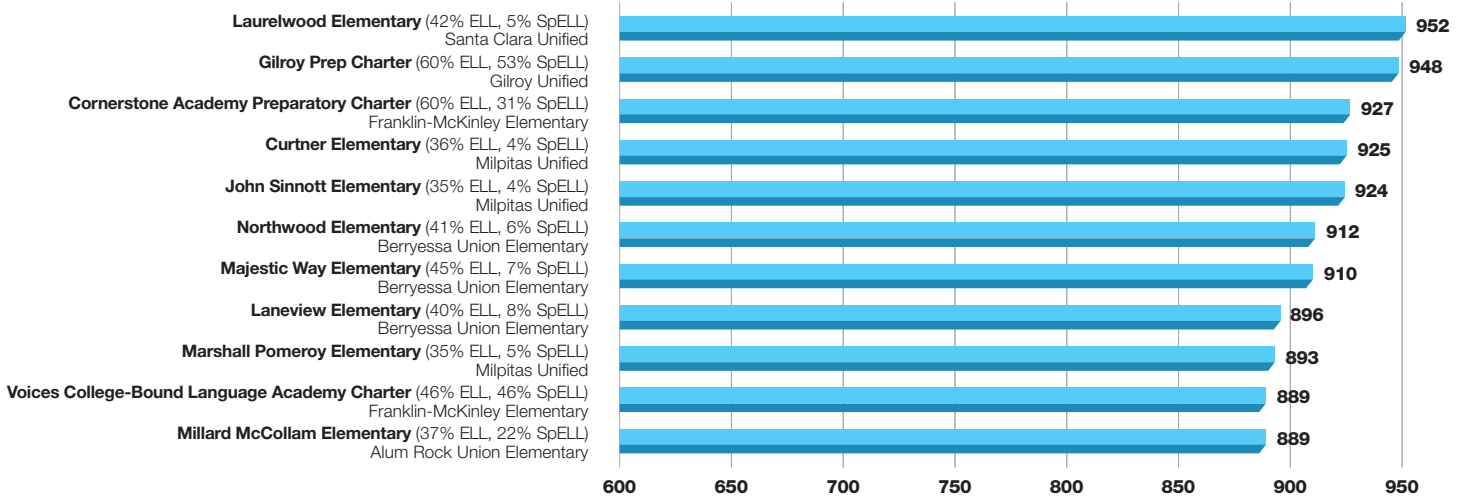
**Figure 20 2013 API for English Language Learners and Low-Income Students
“High-Need” Elementary Schools in Silicon Valley**

(Among schools that are 50 percent or more Spanish-Speaking English Language Learners and 50 percent or more Low-Income)

SCHOOL	DISTRICT	English Learner API	Low Income API
Gilroy Prep Charter	Gilroy Unified	948	941
Rocketship Mateo Sheedy Elementary Charter	Santa Clara County Office of Education	837	843
Rocketship Mosaic Elementary Charter	Franklin-McKinley Elementary	835	832
Rocketship Si Se Puede Academy Charter	Santa Clara County Office of Education	827	832
Cesar Chavez Elementary	Alum Rock Union Elementary	825	823
Rosemary Elementary	Campbell Union	820	828
Learning in Urban Community w/High Achievement	Alum Rock Union Elementary	817	820
Thomas P. Ryan Elementary	Alum Rock Union Elementary	810	811
Spruce Elementary	South San Francisco Unified	806	799
Martin Elementary	South San Francisco Unified	802	805
O. S. Hubbard Elementary	Alum Rock Union Elementary	801	807
Rocketship Alma Academy Charter	Santa Clara County Office of Education	797	795
Leroy Anderson Elementary	Moreland	796	803
Anne Darling Elementary	San Jose Unified	795	805
Almaden Elementary	San Jose Unified	792	802
Rocketship Los Suenos Academy Charter	Santa Clara County Office of Education	788	778
Clyde Arbuckle Elementary	Alum Rock Union Elementary	784	797
Luther Burbank Elementary	Luther Burbank	782	773
Anthony P. Russo Academy	Alum Rock Union Elementary	778	791
Sherman Oaks Elementary	Campbell Union	777	793
Washington Elementary	San Jose Unified	776	797
Rocketship Discovery Prep Charter	Santa Clara County Office of Education	775	773
Mariano Castro Elementary	Mountain View Whisman	775	767
A. J. Dorsa Elementary	Alum Rock Union Elementary	775	781
Edison-Brentwood Elementary	Ravenswood City Elementary	773	780
Stipe (Samuel) Elementary	Oak Grove Elementary	773	764
Belle Air Elementary	San Bruno Park Elementary	763	784
Bishop Elementary	Sunnyvale	761	752
Lowell Elementary	San Jose Unified	758	779
Mildred Goss Elementary	Alum Rock Union Elementary	757	773
Costano Elementary	Ravenswood City Elementary	753	763
Eliot Elementary	Gilroy Unified	747	748
Taft Elementary	Redwood City Elementary	744	750
Robert Sanders Elementary	Mt. Pleasant Elementary	743	745
Scott Lane Elementary	Santa Clara Unified	741	738
Mt. Pleasant Elementary	Mt. Pleasant Elementary	734	721
Fair Oaks Elementary	Redwood City Elementary	733	741
Willow Oaks Elementary	Ravenswood City Elementary	729	739
Hawes Elementary	Redwood City Elementary	719	728
Hoover Elementary	Redwood City Elementary	717	737
Green Oaks Academy	Ravenswood City Elementary	715	712
Selma Olinder Elementary	San Jose Unified	714	734
P. A. Walsh Elementary	Morgan Hill Unified	713	723
Daniel Lairon Elementary	Franklin-McKinley Elementary	710	715
Edenvale Elementary	Oak Grove Elementary	709	721
Selby Lane Elementary	Redwood City Elementary	707	727
Grant Elementary	San Jose Unified	698	712
Santee Elementary	Franklin-McKinley Elementary	685	701
McKinley Elementary	Franklin-McKinley Elementary	680	688
Los Robles Magnet Academy	Ravenswood City Elementary	665	675
Gardner Elementary	San Jose Unified	665	676
John Gill Elementary	Redwood City Elementary	657	661
Pescadero Elementary and Middle	La Honda-Pescadero Unified	656	688
Garfield Elementary	Redwood City Elementary	642	662
Belle Haven Elementary	Ravenswood City Elementary	639	659
Empire Gardens Elementary	San Jose Unified	638	660

Figure 21 Top Elementary Schools for English Language Learner Students API 2013 Santa Clara and San Mateo counties

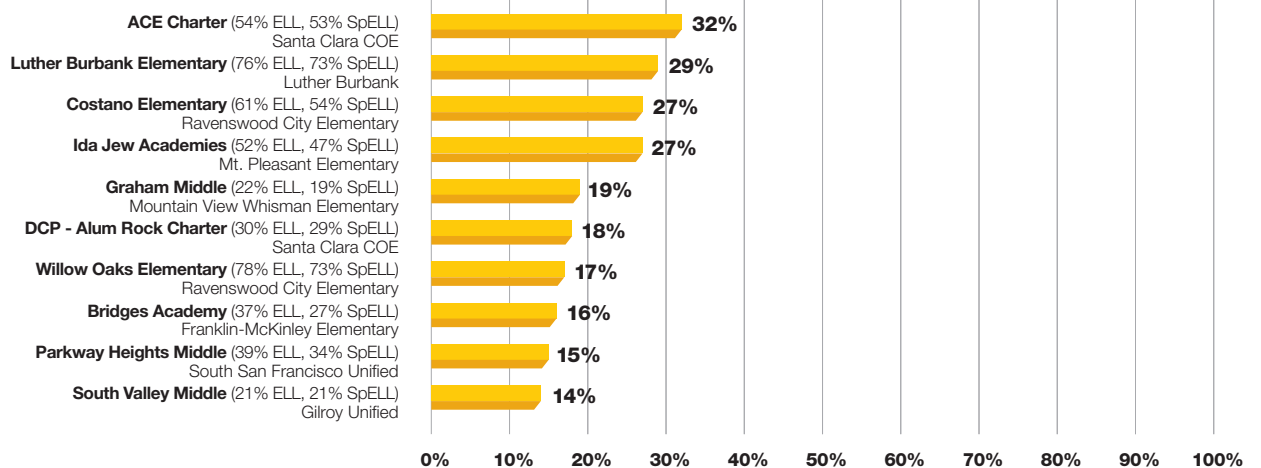
Among schools with at least region elementary school average of English Language Learners (of any home language) of 34%



Percent of students at the school who are English Language Learners (ELL) followed by percent who are Spanish Speaking English Language Learners (SpELL) are indicated in parentheses next to the school's name.

Figure 22 Top 10 Middle Schools for English Language Learners Algebra Proficiency by End of 8th Grade (2012 and 2013 CST)

Among schools with at least region middle school average of Spanish Speaking English Language Learners (18%)



Percent of students at the school who are English Language Learners (ELL) followed by percent who are Spanish Speaking English Language Learners (SpELL) are indicated in parentheses next to the school's name.

Endnotes

¹ Index of Silicon Valley 2013, siliconvalleycf.org/sites/default/files/2013-jv-index.pdf

² Blacks, Latinos and women lose ground at Silicon Valley tech companies, San Jose Mercury News, Feb. 13, 2010, mercurynews.com/ci_14383730

³ The College Advantage: Weathering the Economic Storm, Georgetown Center on Education and the Workforce, Aug. 15, 2012, ww9.georgetown.edu/grad/gppi/hpi/cew/pdfs/CollegeAdvantage.FullReport.081512.pdf

⁴ Economic Success Metrics Program, College Measures, collegemeasures.org/esm

⁵ Held Back: Addressing Misplacement of 9th Grade Students in Bay Area School Math Classes, Lawyers' Committee for Civil Rights of the San Francisco Bay Area, siliconvalleycf.org/sites/default/files/lccr_report_9th_grade_math_misplacement_2013.pdf

⁶ The Forgotten Middle: Ensuring that All Students Are on Target for College and Career Readiness before High School, ACT, 2008, act.org/research/policymakers/reports/ForgottenMiddle.html

⁷ Divided We Fail, Campaign for College Opportunity, Nov. 21, 2011, collegecampaign.org/resource-library/our-publications/divided-we-fail

⁸ Improving Developmental Mathematics Education in Community Colleges, Sept. 23 to 24, 2010, National Center for Postsecondary Research, Jenna Cullinane and Uri Treisman, postsecondaryresearch.org/conference/pdf/ncpr_Panel4_CullinaneTreismanPaper_Statway.pdf

⁹ The Condition of College and Career Readiness 2012, ACT, act.org/newsroom/data/2012/states/pdf/Hispanic.pdf

¹⁰ For a Middle-Class Life, College is Crucial, Anthony P. Carnevale, New York Times, March 1, 2012, nytimes.com/roomfordebate/2012/03/01/should-college-be-for-everyone/for-a-middle-class-life-college-is-crucial

¹¹ Help Wanted, Georgetown Center on Education and the Workforce, June 2010, ww9.georgetown.edu/grad/gppi/hpi/cew/pdfs/HelpWanted.ExecutiveSummary.pdf

An Innovate Public Schools Publication

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With Matt Hammer and Dr. Linda Murray

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Academic Year Planner 2015-2016

2015-16	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	
August						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		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				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						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		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				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				
February	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		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				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						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			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				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				

No school/holiday
 First/last/minimum day
 Minimum day

Voices College-Bound Language Academy Parent Agreement

The role of a parent is an integral part of a child's school life and education. We as educators must develop each child to the optimum of his or her potential. Your support and encouragement will help your child achieve success at Voices College-Bound Language Academy. All parents must carefully read and sign the following agreement.

Whereas, I understand that my child will spend the most important years of his/her life in school, and I want to help Voices College-Bound Language Academy give my child the best possible education and get ready for college,

Therefore, I promise, and agree:

1. To see that my child comes to school every day, on time and is prepared for the day's work.
2. To call the school in advance and notify the school as soon possible if my child will be absent.
3. To see to it that my child comes to school dressed appropriately in their school uniform.
4. To make sure that my child has ample quiet time and a quiet place to complete homework and projects and to study each evening with the TV, radio, etc. turned off.
5. To speak with my child every day about what was done at school and to help/find assistance for my child with his/her homework assignments when necessary.
6. To ensure that my child reads every night in addition to his/her homework.
7. To expect my child to be given regular homework assignments.
8. To urge my child to respect himself/herself as well as others.
9. To speak to my child in a positive manner about school and to follow through on all items that pertains to the well being of my child.
10. To communicate regularly with my child's teacher(s) to get information I/we need to support the learning process and behavior.
11. To read and reply to all letters, messages notes and telephone calls from the school.
12. To attend parent-teacher conferences, other functions and appointments that relate to my child's education.
13. To see to it that my child does not bring inappropriate items such as toys and electronic games, etc. to school that can distract learning.
14. To be familiar with the practices and principles of the school's character curriculum and the Student Code of Conduct, which I/we will reinforce with our child.
15. To always act in professional manner when speaking with someone at Voices College-Bound Language Academy.
16. To attend most school-wide activities each year.
17. To allow my child to attend Voices College-Bound Language Academy field trips.
18. To arrange for my/our child to attend summer school as required.
19. To do everything possible to keep my child at Voices College-Bound Language Academy for the long term (K-8).

I understand that ultimately I/we, not the school, am responsible for the behavior of my child.

Child's Name _____

Class _____

Parent's Signature _____

Parent's Signature _____

Date _____

Voices Colleg Bound Language Academy at Mt. Pleasant
 Assumptions
 Appendix AO

		# Instructional Days		0	180	180	180	180	180
		Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5		
		FY 2014-2015	FY 2015-2016	FY 2016-2017	FY 2017-2018	FY 2018-2019	FY 2019-2020		
Enrollment									
	PreK	0	3	3	3	3	3		
	K	0	53	53	53	53	53		
	1	0	56	56	56	56	56		
	2	0	0	56	56	56	56		
	3	0	0	0	56	56	56		
	4	0	0	0	0	56	56		
	5	0	0	0	0	0	56		
	6	0	0	0	0	0	0		
	7	0	0	0	0	0	0		
	8	0	0	0	0	0	0		
		0	112	168	224	280	336		
% of SPED		11%	0	13	19	25	31		37
% ADA		97%	0	109	163	218	272		326
% FRL		72%	0	81	121	161	202		242
% EL		46%	0	52	77	103	129		155
% Bus Transportation participants per bus		0%	0	0	0	0	0		0
		30	0	0	0	0	0		0
	Y to Y Growth	0	112	56	56	56	56		56
	# of classrooms (@ 28/class)	0	4	6	8	10	12		12
	# of teachers	0	6	8	11	14	16		16
	# of total staff	0	13	17	21	28	31		31
		0	1	2	3	4	5		
		Yr 0	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5		
		FY 2014-2015	FY 2015-2016	FY 2016-2017	FY 2017-2018	FY 2018-2019	FY 2019-2020		
Cost of Living Adjustment (COLA)									
	Medical	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%		2.0%
	<i>Cumulative</i>	0.0%	2.0%	4.0%	6.1%	8.2%	10.4%		10.4%
	Salary	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%		2.0%
	<i>Cumulative</i>	0.0%	2.0%	4.0%	6.1%	8.2%	10.4%		10.4%
	Other Expenses	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%		2.0%
	<i>Cumulative</i>	0.0%	2.0%	4.0%	6.1%	8.2%	10.4%		10.4%
Benefits									
	Annual Medical, Dental, Vision Cost per Person	\$ 475	\$ 475	\$ 494	\$ 504	\$ 514	\$ 524		524
	Retirement % of Salary - Academics	8.88%	10.73%	12.58%	14.43%	16.28%	18.13%		18.13%
	Retirement % of Salary - Non Academics	3.0%	3.0%	3.0%	3.0%	3.0%	3.0%		3.0%
	Social Security	6.2%	6.2%	6.2%	6.2%	6.2%	6.2%		6.2%
	FICA	1.45%	1.45%	1.45%	1.45%	1.45%	1.45%		1.45%
	State Unemployment Insurance	3.40%	3.40%	3.40%	3.40%	3.40%	3.40%		3.40%
	Workers Compensation	1.90%	1.90%	1.90%	1.90%	1.90%	1.90%		1.90%
Food Costs									
	Breakfast	1.93	0	38,624	58,914	80,369	102,282		125,040
	Lunch	3.00	0	60,037	91,576	124,925	158,988		194,362
	Snack	0.82	0	16,410	25,031	34,146	43,457		53,126
		0	115,071	175,521	239,440	304,726	372,528		
Facilities Costs									
	Rent	Per LOI	102,386	199,836	305,135	402,092	402,092		402,092
	Utilities	Per LOI	24,378	49,007	77,010	96,335	100,523		100,523
	CMO Rent Offset (Revenue)		26,250	29,400	31,500	40,800	42,000		42,000
	Net School Rent		76,136	170,436	273,635	361,292	360,092		360,092

Voices Colleg Bound Language Academy at Mt. Pleasant
5 Yr Budget Detail (Including Start-up) 4 pages
Appendix AO

	FY 2014-2015	FY 2015-2016	FY 2016-2017	FY 2017-2018	FY 2018-2019	FY 2019-2020
Percent students who attend on average day		97%	97%	97%	97%	97%
Percent students who qualify for free/reduced lunch		72%	72%	72%	72%	72%
Estimated ADA	-	109	163	218	272	326
Students who qualify for free/reduced lunch	-	81	121	161	202	242
A/C	Account Name					
Charter Fund Revenue						
8012 Education Protection Account	-	145,280	229,060	322,141	421,639	528,960
8015 State Aid	-	400,085	651,392	942,205	1,264,204	1,621,385
8096 General Purpose Entitlement - Local Revenue (In Lieu of Property Tax)	-	253,316	378,812	506,632	632,128	757,624
Charter Fund Revenue	-	798,681	1,259,265	1,770,978	2,317,970	2,907,969
Federal Revenues						
8698 Grants - PCSP Charter School Start up Grant	225,000	200,000	150,000		-	-
8181 Special Education - IDEA	-	12,000	17,946	24,001	29,946	35,891
8291 Title I	-	22,127	33,089	44,254	55,216	66,178
8292 Title II	-	477	713	954	1,191	1,427
8294 Title III	-	11,520	17,227	23,040	28,748	34,455
Federal Nutrition Program	-	82,851	126,375	172,397	219,403	268,220
Federal Revenue	225,000	328,976	345,350	264,647	334,503	406,171
Other State Revenue						
8311 Special Education -AB602	-	47,633	71,231	95,266	118,864	142,462
8591 SB 740 Rent Reimbursement	-	57,102	122,250	163,500	204,000	244,500
8550 Mandate Block Grant	-	2,261	2,261	3,024	3,773	4,522
8560 State Lottery	-	17,113	25,591	34,226	42,704	51,182
Other State Revenue	-	121,848	221,333	296,016	369,341	442,666
Other Local Revenue						
8634 Food Service Income (Paid)	-	28,768	43,880	59,860	76,182	93,132
8650 Rental Income		32,500	36,610	39,450	50,575	52,500
8660 Interest Income						
8699 Fundraising	-	1,090	1,630	2,180	2,720	3,260
Other Local Revenue	-	62,358	82,120	101,490	129,477	148,892
Total Revenue	225,000	1,311,863	1,908,068	2,433,130	3,151,291	3,905,698

Voices Colleg Bound Language Academy at Mt. Pleasant
 5 Yr Budget Detail (Including Start-up) 4 pages
 Appendix AO

	FY 2014-2015	FY 2015-2016	FY 2016-2017	FY 2017-2018	FY 2018-2019	FY 2019-2020
1100 Teachers' Salaries	-	264,882	378,252	496,049	674,628	802,802
1100 SPED Teachers	-	23,727	24,202	82,286	83,932	85,610
1300 Certificated Supervisor and Administrator Salaries	-	71,400	72,828	74,285	75,770	77,286
1000 Certificated Salaries	-	360,009	475,282	652,620	834,330	965,698
2100 Instructional Aide Salaries	-	75,202	105,470	136,920	169,590	188,243
2200 Classified Support Salaries	-	18,770	19,145	19,528	39,837	40,634
2400 Clerical/Technical/Office Staff Salaries	-	45,900	58,054	59,215	60,399	61,608
2900 Other Classified Salaries	-	29,891	30,488	31,098	65,935	79,972
2000 Non-Certificated Salaries	-	169,763	213,157	246,761	335,761	370,457
3111 Retirement STRS	-	38,629	59,790	94,173	135,829	175,081
3212 Retirement Non-Academics	-	5,093	6,395	7,403	10,073	11,114
3311 OASDI - Classified	-	10,525	13,216	15,299	20,817	22,968
3331 Medicare	-	7,682	9,982	13,041	16,966	19,374
3401 Health & Welfare	-	51,300	65,233	90,733	135,737	157,332
3501 State Unemployment Insurance	-	3,118	3,998	5,093	6,616	7,426
3601 Worker Compensation	-	9,271	12,048	15,739	20,477	23,383
3000 Employee Benefits	-	125,618	170,663	241,482	346,515	416,677

Voices Colleg Bound Language Academy at Mt. Pleasant
 5 Yr Budget Detail (Including Start-up) 4 pages
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	FY 2014-2015	FY 2015-2016	FY 2016-2017	FY 2017-2018	FY 2018-2019	FY 2019-2020
4110 Approved Textbooks	17,364	30,653	17,291	9,033	9,214	9,398
4210 Library Books	3,541	12,787	9,396	7,369	9,396	11,500
4310 All Student Materials	4,835	14,013	19,058	38,115	48,597	59,482
4310 Student Tracking Software	-	-	-	-	-	-
4310 Student Tracking Software	-	1,028	1,573	2,139	2,728	3,339
4310 Student Hearing	-	69	70	71	73	148
4310 Student Hearing	-	505	515	525	536	547
4310 Student Vision	-	898	916	934	953	972
4310 Student Acuity	-	397	405	413	843	859
4310 Student Acuity	-	-	-	-	-	-
4350 Office Supplies	1,503	2,300	3,128	6,256	7,976	9,763
4350 Other Supplies	-	5,120	2,560	-	-	-
4370 Janitorial Supplies	-	4,284	4,370	4,457	4,546	4,637
4410 Non-Capitalized Equipment	-	-	-	-	-	-
4410 Student Chairs	3,998	4,119	4,286	2,080	2,122	2,164
4410 Student Desks	8,568	8,827	9,183	4,457	4,546	4,637
4410 Teachers' Desks/Chairs	1,714	1,707	1,637	1,082	974	662
4410 Teachers' Filing/Storage Cabinets/Dividers	571	4,729	546	361	325	221
4410 Bookshelves	428	670	335	271	244	166
4410 White Boards	857	1,340	669	541	487	331
4410 Admin Desks & Chairs	612	312	250	250	255	260
4410 Admin Filing/Storage Cabinets	204	104	100	100	102	104
4410 Printers/scanners	500	-	500	500	-	550
4410 Servers	2,000	-	-	-	2,200	-
4410 Telephones/Fax	-	31,351	-	200	204	208
4410 Projectors	8,960	3,264	5,660	2,886	2,598	1,767
4410 Other equipment	714	14,140	8,986	451	406	276
4400 Student Laptops - K-5	29,603	15,568	35,482	8,739	25,435	47,499
4400 Student Laptops	-	-	-	-	-	-
4400 Student Laptops - 6th to 8th	-	-	-	-	-	-
4400 Student Software	2,222	2,254	2,971	2,971	-	6,183
4400 Teacher Laptops	3,998	3,982	3,819	2,526	2,273	1,546
4400 Teacher Software	571	4,585	546	361	325	221
4400 Classroom Equipment	2,856	14,680	2,728	1,804	1,624	1,104
4400 Office Computers	714	728	-	-	758	773
4400 Office Computer Software	102	104	-	-	108	110
4700 Food Service	-	115,071	175,521	239,440	304,726	372,528
4000 Books & Supplies	96,437	299,590	312,496	338,334	434,570	541,955

Voices Colleg Bound Language Academy at Mt. Pleasant
5 Yr Budget Detail (Including Start-up) 4 pages
Appendix AO

	FY 2014-2015	FY 2015-2016	FY 2016-2017	FY 2017-2018	FY 2018-2019	FY 2019-2020
5200 Travel and Conferences						
5300 Dues	-	-	-	-	-	-
5300 Other Dues - STRS Fee	-	1,836	1,873	1,910	1,948	1,987
5300 Other Dues - BTSA	-	2,912	2,121	3,678	3,311	2,251
5300 Other Dues	-	-	-	0	-	-
5300 Other Dues	-	-	-	0	-	-
5300 Other Dues - Fingerprinting	-	601	787	1,022	1,354	1,550
5300 Other Dues - CPR Reimb	-	1,002	1,311	1,703	2,257	2,584
5450 General Insurance	-	11,870	18,161	24,699	31,491	38,545
5450 Student Accident	-	-	-	0	-	-
5450 Professional Liability	-	-	-	0	-	-
5450 Excess Liability Insurance	-	-	-	0	-	-
5500 Fire Alarm Monitoring	-	1,142	1,748	2,377	3,031	3,710
5500 Pest	-	1,142	1,748	2,377	3,031	3,710
5510 Utilities	-	24,378	49,007	77,010	96,335	100,523
5550 Custodial	-	1,142	1,748	2,377	3,031	3,710
5610 Rent - Equipment	-	7,200	7,491	7,641	15,587	15,899
5611 Rent		102,386	199,836	305,135	402,092	402,092
5630 Repair	-	3,427	5,244	7,131	9,092	11,129
5812 Local Field Lessons	-	3,998	6,118	8,320	10,608	12,984
5812 Student Transportation	-	-	-	0	-	-
5820 Audit	-	-	-	0	-	-
5820 Legal	-	-	-	0	-	-
5823 CMO Management Services		47,921	151,112	212,517	278,156	348,956
5830 Marketing / Community & Parent Outreach / Recruitment	12,490	2,754	2,809	2,865	2,923	2,981
5850 Nursing Services	-	1,300	1,353	1,380	1,407	1,435
5850 Testing	-	-	638	1,302	1,992	2,709
5850 Website Management	-	-	2,497	2,547	2,598	2,650
5850 SIS (License and Support)	-	4,679	7,158	9,735	12,413	15,193
5851 Teacher Professional Development	23,789	11,501	14,256	14,592	18,943	22,082
5851 SPED Services	-	32,795	62,396	57,836	73,605	89,983
5851 Counselor	-	20,196	20,600	21,012	42,864	43,722
5851 TFA	-	4,080	4,162	4,245	4,330	4,416
5851 Substitutes	-	6,683	9,251	13,658	17,730	20,668
5851 Mid-day Block - Enrichment	-	16,570	18,991	21,508	24,123	26,839
5851 Summer Stipend	-	2,040	2,081	2,122	4,330	4,416
5851 Extended School Year (SPED)	-	2,040	2,081	2,122	4,330	4,416
5851 Consultants	92,284	-	-	5,306	-	-
5851 Other Charges	-	1,020	1,040	1,061	1,082	1,104
5890 Bank Charges	-	122	250	255	260	265
5897 Fundraising Cost	-	-	-	0	-	-
5910 Telephone	-	6,167	629	642	654	668
5920 Internet	-	2,411	246	251	256	261
5930 Shipping	-	1,285	1,311	1,337	1,364	1,391
5000 Services and Other Operating Services	128,563	326,601	600,053	821,674	1,076,527	1,194,828
6900 Depreciation & Amortization/Capital Exp						
6000 Capital Outlay						
7299 District Oversight Fee	-	9,205	14,806	20,670	26,873	33,506
7438 Interest Expense	-	609	475	342	208	73
7100 Contingency Reserve	-	16,020	44,291	57,522	75,693	87,240
7000 Other Outgo - Oversight / Interest / Contingency - Reserve	-	25,834	59,573	78,533	102,773	120,820
Total Expenditures	225,000	1,307,415	1,831,224	2,379,405	3,130,477	3,610,435
Net Revenue/<Loss>	(0)	4,448	76,845	53,726	20,814	295,263

**Voices Colleg Bound Language Academy at Mt. Pleasant
5 Yr Budget Summary (Including Start-up)
Appendix AO**

		FY 2014-2015	FY 2015-2016	FY 2016-2017	FY 2017-2018	FY 2018-2019	FY 2019-2020
Percent students who attend on average day			97%	97%	97%	97%	97%
Percent students who qualify for free/reduced lunch			72%	72%	72%	72%	72%
Estimated ADA		-	109	163	218	272	326
Students who qualify for free/reduced lunch		-	81	121	161	202	242
A/C	Account Name						
	Charter Fund Revenue	-	798,681	1,259,265	1,770,978	2,317,970	2,907,969
	Federal Revenue	225,000	328,976	345,350	264,647	334,503	406,171
	Other State Revenue	-	121,848	221,333	296,016	369,341	442,666
	Other Local Revenue	-	62,358	82,120	101,490	129,477	148,892
Total Revenue		225,000	1,311,863	1,908,068	2,433,130	3,151,291	3,905,698
1000	Certificated Salaries	-	360,009	475,282	652,620	834,330	965,698
2000	Non-Certificated Salaries	-	169,763	213,157	246,761	335,761	370,457
3000	Employee Benefits	-	125,618	170,663	241,482	346,515	416,677
4000	Books & Supplies	96,437	299,590	312,496	338,334	434,570	541,955
5000	Services and Other Operating Services	128,563	326,601	600,053	821,674	1,076,527	1,194,828
6000	Capital Outlay						
7000	Other Outgo - Oversight / Interest / Contingency - Reserve	-	25,834	59,573	78,533	102,773	120,820
Total Expenditures		225,000	1,307,415	1,831,224	2,379,405	3,130,477	3,610,435
	Net Revenue/<Loss>	(0)	4,448	76,845	53,726	20,814	295,263

Voices Colleg Bound Language Academy at Mt. Pleasant
Cash Flow - StartUp
Appendix AO

	Total	Jul-14	Aug-14	Sep-14	Oct-14	Nov-14	Dec-14	Jan-15	Feb-15	Mar-15	Apr-15	May-15	Jun-15	Accrual
Charter Fund Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Revenue	225,000	-	-	-	-	-	-	100,000	-	-	75,000	-	-	50,000
Other State Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue	225,000	-	-	-	-	-	-	100,000	-	-	75,000	-	-	50,000
1000 Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2000 Non-Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3000 Employee Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4000 Books & Supplies	96,437	-	-	-	-	-	-	4,884	150	150	150	2,568	71,341	17,193
5000 Services and Other Operating Services	128,563	-	-	-	-	-	-	33,063	23,071	18,457	9,228	9,228	35,516	-
6900 Depreciation & Amortization/Capital Exp	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6000 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7299 District Oversight Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7000 Other Outgo - Contingency / Reserve	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures	225,000	-	-	-	-	-	-	37,947	23,221	18,607	9,379	11,796	106,857	17,193
Net Revenue/<Loss>	(0)	-	-	-	-	-	-	62,053	(23,221)	(18,607)	65,621	(11,796)	(106,857)	32,807
Net Income/<Loss>	-	-	-	-	-	-	-	62,053	(23,221)	(18,607)	65,621	(11,796)	(106,857)	32,807
Beg Cash	-	-	-	-	-	-	-	50,000	112,053	88,832	70,225	135,846	124,050	-
Change in Accounts Receivable														
Prior Year Accounts Receivable														
Current Year Accounts Receivable														(50,000)
Change in Accounts Payable														17,193
Financing														
Source: Loans								50,000						
Use: Loans														
End Cash	-	-	-	-	-	-	-	50,000	112,053	88,832	70,225	135,846	124,050	17,193

Voices Colleg Bound Language Academy at Mt. Pleasant
Cash Flow Year 1
Appendix AO

	Total	Jul-15	Aug-15	Sep-15	Oct-15	Nov-15	Dec-15	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16	Accrual
Charter Fund Revenue	798,681	35,203	50,402	56,273	92,593	56,273	56,273	92,593	71,472	53,740	90,060	53,740	36,320	53,740
Federal Revenue	328,976	-	-	3,120	960	108,741	9,245	26,307	59,965	17,656	9,125	59,125	9,125	25,606
Other State Revenue	121,848	-	-	12,385	3,811	32,362	3,811	3,811	6,669	3,334	17,609	3,334	3,333	31,388
Other Local Revenue	62,358	2,708	2,708	5,904	5,904	5,904	4,306	5,904	5,904	5,904	5,904	5,904	5,400	-
Total Revenue	1,311,863	37,912	53,111	77,682	103,268	203,280	73,635	128,615	144,010	80,634	122,699	122,103	54,178	110,735
1000 Certificated Salaries	360,009	5,950	32,187	32,187	32,187	32,187	32,187	32,187	32,187	32,187	32,187	32,187	32,187	32,187
2000 Non-Certificated Salaries	169,763	1,564	5,737	17,414	17,414	17,414	11,575	17,414	17,414	17,414	17,414	17,414	17,414	11,575
3000 Employee Benefits	125,618	3,981	9,200	11,643	11,643	11,643	10,421	11,643	11,643	11,643	11,643	10,870	9,648	
4000 Books & Supplies	299,590	132,250	32,095	3,699	14,616	14,616	14,616	8,223	14,616	14,616	14,616	14,616	14,616	6,393
5000 Services and Other Operating Services	326,601	21,601	20,140	19,805	30,940	22,427	22,427	34,735	22,427	22,427	35,495	20,799	21,350	32,030
6900 Depreciation & Amortization/Capital Exp	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6000 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7299 District Oversight Fee	9,205	352	504	687	964	886	601	964	781	571	1,077	571	397	851
7438 Interest Expense	609	56	55	54	53	52	51	50	49	48	48	47	46	
7000 Other Outgo - Contingency / Reserve	16,020	1,335	1,335	1,335	1,335	1,335	1,335	1,335	1,335	1,335	1,335	1,335	1,335	
Total Expenditures	1,307,415	167,089	101,252	86,823	109,152	100,560	93,214	106,552	100,453	100,241	113,814	97,838	91,154	39,274
Net Revenue/<Loss>	4,448	(129,177)	(48,142)	(9,141)	(5,883)	102,720	(19,579)	22,064	43,558	(19,607)	8,884	24,265	(36,976)	71,461
Net Income/<Loss>		(129,177)	(48,142)	(9,141)	(5,883)	102,720	(19,579)	22,064	43,558	(19,607)	8,884	24,265	(36,976)	71,461
Beginning Cash		17,193	116,684	64,402	51,120	41,095	139,671	115,949	133,868	173,280	149,527	154,263	174,379	
Change in Accounts Receivable														
Prior Year Accounts Receivable		50,000												
Current Year Accounts Receivable														(110,735)
Change in Accounts Payable		(17,193)												39,274
Financing														
Source: Loans		250,000												
Use: Loans		(54,139)	(4,140)	(4,141)	(4,142)	(4,143)	(4,144)	(4,145)	(4,146)	(4,147)	(4,148)	(4,149)	(4,149)	
Revolving Loan Princ														
Ending Cash		116,684	64,402	51,120	41,095	139,671	115,949	133,868	173,280	149,527	154,263	174,379	133,254	-

Voices Colleg Bound Language Academy at Mt. Pleasant
Cash Flow Year 2
Appendix AO

	Total	Jul-15	Aug-15	Sep-15	Oct-15	Nov-15	Dec-15	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16	Accrual
Charter Fund Revenue	1,259,265	35,203	50,402	56,273	211,359	56,273	56,273	113,538	143,993	105,338	162,626	105,361	-	162,626
Federal Revenue	345,350	538	1,077	38,218	718	12,586	50,855	38,870	16,944	65,048	14,791	14,791	52,112	38,802
Other State Revenue	221,333	2,250	4,387	3,053	3,053	64,178	3,053	15,848	17,299	8,751	43,664	8,751	7,835	39,211
Other Local Revenue	82,120	3,051	3,051	7,927	7,927	7,927	5,489	7,927	7,927	7,927	7,927	7,927	7,115	-
Total Revenue	1,908,068	41,042	58,917	105,470	223,056	140,963	115,670	176,183	186,164	187,064	229,008	136,830	67,062	240,639
1000 Certificated Salaries	475,282	6,069	42,656	42,656	42,656	42,656	42,656	42,656	42,656	42,656	42,656	42,656	42,656	
2000 Non-Certificated Salaries	213,157	1,595	6,873	21,980	21,980	21,980	14,427	21,980	21,980	21,980	21,980	21,980	14,422	
3000 Employee Benefits	170,663	4,804	12,701	15,829	15,829	15,829	14,265	15,829	15,829	15,829	15,829	14,825	13,260	
4000 Books & Supplies	312,496	30,717	71,879	20,007	21,099	21,099	21,099	11,348	21,099	21,099	21,099	21,099	21,099	9,751
5000 Services and Other Operating Services	600,053	32,697	31,773	30,295	53,927	36,901	36,901	75,770	36,901	36,901	80,446	34,596	35,158	77,786
6900 Depreciation & Amortization/Capital Exp	-	-	-	-	-	-	-	-	-	-	-	-	-	
6000 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	
7299 District Oversight Fee	14,806	375	548	593	2,144	1,205	593	1,294	1,613	1,141	2,063	1,141	78	2,018
7438 Interest Expense	475	45	44	43	42	41	40	39	38	37	36	35	35	
7000 Other Outgo - Contingency / Reserve	44,291	3,691	3,691	3,691	3,691	3,691	3,691	3,691	3,691	3,691	3,691	3,691	3,691	
Total Expenditures	1,831,224	79,993	170,165	135,094	161,368	143,402	133,672	172,607	143,808	143,335	187,800	140,024	130,398	89,556
Net Revenue/<Loss>	76,845	(38,951)	(111,248)	(29,624)	61,688	(2,439)	(18,003)	3,576	42,356	43,729	41,208	(3,194)	(63,337)	151,083
Net Income/<Loss>		(38,951)	(111,248)	(29,624)	61,688	(2,439)	(18,003)	3,576	42,356	43,729	41,208	(3,194)	(63,337)	151,083
Beginning Cash		133,254	99,947	31,434	(2,342)	55,192	48,599	26,442	25,862	64,061	103,632	140,681	133,327	
Change in Accounts Receivable														
Prior Year Accounts Receivable		49,068	46,886											
Current Year Accounts Receivable														(240,639)
Change in Accounts Payable		(39,274)												89,556
Financing														
Source: Loans														
Use: Loans		(4,150)	(4,151)	(4,152)	(4,153)	(4,154)	(4,155)	(4,156)	(4,157)	(4,158)	(4,159)	(4,160)	(4,161)	
Ending Cash		99,947	31,434	(2,342)	55,192	48,599	26,442	25,862	64,061	103,632	140,681	133,327	65,830	-

Voices Colleg Bound Language Academy at Mt. Pleasant
Cash Flow Year 3
Appendix AO

	Total	Jul-15	Aug-15	Sep-15	Oct-15	Nov-15	Dec-15	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16	Accrual
Charter Fund Revenue	1,770,978	55,298	78,027	88,930	278,876	88,930	88,930	169,465	190,536	142,707	223,270	142,735	-	223,271
Federal Revenue	264,647	720	1,440	960	960	17,150	18,200	52,324	23,000	37,182	20,120	20,120	19,880	52,591
Other State Revenue	296,016	3,009	5,867	4,083	4,083	85,833	4,083	21,196	23,136	11,704	58,398	11,704	10,479	52,442
Other Local Revenue	101,490	3,288	3,288	9,939	9,939	9,939	6,613	9,939	9,939	9,939	9,939	9,939	8,795	-
Total Revenue	2,433,130	62,315	88,622	103,912	293,857	201,852	117,826	252,924	246,611	201,531	311,726	184,498	39,154	328,304
1000 Certificated Salaries	652,620	6,190	58,766	58,766	58,766	58,766	58,766	58,766	58,766	58,766	58,766	58,766	58,766	
2000 Non-Certificated Salaries	246,761	1,627	7,011	25,679	25,679	25,679	16,345	25,679	25,679	25,679	25,679	25,679	16,348	
3000 Employee Benefits	241,482	5,924	18,399	22,376	22,376	22,376	20,387	22,376	22,376	22,376	22,376	21,064	19,076	
4000 Books & Supplies	338,334	61,120	11,552	4,371	26,372	26,372	26,372	26,372	26,372	26,372	26,372	26,372	26,372	23,944
5000 Services and Other Operating Services	821,674	44,178	45,223	44,864	76,866	50,196	50,196	105,004	50,196	50,196	110,521	47,327	47,900	99,008
6900 Depreciation & Amortization/Capital Exp	-	-	-	-	-	-	-	-	-	-	-	-	-	
6000 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	
7299 District Oversight Fee	20,670	583	839	930	2,830	1,748	930	1,907	2,137	1,544	2,817	1,544	105	2,757
7438 Interest Expense	342	34	33	32	31	29	29	28	27	26	25	24	24	
7000 Other Outgo - Contingency / Reserve	57,522	4,793	4,793	4,793	4,793	4,793	4,793	4,793	4,793	4,793	4,793	4,793	4,793	
Total Expenditures	2,379,405	124,450	146,616	161,811	217,713	189,958	177,818	244,925	190,345	189,752	251,349	185,570	173,384	125,709
Net Revenue/<Loss>	53,726	(62,135)	(57,994)	(57,900)	76,145	11,893	(59,992)	7,999	56,265	11,779	60,378	(1,072)	(134,230)	202,595
Net Income/<Loss>		(62,135)	(57,994)	(57,900)	76,145	11,893	(59,992)	7,999	56,265	11,779	60,378	(1,072)	(134,230)	202,595
Beg Cash		65,830	73,282	86,512	33,131	105,111	112,839	48,681	52,512	104,610	112,220	168,428	163,185	
Change in Accounts Receivable														
Prior Year Accounts Receivable		163,305	75,386	8,681										
Current Year Accounts Receivable														(328,304)
Change in Accounts Payable		(89,556)												125,709
Financing														
Source: Loans														
Use: Loans		(4,162)	(4,162)	(4,163)	(4,164)	(4,165)	(4,166)	(4,167)	(4,168)	(4,169)	(4,170)	(4,171)	(4,172)	
End Cash		73,282	86,512	33,131	105,111	112,839	48,681	52,512	104,610	112,220	168,428	163,185	24,783	-

**Voices College Bound Language Academy at Mt. Pleasant
Charter Petition Budget Narrative
Appendix AO – Budget Narrative**

Enrollment

Voices College Bound Language Academy at Mt. Pleasant (Voices Mt. Pleasant) will open with grades TK-1 and 112 students (56 students per grade) in 2015-16 and reach its full capacity of 504 students with grades TK-8 in 2022-23. Each year the school will add one new grade, maintaining 56 students in each grade. Voices Mt. Pleasant is confident in its ability to secure the year one enrollment target of 112 students and continue to add a class of 56 students each year as the flagship has done in the Franklin McKinley School District (FMSD) in San Jose. The flagship school has been able to meet enrollment projections and currently has a waiting list of over 500 students. At Voices Mt. Pleasant, an active recruitment process at local preschools will ensure that each incoming Kindergarten classes will be full. It is fully anticipated that waitlists will outpace attrition at the school.

Demographics

Demographic information is estimated based on data from both the flagship school, and the Mt. Pleasant District.

Free and Reduced Lunch: 72%

English Learners: 46%

Accounting:

The Charter Management Organization (CMO) for Voices Mt. Pleasant will maintain the accounting record and financial reports in accordance with Generally Accepted Accounting Principles (GAAP). As such, revenues will be recorded when earned, and expenses will be recorded when incurred.

Revenue

General Purpose Revenue

Voices Mt. Pleasant is using the Local Control Funding formula to compute general purpose entitlement assumptions. Voices Mt. Pleasant is opening in 2015/16 and the estimate for the LCFF funding rate is \$7,327. The computation is derived using the Mt. Pleasant Unified School District 12/13 published base rate. (Computations and supporting published Department of Education documents are included in Appendix AO-1 and AO-2) Voices Mt. Pleasant LCFF rate will increase annually moving from a 2015/16 base rate to their target rate in 2020/21. The table below provides the annual LCFF funding rate by fiscal year. Since a gap funding percentage is not available for all years, Voices Mt. Pleasant has computed an equal annual increase of approximately \$398 per ADA annually until the target funding rate is achieved in 2020/21. The target LCFF for Voices Mt. Pleasant is conservative and lower than the MPESD target LCFF per pupil rate. With the exception of 2015/16 where a 2.19% COLA factor was applied in computing the 2015/16 LCFF per ADA, a 0% COLA has been applied to future years to maintain conservative revenue estimates.

**Voices College Bound Language Academy at Mt. Pleasant
Charter Petition Budget Narrative
Appendix AO – Budget Narrative**

LCFF Base to Target Rate	FY 2015/16	FY 2016/17	FY 2017/18	FY 2018/19	FY 2019/20	FY 2020/21
Voices Estimated LCFF Funding Rate	7,327	7,327	7,726	8,124	8,522	8,920
Equal annual allocation of funding gap	0	398	398	398	398	398
Adjusted LCFF Funding Rate	7,327	7,726	8,124	8,522	8,920	9,318

2020/21 Voices Estimated LCFF Target Rate: \$9,318

2015/16 Voices Estimated LCFF Funding Rate: \$7,327 (Appendix AO-2)

LCFF Gap between 2015/16 Funding Rate and Target Rate: \$1,991

To estimate the amount of funding that is coming from local In Lieu Property taxes Voices Mt. Pleasant is using the final P2 rate of \$2,324 provided by Department of Education sources for schools opening in 2013/14. The balance of General Purpose Revenue finding will come from the state through State Aid and Education Protection Account (EPA) funds on a quarterly basis. For fiscal year 2015/16 forward EPA funding is currently projected at 18.19% of general purpose funding.

Other State & Local Revenues

Voices Mt. Pleasant anticipates receiving \$157/ADA from the State lottery. (State Lottery Unrestricted \$126, State Lottery Restricted \$31) As a first year school, Voices Mt. Pleasant will not receive the funding during the first year of operations, but rather will receive it in its second year based on first year's ADA.

Voices Mt. Pleasant will receive \$14/ADA in Mandate Block Grant funding but as a first year school will not receive the funding during the first year of operations since it is based on prior year P-2 average daily attendance. Revenue for this source will begin in year two of operations.

Voices Mt. Pleasant anticipates receiving funding pursuant SB 70 charter school facility grant. Voices Mt. Pleasant will be eligible since they will serve a student population with at least 60 percent of their pupils eligible for free or reduced price meals (FRL). Voices Mt. Pleasant will be reimbursed \$750 per ADA or up to 75 percent of their total lease or rental costs, whichever amount is lower. Based on the letter of intent (LOI) with National Hispanic University (NHU), the prospective facility lessor, Voices Mt. Pleasant will compute revenue by comparing annual rent expense with the 750 per ADA computation and use the lower of the two amounts. Projected annual lease costs are reflected in Appendix AO-3 the NHU LOI.

Other local revenues are based on historical information at the flagship including \$10/Grants and Fundraising. Voices Mt. Pleasant will distribute uniform shirts at no charge, to student annually.

Federal Funding

The budget includes funding from the Public Charter School Grant Program for start-up and the first and second year of operations. The amounts are based on the 2013-14 grant cycle. Voices

**Voices College Bound Language Academy at Mt. Pleasant
Charter Petition Budget Narrative
Appendix AO – Budget Narrative**

Mt. Pleasant will be able to apply for the grant in September of 2014 and would be able to reapply in September of 2015 if the grant is not awarded in the first application cycle. Amounts included for this grant total \$575K, with \$225k in start-up, \$200k in Year 1 and \$150k in Year 2. Should the grant be denied, Voices Mt. Pleasant is prepared to obtain a start-up loan from its CMO in the same amount at an interest rate based on the Applicable Federal Rates at the time of the loan with a repayment schedule of 36 months.

Based on projected free and reduced lunch (FRL) counts, Voices Mt. Pleasant will be applying for Title I, Title II and Title III funding. Projections for funding are \$203 per FRL student for Title I, \$4 per FRL student for Title II and \$106 per FRL student for Title III funding. To remain conservative, no revenue cost of living adjustment (COLA) has been included for these rates over time. Title funding will be used according to federal standards and will be used purely for supplementing the school's core program, including additional paraprofessionals and technology. Additionally, the required percent of funds will be spent on staff development and parental involvement.

Child Nutrition Since Voices Mt. Pleasant will be serving meals to students who qualify for free and reduced lunch, the school will receive both federal and state reimbursements. Although the flagship does not experience losses on its food service, to be conservative, Voices Mt. Pleasant budgeted a 3% loss per year in the five-year budget.

Special Education Funding

The flagship belongs to the Sonoma SELPA and as such, anticipates that Voices Mt. Pleasant will also be a participant. Current funding rates are \$110/ADA for Federal IDEA and \$437/ADA for state SPED (net of administrative fees and a funding set aside). IDEA B revenue is included in federal revenue and Special Education revenue is included in Other State Revenue.

Expenses

Per pupil expenses are based mainly on historical information from the flagship school. Due to the successful academic achievement at the flagship school, Voices Mt. Pleasant anticipates that similar purchases will be made in the area of instruction.

Inflation adjustments of 2% are included for regular expenses and medical coverage, as well as, 2% for annual salary increases. Budget assumptions for staffing growth from year to year is reflective of covering growth in enrollment. Teacher assumptions include two per grade with two associate teachers per grade in grades K-4. Associate teachers will be hourly employees paid for the time that they are on campus. This staffing plan is similar to the staff configuration at the flagship school that has resulted in high academic achievement. Salaries for teachers reflect one experienced teacher per grade and one new teacher per grade.

Aside from traditional payroll taxes, benefits include health and welfare subsidies of \$5,700 per full time staff per year with an annual 2% COLA increase. Costs in excess of the contribution made by Voices Mt. Pleasant will be paid by the employee. In addition, the school will participate in the STRS program, contributing 10.73% of salaries for certificated employees in

**Voices College Bound Language Academy at Mt. Pleasant
Charter Petition Budget Narrative
Appendix AO – Budget Narrative**

2015/16 and increasing annually until a 19.10% rate in 2020/21. (See table below) Voices Mt. Pleasant provides a 3% retirement matching contribution for participating non-certificated staff.

STRS	Current	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Employer Contribution Rate	8.25%	8.88%	10.73%	12.58%	14.43%	16.28%	18.13%	19.10%

At full enrollment, the academic team at Voices Mt. Pleasant will consist of the following:

Principal	1
Regular Teachers	18
Educational Specialist	1
Associate Teachers	7.8
SPED Associate Teacher	1
Intervention Teacher	1
Academic Coach	1
Total	30.8

Several Associate teachers will have sub-credentialing and this be able to serve as substitutes, reducing the cost of substitute expense. In addition, some of the associate teachers will also provide yard duty coverage, thus allowing the school to go without hiring yard duty employees until enrollment reaches grade 5.

At full enrollment, Non-Instructional Staff will consist of the following individuals:

Office Manager	1
Administrative Assistant	1
Parent Liaison	1
Cafeteria Assistant	2
School Assistant / Yard Duty	.3
Custodian	1
School Site Technician	1
Total	7.3

Instructional Expenses

Books and Instructional Supplies have been estimated based on the flagship's actual expenses. Material purchases of curriculum will be made in the start-up year and year one and two of operations. Furniture and Equipment will be purchased based on enrollment, addition of classrooms, and the hiring of new teachers.

**Voices College Bound Language Academy at Mt. Pleasant
Charter Petition Budget Narrative
Appendix AO – Budget Narrative**

Material computer infrastructure expenditures will be made in the start-up and first two years of operations. Computer equipment purchases for students will be purchased based on grade level served. For kindergarten to 5th grade will share six iPads per classroom, and there will be a 1:1 chromebook ratio for grades 6th to 8th. iPads and chromebooks will be replaced every three years. Teachers will receive new laptops upon being hired to the school. Software estimates have also been included for all devices. Food services are based on the flagship expenses, budgeting an estimated 3% loss on nutrition.

In the area of service and operating expenses, the budget includes estimates for dues related to BTSA (Beginning Teacher Support and Assessment), a program designed for new teachers, fingerprinting costs for all staff, and CPR reimbursement for staff. CCSA and Board membership expenses will be paid by the Charter Management Organization.

Special Education

The Charter School shall be its own local education agency (“LEA”) and will apply directly for membership in a Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). The Charter School LEA intends to apply to become a member of the Sonoma Charter SELPA and will adopt and adhere to its Policies as outlined in the SELPA Procedural Manual and Policies & Administrative Regulations Manual.

SPED services will be paid out of pocket by the school. Expenditures assume an 11% SPED population and are based on historical costs at the flagship. Services provided include but are not limited to occupational therapy, speech therapy, physical therapy, psychological services for children identified to have mental health issues, and hardware and software expenditures to accommodate for services defined in IEPs. A counselor will be shared with the flagship at inception then ramped up as services are needed once the school reaches middle school grades.

In addition the SPED staffing included on payroll Voices Mt. Pleasant will incur on average approximately \$300 per pupil annually in SPED services. On average Voices Mt. Pleasant will expend an additional 15% of general funds revenue in excess of SPED revenue to execute their SPED program.

The Voices Mt. Pleasant will be responsible for the hiring, training, and employment of site or itinerant staff and agencies necessary to provide special education services to its students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists. Voices Mt. Pleasant shall ensure that all special education staff hired or contracted by the Voices Mt. Pleasant is qualified pursuant to SELPA policies, as well as meet all legal requirements. Voices Mt. Pleasant will also secure Individualized Education Plans (IEP) Defense Cost insurance coverage through the CharterSafe insurance broker.

Enrichment

**Voices College Bound Language Academy at Mt. Pleasant
Charter Petition Budget Narrative
Appendix AO – Budget Narrative**

Students will rotate through cycles of enrichment activities (during mid-day block) throughout the year based on their grade level. These non-core courses are directed by Associate Teachers or expert consultants and may include such activities as Fitness Club, storytelling, Brazilian drumming, keyboarding, piñata making, salsa dancing, etc. Throughout the year, many of these activities will be coordinated between the instructor and classroom teacher to integrate into UbD units and classroom themes. In addition to a \$12,000 annual budget for fitness activities a \$40 per pupil allocation is used to fund additional enrichment activities. (This excludes the local field trip budget)

Professional Services

Professional services include Marketing, Nursing, Testing and Website Management services. Additionally SIS and IT services are based on enrollment which includes allocations for PowerSchool, the student information systems used to track attendance, parent contact, behavior and grades. In addition, with the exception of the first year of operations a 12% management fee per state and local revenue is included to be paid to the CMO in exchange for back-office support services. In the first year of operations a 6% CMO management fee will be assessed. All accounting, audit and legal fees will be paid by the CMO on behalf of the school.

Professional Development

Professional development will be provided to teachers both in house, by academic experts and through participation in programs such as BTSA. Furthermore, the budget includes estimates for conference and travel costs to ensure that academic staff receive updates on best practices to improve learning, especially in the areas of SPED and ELs. Monies will be paid to TFA to recruit a limited amount of new TFA teachers for the school. Finally, enrichment will be provided through the use of outside consultants, minimizing personnel costs and burn-out, while providing enrichment classes led by specialists. Other academic services will include payments for extended school year and summer stipends.

Finally, since parent involvement is important to the success of Voices Mt. Pleasant, workshops provided by such entities as PIQE (Parent Institute for Quality Education) will be made available to parents. In addition, the budget includes estimates for materials and supplies necessary to ensure parental involvement (i.e. food and materials for parent meetings).

Facilities

Facility projections are based on the LOI between NHU Foundation and Voices Mt. Pleasant. This document is included as Appendix AO-3. The cost per square foot for the NHU site ranges from \$10.50 to \$12.00 annualized. The NHU facility has space available to meet the increase in enrollment from year to year. There is excess space available on the campus that the Voices CMO will occupy. The space allocated to the CMO is reflected in rental income under other local revenue since the school will be the master tenant on the lease. Utility costs are estimated

**Voices College Bound Language Academy at Mt. Pleasant
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at \$2.50 per square foot and are increase 3% per year. This estimate is based on historical expenditures for the campus utilities.

Voices employs custodial staff but the budget estimate \$10 per pupil for custodial supplies. Maintenance and repair, pest, and fire alarm monitoring is computed at \$10 per student. Maintenance and repairs are budgeted at \$30 per enrollment since major repairs are absorbed by the landlord. General insurance is computed using a per pupil amount based on a quote from the CCSA Joint Powers Authority / CharterSafe.

Contingency – Reserve

Voices Mt. Pleasant has included a budgetary line item classified as “other outgoing” expenditure. The contingency reserve doubles from year one to year two, from 1.25% to 2.5% and then remains at 2.5%. (Based on annual projected expenditures) The reserve account builds into the budget a safeguard for unanticipated expenditures based on unforeseen circumstances relating to student demographics, facilities, or other academic or operational needs. (Examples include additional SPED services, facility repair costs, additional academic staffing to meet student needs, required student transportation, or expenditures associated with closure procedures) This contingency budgetary line item grows to over \$100,000 annually at full capacity.

Cash Flow

Upon approval of the Voices Mt. Pleasant charter, the school will apply for a \$250K CDE Revolving Loan will be used as a bridge loan to help fund the initial expenses associated with starting a school and payroll, pending the receipt of per pupil state funding. The CDE loan payback would occur over a five-year period, at the current interest rate of the California pooled investment accounts¹. Should the CDE loan not be available, the school will seek a short term start up loan from Voices Language Academies with interest at the current Applicable Federal Rates.

For the Start-Up year (a total of six months) the school will receive a short-term loan of \$50K payable upon receipt of the CDE Revolving Loan from the CMO. This short-term loan will be used to fund school start-up expenditures.

Cash flows include the following assumptions for the timing of funding:

EPA - Quarterly funding at 25% each quarter beginning in Oct 2015 for Q1 and ending in June 2016 for the 4th quarter.

PCSGP Start-up and Implementation Grant – A lump sum of \$100,000 followed by quarterly reimbursements submitted a month after quarter-end. To be conservative, the cash flow shows receipts of these reimbursements the month following submission.

General Purpose Funding -

**Voices College Bound Language Academy at Mt. Pleasant
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Cash flows for year 2 and 3 were based on state apportionment schedules taking prior year P-2 ADA figures. Advanced apportionment for grade level expansion was recognized in October of each year. The budget did not include the January advanced apportionment payment to be conservative.

For the first year of cash flows, Principal Apportionment Payment Calculations are based by considering EPA payments and estimated P-1 Allocations. For year two and beyond cash flow for advanced apportionment is based on prior year P-2. From February to June the payments are based on the balance due with the applied percentages based on the table below.

Month	Amount Monthly Payment Is Calculated On	EC Section 14041(a)(2)1 Type 1
July	Advance Apportionment Total	5%
August	Advance Apportionment Total	5%
September	Advance Apportionment Total	9%
October	Advance Apportionment Total	9%
November	Advance Apportionment Total	9%
December	Advance Apportionment Total	9%
January	Advance Apportionment Total	9%
February	Balance due - difference between P-1 and payments through January	20% or 1/5 of balance due
March	Balance due - difference between P-1 and payments through January	20% or 1/5 of balance due
April	Balance due - difference between P-1 and payments through January	20% or 1/5 of balance due
May	Balance due - difference between P-1 and payments through January	20% or 1/5 of balance due
June	Balance due - difference between P-2 and payments through May (assumes P-1 deferrals have been paid)	Balance due

Cash flow for in-lieu of property tax were conservatively estimated based on other CA district disbursement schedules since the Mt. Pleasant District schedules were not found. The latest Governor budget through the May Revision has the priority of fully eliminating K-12 deferrals. The Voices Mt. Pleasant budget is conservative and continues to have a deferral for the June state payments for state aid and in-lieu.

**Voices College Bound Language Academy at Mt. Pleasant
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Timing of expenditures considered front-loading all instructional materials, equipment and supplies necessary to accommodate enrollment growth to July, August, and September of the year of operations. CMO fee will be paid a month after the quarter end, based on the state charter revenue for the quarter. General Insurance & Worker's Comp will be paid as a 25% deposit upfront and monthly payments through April. The remaining of expenditures are allocated on a twelve or ten month basis depending on the expense, with accrual made for expenditures paid on a lag such as food service.

¹ Information per discussions with a representative at the California School Finance Authority (916) 651-3897

**Voices College Bound Language Academy at Mt. Pleasant
LCFF per ADA 2015/16
Appendix AO-2 - page 1**

1)	Calculate the Start Base Point			
	New School District's 2012/2013 Start Base Point per pupil	(Appendix AO-1)		6,221
2)	Calculate the LCFF Target			
	Base Grant * BASE YEAR ADA (2015/16)		Estimated LCFF Target	
	K-3	109	7,165	780,985
	4-6	0	7,272	-
	7-8	0	7,489	-
	9-12	0	8,677	-
		<u>109</u>		<u>780,985</u>
	COLA			
	Target plus 15/16 COLA			780,985
	Total BASE YEAR ADA			109
	Average base per ADA			7,165
	Total Enrollment for BASE year			109
	Grade Level Add-Ons			
	K-3 CSR Supplement		10.400%	81,222
	High School Supplement		2.600%	-
	Target plus Add-Ons			862,207
	Adjusted Base per ADA			7,910
	Supplemental Grant for BASE year			
	Unduplicated Enrollment Count of FRPM Eligible/EL/FY			78
	School percent FRPM/EL/FY			72%
	Supplement Weight per pupil (20%)			1,582
	Total Supplement Grant			124,158
	Concentration Grant (Pupils over 55% FRLP)			66,384
	Unduplicated Enrollment % of FRPM Eligible/EL/FY per attached PDF			81%
	School's Concentration Grant Capped at District's Eligible %			101,528
	Concentration Cap Eligibility			66,384
	LCFF Target Amount			1,052,749
	LCFF Target Amount Per ADA:			9,658
3)	District Base Funding			
	District Base Per Pupil			6,221
	BASE funding less XX Year BASE			678,089
	Gap between funding and target funding			374,660
	Cumulative Gap to be funded (2013/14 to 2015/16)		48.87%	183,096
	Total Funding			861,185
	Vocies Projected LCFF per ADA - 2015/16			<u>7,901</u>
	Mt. Pleasant Projected LCFF per ADA - 2015/16			<u>7,713</u>
	Lesser of Voices or Mt. Pleasant Elementary School District LCFF @ 95% (Conservative)			7,327

Voices College Bound Language Academy at Mt. Pleasant
 LCFF per ADA - Target LCFF
 Appendix AO-2, page 2

1)	Calculate the Start Base Point			
	New School District's 2012/2013 Start Base Point per pupil	(Appendix AO-1)		6,221
2)	Calculate the LCFF Target			
	Base Grant * BASE YEAR ADA (2015/16)		Estimated LCFF Target	
	K-3	224	7,165	1,604,960
	4-6	168	7,272	1,221,696
	7-8	112	7,489	838,768
	9-12	0	8,677	-
		<u>504</u>		<u>3,665,424</u>
	COLA			
	Target plus 15/16 COLA			3,665,424
	Total BASE YEAR ADA			504
	Average base per ADA			7,273
	Total Enrollment for BASE year			504
	Grade Level Add-Ons			
	K-3 CSR Supplement		10.400%	166,916
	High School Supplement		2.600%	-
	Target plus Add-Ons			3,832,340
	Adjusted Base per ADA			7,604
	Supplemental Grant for BASE year			
	Unduplicated Enrollment Count of FRPM Eligible/EL/FY			363
	School percent FRPM/EL/FY			72%
	Supplement Weight per pupil (20%)			1,521
	Total Supplement Grant			552,039
	Concentration Grant (Pupils over 55% FRLP)			311,997
	Unduplicated Enrollment % of FRPM Eligible/EL/FY per attached PDF			81%
	School's Concentration Grant Capped at District's Eligible %			476,505
	Concentration Cap Eligibility			311,997
	LCFF Target Amount			4,696,377
	LCFF Target Amount Per ADA:			9,318



September 5, 2014

Ms. Frances Teso
Founding Principal
Voices College-Bound Language Academy

Re: Proposal to Lease Property at 14271 Story Road, San Jose, CA

Thanks for your interest in leasing a portion of the above-captioned property. Please be advised that we are prepared to enter into a lease agreement on the following terms and conditions:

1. Landlord: The NHU Foundation, 14271 Story Road, San Jose, CA 95271.
2. Tenant: Voices College-Bound Language Academy at Mt. Pleasant, a California non-profit public benefit corporation.
3. Premises: Tenant will have the exclusive use of the modular building currently referred to as the Summit West building, approximately 9751 sq ft, and the non-exclusive use of the multipurpose building for the serving of meals during the school year 2015-16. Subsequent to the initial school year commencing in the 2016-17 school year, Tenant will have the exclusive use of the modular building currently referred to as the Summit West Building, the High School Portable Cluster and the High School Portable Classroom Single, cumulatively approximately 16,951 sq ft, and the non-exclusive use of the multipurpose building for the serving of meals. Subsequent to the 2016-17 school year Tenant will have the exclusive use of all of the buildings and classrooms currently in use by Summit Public Schools (approximately 27,899 sq ft of exclusive space and non-exclusive use of the 6,243 sq ft multipurpose building).
4. Term: five years with an option to renew for an additional five years.
5. Rental: 2015-16 \$102,386; 2016-17 \$199,836; 2017-18, \$305,135; 2018-19, \$402,092; 2019-20 \$402,092. Rental for the option period shall be a minimum of \$400,000 plus \$1,000 per student enrolled over 400 students.
6. Building Services: Landlord shall be responsible for delivering all building systems including electrical, plumbing and HVAC, including bathroom improvements necessary for use by elementary school students, in good working order as of Lease commencement. Tenant shall provide for all ordinary systems maintenance thereafter. Tenant shall provide janitorial services for outside spaces adjacent to the building in use by Tenant. Landlord is responsible for landscape maintenance and for the continued maintenance of the roof, exterior walls, plumbing and foundation.
7. Utilities: Tenant will contribute, an additional rent, approximately \$25,000 in the first lease year and an estimated additional \$25,000 each year thereafter until a total of \$100,000 is contributed annually towards Tenants utility costs which shall include all charges for water, gas, heat, light, electricity, sewer and on-site security as well as trash pickup at the landlords sole cost and expense. Tenant will pay for all of its telephone, internet connection and service supplied to the Premises.



THE NHU FOUNDATION

8. Parking. Tenant will have access to 10 designated spaces for the initial two years of the Lease and a total of 40 spaces after that.
9. Condition of the Premises and Tenant Improvements. The Premises will be delivered in their current "as is" condition with all building systems in good working order. Any proposed Tenant Improvements will be subject to Landlord approval and Tenant will be wholly responsible for construction of its improvements, subject to Landlord oversight.
10. Signage: Tenant may install signage on the exterior of its buildings at its own cost and Tenant will be responsible for any required city approvals.
11. Security Deposit. Tenant will deposit the sum of \$25,000 as and for a security deposit upon execution of the lease agreement.
12. Access. All authorized staff of Tenant will have access to the Premises 24 hours per day, 7 days per week, provided that for weekend or after normal business hours, Tenant shall provide security and shall be responsible for all janitorial costs related to such use.
13. Shared Use MOU. Landlord and Tenant will enter into a separate MOU relating to the coordination of bell schedules, cafeteria use, pick up and drop off of students, playgrounds and event overlaps with the other schools occupying the property.

This letter of intent is not a binding contract and is intended only to outline the proposed Lease terms and conditions. We look forward to the successful conclusion of a lease agreement.

Sincerely,

Edward Alvarez
President
The NHU Foundation

Sample Voices Policies

The Voices College-Bound Academies Board will continuously adopt and review policies as necessary. Any required policies will be adopted prior to the first day of school. The following only provides a sample of policies that will be adopted.

Policy Prohibiting Unlawful Harassment

Voices Academy is committed to providing a work and educational atmosphere that is free of unlawful harassment. Voices Academy's policy prohibits sexual harassment and harassment based upon race, creed, color, religion, national origin, ethnicity, ancestry, sex, sexual orientation, age, gender (including gender identity and gender expression), religion, marital status, registered domestic partner status, age, national origin or ancestry, physical or mental disability, medical condition (including cancer and genetic characteristics), genetic information, sexual orientation, or any other consideration made unlawful by federal, state, or local laws. Voices Academy will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the School does business. This policy applies to all employee actions and relationships, regardless of position or gender. Voices Academy will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

In accordance with existing policy, discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the School.

Voices Academy is committed to provide a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

Sample Voices Policies

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Director.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.

Sample Voices Policies

- Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
- Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation, filing of a complaint or reporting sexual harassment.

Voices Academy will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

While in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities.

Complaints regarding harassment under this policy shall be processed as set forth in the Faculty and Staff Complaints Policy and the Informal and Formal Community Complaint Resolution Procedures, where applicable.

CONFLICT OF INTEREST POLICY

Section 1. PURPOSE. The purpose of the conflicts of interest policy is to protect the corporation's interest whenever it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the corporation. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

Section 2. DEFINITION.

(a) Interested Person. Any director, principal officer, or member of a committee with Board-delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

(b) Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business, investment or family --

- 1) an ownership or investment interest in any entity with which the corporation has a transaction or arrangement, or
- 2) a compensation arrangement with the corporation or with any entity or individual with which the corporation has a transaction or arrangement, or
- 3) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.

Section 3. PROCEDURES.

(a) Duty to Disclose. In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and all material facts relating thereto to the Board of Directors.

(b) Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts relating thereto, and after any discussion thereof, the interested person shall leave the Board of Directors' meeting while the financial interest is discussed and voted upon. The remaining Board of Directors shall decide if a conflict of interest exists.

(c) Procedures for Addressing the Conflict of Interest.

- (1) An interested person may make a presentation at the Board of Directors, but after such presentation, he or she shall leave the

Sample Voices Policies

meeting during the discussion of, and the vote on, the transaction or arrangement that results in the conflict of interest.

- (2) The President of the Board shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- (3) After exercising due diligence, the Board of Directors shall determine whether the corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.
- (4) If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Board of Directors shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the corporation's best interest and for its own benefit and whether the transaction is fair and reasonable to the corporation and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

(d) Violations of the Conflicts of Interest Policy.

- (1) If the Board of Directors has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- (2) If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the Board of Directors determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 4. RECORDS OF PROCEEDINGS. The minutes of the Board of Directors and all committees with Board-delegated powers shall contain --

(a) Names of Persons with Financial Interest. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board of Directors' decision as to whether a conflict of interest in fact existed.

(b) Names of Persons Present. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement,

Sample Voices Policies

and a record of any votes taken in connection therewith.

Section 5. ANNUAL STATEMENTS. Each Director, principal officer and member of a committee with Board-delegated powers shall annually sign a statement which affirms that such person --

(a) Receipt. Has received a copy of the conflicts of interest policy.

(b) Read and Understands. Has read and understands the policy.

(c) Agrees to Comply. Has agreed to comply with the policy.

(d) Tax Exemption. Understands that the corporation is a charitable organization and that, in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Section 6. PERIODIC REVIEWS. To ensure that the corporation operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, the corporation may conduct periodic reviews.

IDENTIFICATION, EVALUATION AND EDUCATION UNDER SECTION 504
SECTION 504 POLICY

The Board of Directors of the Voices College-Bound Language Academy (“Voices Academy” or “School”) recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that “no qualified person with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” This policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education (“FAPE”).

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Major Life Activities include functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working, as well as the operation of a major bodily functions, including functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities in Education Act Improvement Act of 2004 (“IDEA”).

The School’s Principal or designee shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy’s administrative regulation.

A Section 504 Team will be convened to determine the student’s need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student’s individual needs and school history, the meaning of evaluation data, and placement options. The student’s parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law. If Voices Academy does not assess a student after a parent has requested an assessment, the School shall provide notice of the parent’s/guardian’s procedural safeguards.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled

Sample Voices Policies

students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. Voices Academy shall periodically review the student's progress and placement.

Voices Academy will implement this policy through its corresponding Administrative Regulations.

Health and Safety Requirements Policy

The School is committed to providing and maintaining a healthy and safe work environment for all employees. Employees are required to know and comply with the School's general safety rules and to follow safe and healthy work practices at all times. Employees are required to immediately report to your supervisor any potential health or safety hazards and all injuries or accidents. In compliance with Proposition 65, the School will inform all employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Tuberculosis Test

Except for employees transferring from other schools, no person shall be employed by the School unless the employee has submitted proof of an examination within the past 60 days that the employee is free of active tuberculosis. Employees transferring from other public or private schools within the State of California must either provide proof of an examination within the previous 60 days or a certification showing that he or she was examined within the past four years and was found to be free of communicable tuberculosis. It is also acceptable practice for the employee's previous school employer to verify that it has a certificate on file that contains the showing that the employee was examined within the past four years and was found to be free of communicable tuberculosis.

The tuberculosis test shall consist of an approved intradermal tuberculin test, which if positive shall be followed by an X-ray of the lungs.

All employees shall be required to undergo the foregoing examination at least once every four (4) years, excepting "food handlers" who shall be examined annually. After such examination, each employee shall cause to be on file with the School a certificate from the examining physician showing the employee was examined and found free from active tuberculosis. The cost of the examination required of existing employees shall be a reimbursable expense. Employees should follow the School's reimbursement procedures. The County Health Department may provide skin testing to employees at regular intervals at no cost to the employee. The school will have three recommended providers and shall reimburse costs at the maximum of recommended provider's rate. The availability of this testing may be announced by the School.

This policy shall also include student teachers serving under the supervision of a designated master teacher and all substitute employees.

Fingerprinting

The Principal shall review Department of Justice reports on prospective employees, contractors, and volunteers to determine whether an employee may be employed in accordance with Education Code Section 44237, 44830.1 or 45125.1, except with respect to her or himself, in which case the President of the Charter School Board will review.

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It is the policy of the Charter School to require fingerprinting and background checks for its employees as required by law prior to employment at the Charter School. All prospective employees must abide by all applicable laws and agree to abide by the policies of the Charter School, including the submission of fingerprints and an approval for the Charter School or its designee to perform background checks.

The Charter School shall also fingerprint and background check regular school volunteers and occasional volunteers at the discretion of the principal, prior to volunteering at the Charter School. A school volunteer is defined as an individual working under the direction of a paid Charter School employee to provide a service without compensation on campus while working with or around children. Campus volunteers must abide by all applicable laws and agree to abide by the policies of the Charter School, including the submission of fingerprints and the approval for the Charter School or its designee to perform background checks. The fingerprints will be sent to the Department of Justice for the purpose of obtaining a criminal record summary. Fingerprinting and Criminal Records Summaries will be required annually, at the beginning of each school year. This requirement is a condition of obtaining clearance to volunteer in contact with any Charter School students.

Additionally, the Charter School may, on a case-by-case basis, require that the employees of an entity providing contract services comply with the requirements for fingerprinting, unless the Charter School determines that the employees of the entity will have limited contact with pupils. In determining whether a contract employee will have limited contact with pupils, the Charter School must consider the totality of the circumstances, including factors such as the length of time the contractors will be on school grounds, whether pupils will be in proximity with the site where the contractors will be working, and whether the contractors will be working by themselves or under the supervision of Charter School personnel.

Procedures for Background Checks

As a condition of employment, the School requires all applicants for employment to submit two sets of fingerprints to the Department of Justice for the purpose of obtaining criminal record summary information from the Department of Justice and Federal Bureau of Investigation. The School will not employ a person who has been convicted of a violent or serious felony or a person who would be prohibited from employment by a public school district because of his or her conviction for any crime, unless an applicable exception applies. The School will not employ any applicant until the Department of Justice completes its check of the state criminal history file as provided by law. The School shall also request subsequent arrest notification from the Department of Justice and take all necessary action based upon such further notification.

First-Aid and CPR Training

All individuals working unsupervised with children or in a classroom setting (i.e. core teachers, advisors, non-core teachers, principal) must receive, renew, and maintain basic first-aid and CPR certification by the first day of school for students.

Sample Voices Policies

All new teachers are required to complete one approved three-hour course in Cardiopulmonary Resuscitation (CPR) and one approved three-hour course in first aid before the first official day of school. All continuing teachers are required to take a refresher course in both CPR and first aid. Teachers will make their own arrangements for such training and will provide documentation of completion and cost to the school. As allowed by the school's budget, the school may reimburse the teacher for the cost of the course(s) up to a maximum of \$75.00 for a 6-hour CPR/First Aid course, and up to \$40.00 for a CPR refresher course.

Child Abuse Reporting

Any employee or other mandated reporter who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to the local Police Department, any other police department, sheriff's department, county probation department if designated by the county to receive such reports, or the county welfare department.

Mandated reporters of child abuse include but are not limited to teachers, instructional aides, teacher's aides or assistants, classified employees, certificated pupil personnel employees, administrators and employees of a licensed day care facility, Head Start teachers, school police or security officers, administrators, and/or presenters or counselors of a child abuse prevention program.

Child abuse or neglect includes the following:

1. A physical injury inflicted in a manner other than accidental means on a child by another person.
2. Sexual abuse of a child as defined in Penal Code 11165.1.
3. Neglect as defined in Penal Code 11165.2.
4. Willful cruelty or unjustifiable punishment of a child as defined in Penal Code 11165.3.
5. Unlawful corporal punishment or injury resulting in a traumatic condition as defined in Penal Code 11165.4.
6. Abuse or neglect of a child in out-of-home care, including at school, as defined in Penal Code 11165.5.

Mandated reporters are required to report instances of child abuse when the mandated reporter has a "reasonable suspicion" that child abuse or neglect has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect.

Child abuse should be reported immediately or as soon as practically possible by phone to the San Jose Police Department or child protective services. The phone call must be followed by a written report prepared by the employee within thirty-six (36) hours, which may be sent by fax or electronically. There is no duty for the reporter to contact the child's parents.

When the telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received. The reporting duties are individual and cannot be delegated to another person. Reporting the information to an

Sample Voices Policies

employer, supervisor, Principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, the report may be made by a member of the team selected by mutual agreement, and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Within 36 hours of receiving the information concerning the incident, the mandated reporter shall prepare and send to the appropriate agency a written report which includes a completed Department of Justice form. (Penal Code 11166, 11168) Mandated reporters may obtain copies of the form from either the school or the appropriate agency or go online to <http://ag.ca.gov/childabuse/forms.php#doj>.

Reports of suspected child abuse or neglect shall include, if known:

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter.
- b. The child's name and address, present location and, where applicable, school, grade, and class.
- c. The names, addresses, and telephone numbers of the child's parent/guardians.
- d. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information.
- e. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child.

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

Information relevant to the incident of child abuse or neglect may also be given to an investigator from an agency that is investigating the case. (Penal Code 11167)

Employees reporting child abuse or neglect to the appropriate agency are encouraged, but not required, to notify the Principal or designee as soon as possible after the initial telephone report to the appropriate agency.

Sample Voices Policies

The Principal or designee so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the Principal may assist in completing and filing these forms.

The mandated reporter shall not be required to disclose his/her identity to the Principal. He/she may provide or mail a copy of the written report to the Principal or designee without his/her signature or name.

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IDENTIFICATION OF INDIVIDUALS FOR SPECIAL EDUCATION

The school recognizes the importance and the legal responsibility of providing education opportunities to all students regardless of physical challenges or special needs. The School shall include a statement stating this policy in all of its promotional material and inform parents, in writing, of services available to students with special needs. Voices shall make every effort to identify students as early as possible. VOICES shall not require the modification of an IEP or 504 plan as a condition of acceptance at the school.

The School shall be deemed to be a public school of the District for purposes of special education pursuant to Education Code Section 47641(b). A child with disabilities attending the charter school shall receive special education instruction and designated instruction and services, in accordance with the individualized educational program (“IEP”) in the same manner as a child with disabilities who attends another public school within the District.

The Principal or designee shall develop a method to ensure that all enrolled students are receiving needed special education and related services.

The Principal or designee shall establish a means whereby parents/guardians, teachers, appropriate professionals and others may request screening for any child they believe to have a disability that significantly interferes with the child’s learning.

The Principal or designee shall identify screening processes to determine when an individual’s academic, behavioral or other difficulties may be related to disabilities and shall establish systematic procedures for special education program identification, screening, referral, assessment, planning, implementation, and review.

The screening process shall generally include an initial referral to the Student Success Team, a general education team, made up of teachers of the school, parents, the principal or designee and a school psychologist, if available, that helps develop modifications for a student having difficulty, because modifications to the general program must be documented prior to a referral for Special Education. The team will be responsible for 1) determining whether and what kind of general education interventions would assist the student, and/or 2) whether the student should be referred to the authorizing District for assessment for special education eligibility under the IDEIA. A student shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and used where appropriate.

If the Student Success Team determines that the regular education program is not sufficient, it shall make a referral for a special education evaluation. All referrals from School staff shall include a brief reason for the referral and describe the regular program resources that were considered and/or modified for use with the student, and their effect.

For assessment purposes, staff shall use appropriate tests to identify specific information about the student’s abilities in skill areas. In addition, staff shall use multiple measures, including direct observation, to study the effect of interventions or modifications to the regular

Sample Voices Policies

instructional program. Staff may also consider the student's personal history, development and adaptive behavior.

Individualized Education Plans: Voices shall yearly negotiate an MOU for special education services from the district. If a student is referred to the District for assessment, an IEP team will be formed to review evaluation data, including parental evaluations, to identify any additional data needed to determine eligibility for special education. If a student is deemed eligible, a written plan identifying needs, annual goals, objectives, adaptations and services will be prepared (with parent involvement). It is the intent of VOICES to provide the least restrictive learning environment for students with disabilities. To that end, the school pledges to work in cooperation with the District and all other applicable LEAs, to ensure that the students enrolled at VOICES are served in accordance with applicable federal and state law.

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The FISCAL REPORT *an informational update*

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No. 22

Ask SSC . . . Do Charter Schools Have to Make Progress in Class-Size Reduction?

Q. Which schools are required to make progress toward the maximum average class size of 24 enrolled students at each school site in grades K-3? We have heard that as part of the Local Control Funding Formula (LCFF), charter schools are not required to make progress toward this new grade span adjustment (formerly termed "class-size reduction ratio"), but we want to make sure that we are clear on the requirements.

A. As a condition of receipt of grade span adjustment funding, school districts and their respective school sites are required to make progress towards maximum average enrollment in grades K-3 of not more than 24 per class at each school site unless a collectively bargained alternative annual average class size is agreed to by the school district. Charter schools are not mentioned in the statutes surrounding this requirement, and consistent with earlier categorical program exclusions that provide charter schools considerable flexibility in their funding model, they are not bound by this requirement in the statutes. Thus, although charter schools will receive the K-3 grade span adjustment funding provided through the LCFF, they do not have to make progress toward the 24:1 maximum average class size.

—Jeff Bell and Mike Ricketts

posted 10/23/2013

Advisory Team Biography's

Sara Reyes:

Sara Reyes is the Division Director for Children, Youth, and Family Development at Catholic Charities of Santa Clara County (CCSCC). Ms. Reyes has been with CCSCC for 11 years and manages over 25 contracts with the Division budget exceeding 4 million dollars. Ms. Reyes holds a Bachelors Degree in Liberal Arts from The National Hispanic University and a Masters in Public Administration from San Jose State University. Some of her active memberships include the Franklin-McKinley Children's Initiative Governance Board, the California School-Age Consortium Board, and Los Padrinos Board for the Washington United Youth Center. Ms. Reyes volunteers at St. John Vianney School, Alum Rock Little League, and the Police Athletic League's Berryessa Cougars Football.

Kristen McCaw:

Kristen McCaw is the Director of School Development, Bay Area, at the California Charter Schools Association. Kristen provides strategic guidance to school leaders and board members as they develop a vision for their school, write their charter petition, and navigate the highly political process of securing approval. Kristen began her career by establishing a college preparation program for students living in New York City public housing. She then joined Success Academy Charter Schools, where she oversaw special education and assessments at a first-year charter school in Harlem. She has also conducted research evaluating Los Angeles Unified School District policies, provided business development consultation to educational organizations, and managed the implementation of systems designed to improve teacher and student performance as an Education Pioneers Fellow at Lighthouse Community Charter Schools. Kristen holds a B.A. in Politics from New York University and an M.P.A. from the University of Southern California

Juan Carlos Villaseñor:

Mr. Villaseñor received his Bachelor's degree from the University of California Berkeley in 2010. As an undergrad, Mr. Villaseñor worked with various after school programs in the Berkeley and Oakland area. In the summer of 2010 he joined Teach For America and started his teaching career at Voices College Bound Language Academy.

During the 2010-2011 school year Mr. Villaseñor founded the 4th grade program at Voices, which he taught for three years, and is currently continuing to aid in the development of the Voices Middle School program. He is currently one of three middle school teachers at Voices, forming the middle school vision, character development program, and Spanish and Social Studies curriculum.

Charles Miller:

Mr. Miller received his Bachelor's Degree from Boston College and is currently working to receive his Master's in Urban Education and Administration from Loyola Marymount University. Mr. Miller has been working in education for 5 years as he served as Director for various ¡Sí Se Puede! Learning Centers within the Cesar Chavez Foundation, and he currently teaches 6th and 7th grade Math and Science for

Voices College-Bound Language Academy. During the 2012-2013 school year, Mr. Miller founded the 6th grade program at Voices, and he is continuing to aid in the development of the Voices Middle School program. He works alongside two other middle school teachers to aid in the formation of a middle school vision, behavior system, character development program, and curriculum. Mr. Miller is currently writing his Master's thesis, which analyzes the intersection of critical theory and dual-language programs.

Frances Teso (Lead Petitioner):

Mrs. Teso is the founder and principal of Voices College-Bound Language Academy. She holds a Bachelor of Science in Child Development and a Masters of Elementary Education from San Jose State University. Her graduate work focused on studying the effects of language, culture and society on schooling. In particular her research examined a new transformational model for staff development. Mrs. Teso is a National Board Certified Teacher committed to serving children traditionally underperforming students. In 2005 she was accepted into the prestigious New Leaders for New School principal training program. She has worked as a university instructor, principal coach, school administrator, instructional facilitator and Dual Immersion teacher.

Dr. David P. Lopez:

Dr. Lopez is the first chancellor of The National Hispanic University and brings more than 35 years of higher education experience to the role as he works to expand access to affordable, quality education for Hispanics and other underserved students. Prior to his role as chancellor, Dr. Lopez served as president of The National Hispanic University since 2003.

After beginning his teaching career in the college of Education at New Mexico State University, Dr. Lopez taught at California State University, Fresno, where he became a tenured faculty member in the School of Education and Human development. Dr. Lopez has also served as a consultant in the private sector, helping to establish relationships between the corporate and delusional communities. These collaborative efforts have included scholarship drives, local educational programs, and parent education/involvement projects.

From 2006-2011, Dr. Lopez was twice appointed by the governor to the California State Board of Education. During that time, he also served on the California Postsecondary Education Commission, the state's former independent agency for higher education policy planning, research, and analysis. In addition, since 2007, Dr. Lopez has served on the board of directors of the Silicon Valley Children's fund. He also serves as a board member of the Silicon Valley Community Foundation.

Dr. Lopez has received numerous awards and accolades, including being named the "most influential Latino educator in Silicon Valley" by a panel of community organizations in 2007, receiving the 2005 Hispanic-Net Educator of the Year Award, and receiving an American Diabetes Association/National Father's Day Council Father of the Year Award in 2004.

Dr. Lopez earned his Doctor of Education with a concentration in Curriculum and Instruction at New Mexico State University. He earned his M.A. in Educational Administration at the New Mexico Highlands University and his B.A. in Elementary Education from the University of New Mexico.

Edward Alvarez:

Mr. Alvarez has extensive background and experience in the education sector. His education experience includes services on various advisory committees, including the Eastside Union High School district and the California Community colleges Advisory Committee on Minority Affairs. he was elected to the Eastside Union High School District Board of trustees and served a seven year term during which the District constructed 8 high schools. He served a 7 year term on the Board of Trustees of Santa Clara University as well as the Board Real Estate and Finance Committee; he is a trusted Emeritus of the University . He served as a member of the Role Model Board of Trustees, an elementary school mentor program. during his law practice tenure, he represented the Mission-DeAnza Community Foundation, including the creation of enabling legislation required by law.

**CHARTER SCHOOL FACILITIES PROGRAM
PROPOSITION 1D FUNDING ROUND
STAFF SUMMARY REPORT –NOVEMBER 2013**

Applicant/Obligor:	Voices College-Bound Language Academy
Project School:	Voices College-Bound Language Academy
CDS (County – District – School) Code:	43-694500-113662
Proposed Location:	725 Hellyer Ave., San Jose, CA 95111
Type of Project:	New Construction at Existing Site
County:	Santa Clara
District in which Project is Located:	Franklin McKinley School District
Charter Authorizer:	Franklin McKinley School District
Total OPSC Project Cost:	\$8,849,508
State Apportionment (50% Project Cost):	\$4,424,754
Lump Sum Contribution:	\$0
Total CSFP Financed Amount:	\$4,424,754
Length of CSFP Funding Agreement:	30 years
Assumed Interest Rate:	2.00%
Estimated Annual CSFP Payment:	\$197,565
First Year of Occupancy of New Project:	2014-2015

Staff Recommendation: Staff recommends that the California School Finance Authority (Authority) Board determine that Voices College-Bound Language Academy (VCBLA) is financially sound for the purposes of the Charter School Facilities Program (CSFP or the Program) Final Apportionment. This determination as it relates to a Final Apportionment is in place for six months and assumes no financial, operational, or legal material findings within this time period. This recommendation is contingent upon VCBLA electing to have its CSFP payments intercepted at the state level, pursuant to Sections 17199.4 and 17078.57(a)(1)(A) of the Education Code. Staff recommends that the CSFA Board direct staff to notify the Office of Public School Construction and the State Allocation Board regarding this determination.

Application Highlights: Below staff has highlighted key criteria that were evaluated when conducting our financial soundness review of VCBLA. Detailed information is contained in the body of the report.

Criteria	Comments
Eligibility Criteria	VCBLA meets all eligibility criteria, including having been in operations for more than two years, having a charter in place through 2017, and being in good standing with its chartering authority and in compliance with the terms of its charter
Demographic Information	By addition of a new grade each successive year, VCBLA has shown consistent student enrollment growth since commencing operations in 2007-08. With 396 students in grades K-7 for the current year, VCBLA plans to grow to 435 students during the first year of project occupancy, 2014-15, with no projected enrollment growth for the foreseeable future

Item 5 – Voices College-Bound Language Academy

Debt Service Coverage	VCBLA projects debt service coverage of 254.1% and 255.6% for 2015-16 and 2016-17, respectively, the first two years of CSFP payments.
Other Financial Factors	VCBLA does not rely on contributions to meet the Program's debt service coverage requirement (see above)
Student Performance	VCBLA met all AYP criteria and its API growth targets for 2010-11 through 2012-13. In addition, VCBLA achieved API growth scores of 839, 859, and 898 for 2010-11 through 2012-13, respectively. Based on its API base scores, VCBLA achieved statewide and similar schools rankings of "7" and "9" ("10" = best), respectively, for 2011-12, and "7" and "10", respectively, for 2012-13

Program Eligibility: On October 31, 2013, the Authority received verification from the Franklin-McKinley School District confirming that VCBLA is (1) in compliance with the terms of its charter agreements, and (2) is in good standing with its chartering authority. VCBLA's current charter is effective through June 2017.

Legal Status Questionnaire: Staff reviewed VCBLA responses to the questions contained in the Legal Status Questionnaire (LSQ). VCBLA responded on October 31, 2013 and answered "None" to all LSQ questions, indicating no disclosures to provide regarding material information relating to legal or regulatory proceedings or legal action in which it or any of its affiliates is a named party.

Project Description: VCBLA has requested funding for new construction of a school facility on an existing site to eventually accommodate 435 students (grades K-8) of which 78% are expected to qualify for free and reduced lunch. The site for the approximate 20,000 square foot one-story facility will be located at the existing G. W. Hellyer Elementary, 725 Hellyer Ave., San Jose, CA 95111. VCBLA will construct this project in cooperation with the Franklin McKinley Elementary School District and consists of two kindergarten and 18 multi-grade classrooms, an administration building, and a multi-use building. VCBLA expects to complete the facility in time for occupancy by the start of the 2014-15 school year.

Organizational Information: VCBLA received its first charter from Franklin McKinley School District on March 14, 2006 and began operations in 2007-08 serving 102 students in grades K-1, and currently serves approximately 395 students in grades K-7. VCBLA operates as an independent California non-profit corporation governed by a board comprised of parents, educators, a District representative, and other community members.

VCBLA's mission is to prepare all students, specifically educationally underserved children, for the challenges of higher education through the context of an academically rigorous dual-immersion program. VCBLA meets the academic and social/emotional needs of students by using a dual language, standards and research based, high academic achievement, and data driven program.

Management Experience: The description of experience of VCBLA's personnel and management team demonstrates that professional, experienced and qualified individuals are serving in key capacities within the organization, as described below.

Ms. Frances Teso is the Founding Principal/CEO of VCBLA and has served in this position since 2007-08. Prior to this position, Ms. Teso served in the following administrative

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positions: School Partnership Director of Oak Grove School District (2006-07); Principal Resident of East Bay Conservation Corps Charter School (2005-06); and Instructional Facilitator at Sherman Oaks Dual-Language School (2004-05). Prior to her administrative roles, Ms. Teso served as a California public school teacher (2000-04), as well as a pre-kindergarten teacher (1993-94) and Head Start teacher (1989-92). Ms. Teso holds an M.A. in Elementary Education from San Jose State University, along with a Multiple Subjects Credential and a Preliminary Administrative Service Credential.

Ms. Lizzette Ramirez has served as the Operations Manager since 2007 and holds a B.S. in Business Administration from San Jose State University.

Board Experience: The ten members of the Governing Board have a variety of educational experience. In addition, based on VCBLA’s charter, the Board is to include a parent and teacher representative, and when available, an 8th-grade student representative (non-voting/advisory). The following table depicts the current Board’s membership.

Voices College-Bound Language Academy

Name	Occupation	Title	County of Residence	Term
Alice Miller	CFO and CCSA Director	Treasurer/Community Member	Santa Clara	Indefinite
Yvonne McGuire	Administrative Assistant	Secretary/Parent Representative	Santa Clara	2013-14
Cathy Holly	Special Education Teacher	Vice President	Santa Clara	Indefinite
Frances Teso	Principal, VCBLA	Board President	Santa Clara	Indefinite
Rebecca Hernandez	Project Manager	Community Representative	Santa Clara	2012-14
Charles Miller	Special Education Teacher	Board Vice President	Santa Clara	2013-14
Sara Reyes	Catholic Charities Director	Secretary/Community Representative	Santa Clara	2012-14
Salome Portugal	Administrator for KIPP Schools	Community Representative	Alameda	2012-14

The primary roles and responsibilities of the Board include the following: overseeing implementation of the charter components; adopting, implementing, and interpreting school-wide policy; overseeing the Principal’s performance; adopting the charter school budget; approval of charter amendments; approval of contractual agreements; and advocating on behalf of the school for purposes of fundraising.

Management Experience for Schools Open Less than Two Years: Not applicable. VCBLA began instructional operations in 2007-08 and exceeds the minimum instructional requirements of two years.

Student Performance: Because of its implications for student enrollment stability and growth, staff views student performance as a leading indicator of a charter school’s financial position. Schools with improving student performance trends are viewed favorably, especially if these trends exceed threshold goals set by the school or the California Department of Education (CDE). In order to measure student performance, staff utilizes Academic Performance Index (API) and Adequate Yearly Progress (AYP) trend data generated by the CDE. The API is also used as an indicator for measuring AYP per the No Child Left Behind Act of 2001. Any school not meeting AYP targets would face additional mandates and corrective actions if the school is a recipient of Federal Title 1 funds.

The following table summarizes VCBLA’s student performance for the past four years.

Voices College-Bound Language Academy	FY 2009/10	FY 2010/11	FY 2011/12	FY 2012/13
ADEQUATE YEARLY PROGRESS (AYP)				
Met All AYP Criteria?	No	Yes	Yes	Yes
Criteria Met / Required Criteria	4 / 5	17 / 17	5 / 5	17 / 17
Met API Indicator for AYP?	Yes	Yes	Yes	Yes
Met Graduation Rate?	NA	NA	NA	NA
ACADEMIC PERFORMANCE INDEX (API)				
Met Schoolwide Growth Target?	No	Yes	Yes	Yes
Met Comparable Improvement Growth Target?	Yes	Yes	Yes	Yes
Met Both Schoolwide & CI Growth Targets?	No	Yes	Yes	Yes
API Base Statewide Rank (10 = best)	5	2	7	7
API Base Similar Schools Rank (10 = best)	N/A	N/A	9	10
School's Actual Growth	-31	98	20	39
Similar Schools Median of Actual Growth	N/A	N/A	1	-2
Did School's Growth Exceed Median?	N/A	N/A	Yes	Yes

VCBLA met all AYP criteria and its API growth target for each of the past three years, 2010-11 through 2012-13. Moreover, VCBLA achieved API growth scores of 839, 859, and 898 for 2010-11 through 2012-13, respectively, with actual growth of 98 points, 20 points, and 39 points of each of these years, respectively. Based on its API base scores, VCBLA achieved statewide and similar schools rankings of “7” and “9” (“10” = best), respectively, for 2011-12, and “7” and “10”, respectively, for 2012-13. Staff’s overall review of VCBLA’s academic performance finds that VCBLA has demonstrated significant improvement in academic performance over the past four years, which clearly supports a recommendation of financial soundness for Final Apportionment.

Enrollment and Retention Rates: VCBLA’s operations commenced in 2007-08 with 107 students in grade K-1. By adding an additional grade each subsequent year, VCBLA’s enrollment grew to 145 students in 2008-09, 204 students in 2009-10, 269 students in 2010-11, 316 students in 2011-12, and 353 students in 2012-13. For the current 2013-14 academic year, VCBLA is serving 396 students in grades K-7, and VCBLA is anticipating enrollment growth to 435 students in grades K-8 in 2014-15, the first year of project occupancy. VCBLA is projecting no additional enrollment growth for the foreseeable future. For 2012-13 and 2013-14, VCBLA achieved year-to-year retention rates of 92% and 95%, respectively, and has a current waiting list of 346 students.

Item 5 – Voices College-Bound Language Academy

Based on the 2010-11 and 2011-12 audit reports, as well as the 2012-13 P-2 Report, VCBLA had average daily attendance (ADA) rates of 97.0%, 98.1%, and 97.3% for 2010-11 through 2012-13, respectively, consistent with the assumption of 97% for the ADA incorporated into the multi-year budget projections.

Given VCBLA’s consistent enrollment growth thus far, as well as VCBLA’s most recent retention rate and current wait list, staff considers VCBLA’s enrollment projections to be reasonable.

Financial Analysis: Highlighted in this section are financial data and credit indicators used to evaluate the VCBLA’s ability to meet its CSFP obligations. The table below summarizes key aspects of the school’s past and projected financial performance.

Staff’s financial analysis of VCBLA is based upon review of the following documents: (1) audited financial statements for 2009-10, 2010-11, and 2011-12; (2) draft audit actuals for 2012-13; and (3) multi-year budget projections for 2013-14 through 2016-17, along with assumptions, including projected enrollment.

VCBLA’s financial projections are based upon the following assumptions: (1) project occupancy in 2014-15; (2) projected enrollment as described above (under “Enrollment and Retention Rates”); (3) 2013-14 Local Control Funding Formula (“LCFF”) per ADA funding rate of \$6,438; (4) projected ADA rates of 97%, which is consistent with VCBLA’s historical performance; (5) cost of living adjustment (COLA) on LCFF per ADA funding rate of 1.80%, 2.20%, and 2.50% for 2014-15 through 2016-17, respectively; (6) COLA to certificated/classified compensation on average of 4% for each of the projected years; and (7) maintenance of student-to-teacher ratios of between 17 and 21 during the projected years.

Voices College-Bound Language Academy	Actual FY 2010/11	Actual FY 2011/12	Unaudited FY 2012/13	Budgeted FY 2013/14	Projected FY 2014/15	Projected FY 2015/16	Projected FY 2016/17
ENROLLMENT PROJECTIONS							
Enrollment	269	316	353	396	435	435	435
Average Daily Attendance	264	310	342	384	422	422	422
Average Daily Attendance (%)	98%	98%	97%	97%	97%	97%	97%
FINANCIAL PROJECTIONS							
Total Revenues Available for CSFP Payment	\$ 1,916,248	\$ 2,290,118	\$ 2,659,560	\$ 3,108,053	\$ 3,452,906	\$ 3,490,613	\$ 3,568,234
Total Expenses Paid Before CSFP Payment	1,656,683	1,894,931	2,241,669	2,616,534	2,906,298	2,988,523	3,063,192
Accounting Adjustments	-	-	-	-	-	-	-
Net Revenues Available for CSFP Payment	\$ 259,565	\$ 395,187	\$ 417,891	\$ 491,519	\$ 546,607	\$ 502,090	\$ 505,041
CSFP Payment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 197,565	\$ 197,565
Net Revenues After CSFP Payment	\$ 259,565	\$ 395,187	\$ 417,891	\$ 491,519	\$ 546,607	\$ 304,525	\$ 307,476
FINANCIAL INDICATORS							
Net Revenues Available for CSFP Payment	\$ 259,565	\$ 395,187	\$ 417,891	\$ 491,519	\$ 546,607	\$ 502,090	\$ 505,041
Debt Service Coverage by Net Revenues	N/A	N/A	N/A	N/A	N/A	254.1%	255.6%
Contributions	\$ 28,738	\$ 33,156	\$ 52,651	\$ 37,500	\$ 40,000	\$ 45,000	\$ 50,000
Debt Service Coverage by Net Revenues (w/out Contributions)	N/A	N/A	N/A	N/A	N/A	231.4%	230.3%
CSFP Lease Payment / Revenues	N/A	N/A	N/A	N/A	N/A	5.7%	5.5%
Contributions / Revenues	1.5%	1.4%	2.0%	1.2%	1.2%	1.3%	1.4%
Net Revenues After CSFP Payment / Revenues	13.5%	17.3%	15.7%	15.8%	15.8%	8.7%	8.6%
Revenues / ADA	\$ 7,269	\$ 7,395	\$ 7,767	\$ 8,091	\$ 8,183	\$ 8,273	\$ 8,457
Expenses / ADA	\$ 6,284	\$ 6,119	\$ 6,547	\$ 6,812	\$ 6,888	\$ 7,551	\$ 7,728
Surplus (Deficit) / ADA	\$ 985	\$ 1,276	\$ 1,220	\$ 1,280	\$ 1,295	\$ 722	\$ 729
Net Working Capital	\$ 630,414	\$ 1,056,059	\$ 1,401,825				
Net Working Capital / Expenses	38.1%	55.7%	62.5%				

Long-term Obligations: As of June 30, 2013, VCBLA’s only outstanding long term debt is in connection with the CSFP project.

Financial Performance: For 2010-11, VCBLA produced net revenues of \$259,565 on \$1.92 million in revenues and \$1.66 million in expenses. In 2011-12, VCBLA revenues and expenses grew at comparable levels as VCBLA added services for another grade class. Revenues and expenses of \$2.29 million and \$1.89 million, respectively, produced net revenues of \$395,187. The 2012-13 draft audit indicates another year of VCBLA operating at a surplus. Revenues and expenses of \$2.66 million and \$2.24 million, respectively, produced net revenues of \$417,891. With the assumptions for projections described above, VCBLA anticipates net revenues of \$491,519 \$546,607 for 2013-14 and 2014-15 (year of project occupancy). For the two years following project occupancy, 2015-16 and 2016-17, VCBLA anticipates net revenues of \$502,090 and \$505,041, respectively, prior to CSFP payments.

Projected Debt Service Coverage of CSFP Payments: Assuming a 2.0% interest rate and 30-year repayment period, as well as an estimated project cost of \$8,849,508, VCBLA's annual CSFP payment will be \$197,565 beginning 2015-16, the first year following project occupancy. VCBLA's projected net revenues of \$502,090 for 2015-16 and \$505,041 for 2016-17 would provide debt service coverage levels of 254.1% and 255.6%, respectively, which are substantially above the minimum requirement. The CSFP payments would represent 5.7% and 5.5% of projected revenues for each of these years, which is well within the preferred maximum range of 10-15%. While VCBLA includes private contributions in its projected revenues, such contributions represent less than 2% of revenues in all projected years. VCBLA does not rely on private contributions to meet the 100.0% debt service coverage requirement.

Liquidity: Liquidity measured in terms of net working capital (NWC) is calculated by subtracting current liabilities from current assets. VCBLA's NWC for 2011-12 was \$1.06 million, 55.7% of total expenses. For 2012-13, VCBLA's NWC grew to \$1.40 million, 62.5% of total expenses. Staff considers NWC equivalent to at least 5.0% of total expenses to be sufficient. On June 30, 2013, VCBLA reported holding \$1.07 million in cash. VCBLA's liquidity indicators remain supportive of financial soundness.

Strengths, Weaknesses and Mitigants

- + VCBLA projects debt service coverage of 254.1% and 255.6% for 2015-16 and 2016-17, respectively, the first two years of CSFP payments. VCBLA does not rely on contributions to meet the Program's debt service coverage requirement.
- + VBCLA's net working capital as of June 30, 2013 was \$1.40 million or 62.5% of total expenses, which is well above the 5% threshold to be considered sufficient. On June 30, 2013, VCBLA reported holding \$1.06 million in cash.
- + Beginning with 107 students in grades K-1 in 2007-08, VCBLA has shown consistent student enrollment growth as a result of adding a new grade each successive year, with 396 students in grades K-7 for 2013-14. VCBLA anticipates continued growth to 435 students in grades K-8 in 2014-15.
- + For 2012-13 and 2013-14, VCBLA achieved year-to-year retention rates of 92% and 95%, respectively, and has a current waiting list of 346 students. In addition,

Item 5 – Voices College-Bound Language Academy

for 2010-11 through 2012-13, VCBLA achieved ADA rates of 97.0%, 98.1%, and 97.3%, respectively.

- + VCBLA met all AYP criteria and its API growth targets for 2010-11 through 2012-13. In addition, VCBLA achieved API growth scores of 839, 859, and 898 for 2010-11 through 2012-13, respectively. Based on its API base scores, VCBLA achieved statewide and similar schools rankings of “7” and “9” (“10” = best), respectively, for 2011-12, and “7” and “10”, respectively, for 2012-13.

Staff Recommendation: Staff recommends that the California School Finance Authority (Authority) Board determine that Voices College-Bound Language Academy (VCBLA) is financially sound for the purposes of the Charter School Facilities Program (CSFP or the Program) Final Apportionment. This determination as it relates to a Final Apportionment is in place for six months and assumes no financial, operational, or legal material findings within this time period. This recommendation is contingent upon VCBLA electing to have its CSFP payments intercepted at the state level, pursuant to Sections 17199.4 and 17078.57(a)(1)(A) of the Education Code. Staff recommends that the CSFA Board direct staff to notify the Office of Public School Construction and the State Allocation Board regarding this determination.

Signature Page for Teachers

I, the undersigned, believe that the attached charter for the creation of Voices College-Bound Language Academy at Mount Pleasant (the "Charter School") merits consideration and hereby petition the governing board of the Mount Pleasant Elementary School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioner listed below certifies that he or she is a teacher who is meaningfully interested in teaching at the Charter School.

By the Lead Petitioner:

Frances Teso
Name

Frances Teso
Signature

9/3/14
Date

The petitioners recognize Frances Teso as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Mount Pleasant Elementary School District governing board.

By the Petitioner:

Print Name

Megan Mallamace

Signature

Megan Mallamace

Date

9/4/14

Credential(s) Held

BCLAD Multiple Subject Clear / Supplemental Spanish

Phone Number

(714) 624-0778

Signature Page for Teachers

I, the undersigned, believe that the attached charter for the creation of Voices College-Bound Language Academy at Mount Pleasant (the "Charter School") merits consideration and hereby petition the governing board of the Mount Pleasant Elementary School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioner listed below certifies that he or she is a teacher who is meaningfully interested in teaching at the Charter School.

By the Lead Petitioner:

Frances Teso
Name

Frances Teso
Signature

9/3/14
Date

The petitioners recognize Frances Teso as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Mount Pleasant Elementary School District governing board.

By the Petitioner:

Print Name

Maria Madrigal

Signature

Maria Madrigal

Date

September 3, 2014

Credential(s) Held

multiple subjects

Phone Number

951-534-2518

Signature Page for Teachers

I, the undersigned, believe that the attached charter for the creation of Voices College-Bound Language Academy at Mount Pleasant (the "Charter School") merits consideration and hereby petition the governing board of the Mount Pleasant Elementary School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioner listed below certifies that he or she is a teacher who is meaningfully interested in teaching at the Charter School.

By the Lead Petitioner:

Name

Frances Teso

Signature

Frances Teso

Date

9/3/14

The petitioners recognize Frances Teso as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Mount Pleasant Elementary School District governing board.

By the Petitioner:

Print Name

Juan Carlos Villaseñor

Signature

[Handwritten Signature]

Date

9/3/14

Credential(s) Held

Multiple Subjects BCLAD

Phone Number

(831) 229-7355

Signature Page for Teachers

I, the undersigned, believe that the attached charter for the creation of Voices College-Bound Language Academy at Mount Pleasant (the "Charter School") merits consideration and hereby petition the governing board of the Mount Pleasant Elementary School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioner listed below certifies that he or she is a teacher who is meaningfully interested in teaching at the Charter School.

By the Lead Petitioner:

Frances Teso
Name

Frances Teso
Signature

9/3/14
Date

The petitioners recognize Frances Teso as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Mount Pleasant Elementary School District governing board.

By the Petitioner:

Print Name _____
Leticia Perez

Signature _____
[Handwritten Signature]

Date _____
9/3/14

Credential(s) Held _____
Multiple Subject BCLAD

Phone Number _____
713 894 1769

Signature Page for Teachers

I, the undersigned, believe that the attached charter for the creation of Voices College-Bound Language Academy at Mount Pleasant (the "Charter School") merits consideration and hereby petition the governing board of the Mount Pleasant Elementary School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioner listed below certifies that he or she is a teacher who is meaningfully interested in teaching at the Charter School.

By the Lead Petitioner:

Frances Teso
Name

Frances Teso
Signature

9/3/14
Date

The petitioners recognize Frances Teso as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Mount Pleasant Elementary School District governing board.

By the Petitioner:

Elizabeth Aguilar
Print Name

Elizabeth Aguilar
Signature

9/3/14
Date

Multiple Subject - BCLAD
Credential(s) Held

(510) 299-5742
Phone Number

Signature Page for Teachers

I, the undersigned, believe that the attached charter for the creation of Voices College-Bound Language Academy at Mount Pleasant (the "Charter School") merits consideration and hereby petition the governing board of the Mount Pleasant Elementary School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioner listed below certifies that he or she is a teacher who is meaningfully interested in teaching at the Charter School.

By the Lead Petitioner:

Frances Teso
Name

Frances Teso
Signature

9/3/14
Date

The petitioners recognize Frances Teso as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Mount Pleasant Elementary School District governing board.

By the Petitioner:

Print Name

Charles Miller

Signature

[Handwritten Signature]

Date

9/3/14

Credential(s) Held

Multiple Subject, BCLAD

Phone Number

908-963-7546

Signature Page for Teachers

I, **the undersigned**, believe that the attached charter for the creation of Voices College-Bound Language Academy at Mount Pleasant (the "Charter School") merits consideration and hereby petition the governing board of the Mount Pleasant Elementary School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioner listed below certifies that he or she is a teacher who is meaningfully interested in teaching at the Charter School.

By the Lead Petitioner:

Frances Teso
Name

Frances Teso
Signature

9/3/14
Date

The petitioners recognize Frances Teso as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Mount Pleasant Elementary School District governing board.

By the Petitioner:

Print Name

Nora Deeg

Signature

Nora Deeg

Date

9/3/14

Credential(s) Held

Multiple Subject, BCLAD

Phone Number

(317) 464-3964

Signature Page for Teachers

I, the undersigned, believe that the attached charter for the creation of Voices College-Bound Language Academy at Mount Pleasant (the "Charter School") merits consideration and hereby petition the governing board of the Mount Pleasant Elementary School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioner listed below certifies that he or she is a teacher who is meaningfully interested in teaching at the Charter School.

By the Lead Petitioner:

Frances Teso
Name

Frances Teso
Signature

9/3/14
Date

The petitioners recognize Frances Teso as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Mount Pleasant Elementary School District governing board.

By the Petitioner:

Print Name _____
Christine Berlier

Signature _____
CBerlier

Date _____
9/3/14

Credential(s) Held _____
BCLAD Multiple Subject

Phone Number _____
408-840-1795

Signature Page for Teachers

I, the undersigned, believe that the attached charter for the creation of Voices College-Bound Language Academy at Mount Pleasant (the "Charter School") merits consideration and hereby petition the governing board of the Mount Pleasant Elementary School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioner listed below certifies that he or she is a teacher who is meaningfully interested in teaching at the Charter School.

By the Lead Petitioner:

Frances Teso
Name

Frances Teso
Signature

9/3/14
Date

The petitioners recognize Frances Teso as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Mount Pleasant Elementary School District governing board.

By the Petitioner:

Print Name _____
Brittany Daley

Signature _____
Brittany Daley

Date _____
09/03/14

Credential(s) Held _____
Multiple subject - BCLAD

Phone Number _____
(760) 445 8116

Signature Page for Teachers

I, **the undersigned**, believe that the attached charter for the creation of Voices College-Bound Language Academy at Mount Pleasant (the "Charter School") merits consideration and hereby petition the governing board of the Mount Pleasant Elementary School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioner listed below certifies that he or she is a teacher who is meaningfully interested in teaching at the Charter School.

By the Lead Petitioner:

Frances Teso
Name

Frances Teso
Signature

9/3/14
Date

The petitioners recognize Frances Teso as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Mount Pleasant Elementary School District governing board.

By the Petitioner:

Print Name

Gabriela Alejandra Quintanilla

Signature

Gabriela Quintanilla

Date

September 3, 2014

Credential(s) Held

multiple subjects

Phone Number

650-288-2575

Signature Page for Teachers

I, the undersigned, believe that the attached charter for the creation of Voices College-Bound Language Academy at Mount Pleasant (the "Charter School") merits consideration and hereby petition the governing board of the Mount Pleasant Elementary School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioner listed below certifies that he or she is a teacher who is meaningfully interested in teaching at the Charter School.

By the Lead Petitioner:

Frances Teso
Name

Frances Teso
Signature

9/3/14
Date

The petitioners recognize Frances Teso as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Mount Pleasant Elementary School District governing board.

By the Petitioner:

Print Name

Taylor Nyman

Signature

Taylor J Nyman

Date

3 de Sept.

Credential(s) Held

multiple subject BCLAD

Phone Number

(440) 251-5705

Signature Page for Teachers

I, the undersigned, believe that the attached charter for the creation of Voices College-Bound Language Academy at Mount Pleasant (the "Charter School") merits consideration and hereby petition the governing board of the Mount Pleasant Elementary School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioner listed below certifies that he or she is a teacher who is meaningfully interested in teaching at the Charter School.

By the Lead Petitioner:

Frances Teso
Name


Signature

9/4/2014
Date

The petitioners recognize Frances Teso as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Mount Pleasant elementary School District governing board.

By the Petitioner:

Print Name

Jaime Guerrero

Signature



Date

9/5/2014

Credential(s) Held

Multiple Subject BCLAD

Phone Number

408-836-1260



September 4, 2014

To Whom It May Concern:

It is with great confidence and enthusiasm that I write in support of Voices College-Bound Language Academy's ("Voices") application for a charter school in the Mt. Pleasant Elementary School District. I have been collaborating with Voices Executive Director, Frances Teso, in my capacity as the Executive Director of the Center for Latino Education and Innovation (CLEI) at The NHU Foundation in East San Jose. Ms. Teso's current campus in San Jose is so impressive that we have recruited her to bring her next campus to the Center.

The NHU Foundation is dedicated to the advancement and education of Latino children in the East San Jose community. We are currently in the process of creating a pipeline of schools from pre-K through higher education to serve the community. Voices clearly stood out as our K-8 partner school. Under the leadership of Ms. Teso, teachers and the community work together to help students reach their highest academic potential. Voices' API scores prove that this collaboration between school and community works. Voices has been recognized for consistently scoring in the 800 range. Whereas API scores are not the only, or even the most important, measure of a school's success, Ms. Teso and her staff have proven that it is possible to both achieve high API scores and teach character to young children.

In terms of viability of a new school, Ms. Teso has a clear plan and strong, skilled teachers ready to begin the important work at the K-1 grades. Her leadership and vision is contagious, solid, and embraced by her staff. I am confident that Voices will be successful because of the strong leadership Ms. Teso provides. I urge you to join me in my support of Voices' charter petition and to make this investment in the future of the children of East San Jose.

Sincerely,

Dr. David Lopez
Executive Director, CLEI



May 30, 2014

Frances Teso
Executive Director
Voices College-Bound Language Academies
4075 Sacramento Ave.
San Jose, CA 95111

Subject: Commercial Banking Relationship

To Whom It May Concern:

Voices College-Bound Language Academies is a highly valued customer of Focus Business Bank. The Academy currently maintains a \$350,000.00 Commercial Revolving Line of Credit with the Bank. Since inception, the Revolving Line of Credit has performed as agreed and there is currently no outstanding balance. With the performance to date, Focus Business Bank would support the Academy with their future expansion efforts by strongly considering an increase in their working capital line of credit.

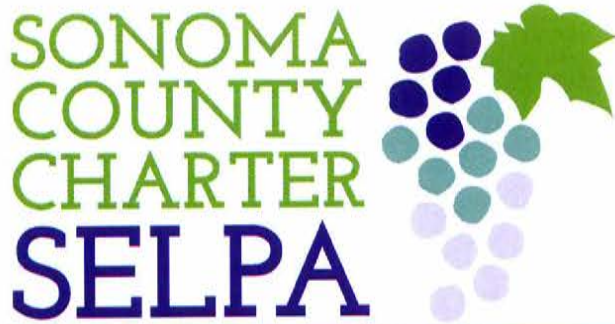
Voices College-Bound Language Academies is currently in full financial compliance with all parameters required under the Line of Credit and maintains average deposit balances in excess of \$1,700,000.00. The Company is considered in good standing, is well regarded in the Community, and the Bank looks forward to a long and mutually satisfactory relationship.

If you have any questions, please do not hesitate to contact me at (408) 200-8724.

Sincerely,

A handwritten signature in blue ink, appearing to read "Joseph C. Wilson", is written over the word "Sincerely,".

Joseph C. Wilson
Senior Vice President
Commercial Lending



www.charter.sonomaselpa.org
5340 Skylane Boulevard
Santa Rosa, CA 95403
(707) 524-2752
(707) 524-2754

Catherine Conrado, Ed.D. SELPA Director

June 10, 2014

To Whom This May Concern

I am writing this letter as the SELPA director for Voices College-Bound Academy. Voices, with Principal Frances Teso, has been an LEA member of the Sonoma County Charter SELPA for the past two (2) years. They have been fiscally and programmatically responsible for all aspects of special education during that time. The SELPA completed a recent sampling of IEP quality and found them to be sound and within legally-required timelines. All of Voices fiscal reports to the SELPA were submitted in a timely manner with properly executed expenditures for special education, including SEMA, SEMB, MOE and Excess Cost.

Ms. Teso serves as a member in good standing of the SELPA's governance Council of Charter CEOs. She provides special education programs and services for all eligible students at her school and ensures that all necessary services are provided by employees or certified nonpublic agencies. I know her as a school leader with a vision and dedication to students whose parents enroll them in her charter school.

The Sonoma County Charter SELPA will gladly review the new campus application to be an LEA in our SELPA for the 2015-16 school year (deadline January 2015). The SELPA will hold the new campus to the same fiscal and programmatic standards as all other applicants. If those standards are met, the SELPA will welcome the school as an LEA member.

Should you have any questions, please contact me: cconrado@sonomaselpa.org
or 707-524-2752

Sincerely,

A handwritten signature in cursive script that reads "Catherine Conrado".

Catherine Conrado, Ed.D
Director



1107 9th Street, Suite 200 • Sacramento, CA 95814 • p 916-448-0995 • f 916-448-0998 • www.calcharters.org
250 East 1st Street, Suite 1000 • Los Angeles, CA 90012 • p 213-244-1446 • f 213-244-1448

September 4, 2014

Board of Education
Mount Pleasant Elementary School District
3434 Marten Ave.
San Jose, CA 95148

Dear MPESD Board of Directors:

On behalf of the California Charter Schools Association (CCSA), we ask that you support the Voices College-Bound Language Academy at Mount Pleasant petition. Voices is an experienced school operator with a track record of providing innovative, high-quality public school choice to high-needs students.

CCSA is committed to supporting quality new school developers through the petition development and authorization process. The Voices School in Franklin-McKinley has 90% of Latino students and an API of 894. Voices is one of the two top elementary schools that serve Latino students in Santa Clara and San Mateo counties according to the report "Broken Promises" by Innovate Public Schools. We worked with the Voices team at all stages of the petition process from planning to petition writing and provided a thorough review prior to submission to MPESD. The petition itself is innovative, thoughtful, and complete.

To guide your decision on this charter petition, the California Education Code is clear – a local educational agency shall not deny the approval of a charter petition unless it adopts written findings, specific to the petition, that:

1. The charter school presents an unsound educational program;
2. The petitioners are demonstrably unlikely to successfully implement the program;
3. The petition does not contain the required number of signatures;
4. The petition does not contain the required affirmations; or
5. The petition does not contain reasonably comprehensive descriptions of all of the 16 elements described by law.

CCSA firmly believes the school fully meets all these legal requirements. We continue to be impressed by the team's dedication to ensuring that all students have the opportunity to engage in a dual immersion program focused on academic success, global citizenship, and community, their attention to detail, and their thoughtfulness throughout this process.

Voices is committed to sharing their practices and collaborate with districts and would be happy to work with the Mt. Pleasant Elementary School District. We are currently working on a district-charter compact with the Franklin-McKinley district and Voices has been an important partner in this work.

Best regards,

A handwritten signature in black ink that reads 'Danyela M' with a stylized flourish at the end.

Danyela Souza Egorov
Regional Director, Santa Clara

APPENDIX F

A National Study of School Effectiveness for Language Minority Students' Long-Term Academic Achievement: Overall Conclusions and Major Policy Implications

Summary Of Findings Across All Research Sites

Each of the research contexts of this study illustrate varying aspects of the major factors that appear to influence the academic success of language minority students who begin their U.S. schooling with no proficiency in English. Overall, the five school districts examined have attempted to address the dimensions of the Prism Model of Language Acquisition for School (Thomas & Collier in Ovando & Collier, 1998, p. 89), as they continue to improve programs for their English language learners. The Prism Model focuses on four developmental processes that school-age students experience through Grades K-12—sociocultural, linguistic, cognitive, and academic processes. These processes develop subconsciously, occur simultaneously, and are interdependent. The findings of this research study demonstrate that it is crucial that educators provide a socioculturally supportive school environment for language minority students that allows natural language, academic, and cognitive development to flourish in both L1 and L2, comparable to the sociocultural support for ongoing language, academic, and cognitive development that native-English speakers are provided in school. The qualitative findings from each research site illustrate that each school context is different, and significant elements within each educational context can have strong influence on students' academic achievement in the long term. Overall, we have found that the following major factors influence the success of programs for English language learners:

- **The potential quality of the type of program for ELLs.** This refers to the power of a particular program's features to influence student achievement. Some school programs for ELLs are "featurerich," with enhanced potential to affect student achievement, while others are "feature-poor," with little or no theoretical reason to believe that their use will help ELLs to close the achievement gap.
- **The realized quality of the type of program for ELLs.** This is the degree of full and effective implementation of a program in terms of administrative support; teacher skills and training to deliver the full instructional effect of the program; and the degree to which program installation, processes, and outcomes are monitored and formatively evaluated.
- **The breadth of program focus.** This refers to an instructional focus on the Prism Model dimensions of linguistic, cognitive, and academic development to native-speaker levels of English, as well as in students' primary language, in a supportive sociocultural school environment, as contrasted with a narrow and restrictive instructional focus, such as "just learning enough English to get by."

- **The quality of the school's instructional environment.** This refers to the degree to which the school becomes an additive language-learning environment rather than a subtractive environment, including parental engagement and support of the instructional program. In an additive bilingual environment, students acquire their second language without any loss of their primary language. Students who continue to develop cognitively in their primary language and develop ageappropriate proficiency in both first and second language can outscore monolinguals on school tests (Baker & Prys Jones, 1998).
- **The quality of available instructional time.** This is the degree to which instructional time is used effectively so that students receive maximally comprehensible instruction for an instructionally optimum time period, in classrooms where English language learners are not isolated, but where all students interact together and where instruction is driven by students' cognitive, academic, and linguistic developmental needs. Overall, programs for English language learners that "score high" in these five major factors are long-term and enriched forms of bilingual/ESL instruction that provide for most or all of the documented achievement gap to be closed in the long term. Programs that "score low" on these major factors are remedial, short-term, and ineffective.

SUMMARY OF QUANTITATIVE ANALYSES

Major findings from the quantitative analyses that are statistically and practically significant for decision-making are presented below. For decision-making purposes, a 4 NCE difference between groups is considered a small but significant difference (equivalent to 0.2 of a national standard deviation [s.d.]), 5 NCEs an actionable significant difference (0.25 of a national s.d.), 6 NCEs a moderate significant difference (0.3 of a national s.d.), and 10 NCEs a very large significant difference (0.5 of a national s.d.).

ENGLISH ACHIEVEMENT FINDINGS

Focusing first on **program comparisons**, we summarize **English language learners' long-term achievement** on nationally standardized tests (ITBS, CTBS, Stanford 9, Terra Nova) **in English**

Total Reading (the subtest measuring academic problem-solving across the curriculum—math, science, social studies, literature), for students who entered the U.S. school district with little or no proficiency in English in Grades K-1, and following them to the highest grade level reached by the program to date:

- English language learners immersed in the English mainstream because their parents refused bilingual/ESL services showed large decreases in reading and math achievement by Grade 5, equivalent to almost 3/4 of a standard deviation (15 NCEs), when compared to students who received bilingual/ESL services. The largest number of dropouts came from this group, and those remaining finished

11th grade at the 25th NCE (12th percentile) on the standardized reading test. (pp.113-114, 122-124, Figures C-1, C-2, Tables C-1, C-2, C-10, C-11)

- When ESL content classes were provided for 2-3 years and followed by immersion in the English mainstream, ELL graduates ranged from the 31st to the 40th NCE with a median of the 34th NCE (23rd percentile) by the end of their high school years. (pp. 112-114, 126-127, 241-256, Figures C-1, C-2, E-1, E-6, E-7, E-8, E-9, E-14, Tables C-1, C-2, E-1, E-6, E-7, E-8, E-9, E-14)
- 50-50 Transitional bilingual education students who were former ELLs, provided with 50 percent instruction in English and 50 percent instruction in Spanish for 3-4 years, followed by immersion in the English mainstream, reached the 47th NCE (45th percentile) by the end of 11th grade. (pp. 112-114, 126-127, Figures C-1, C-2, Tables C-1, C-2)
- 90-10 Transitional bilingual education students who were former ELLs reached the 40th NCE (32nd percentile) by the end of 5th grade. (In 90-10 TBE, for Grades PK-2, 90 percent of instruction is in the minority language, gradually increasing English instruction until by Grade 5, all instruction is in the English mainstream for the remainder of schooling.) (pp. 119-122, Figure C-8, Table C-7)
- 50-50 One-way developmental bilingual education students who were former ELLs reached the 62nd NCE (72nd percentile) after 4 years of bilingual schooling in two high-achieving school districts, outperforming their comparison ELL group schooled all in English by 15 NCEs (almost 3/4 of a national standard deviation—a very large significant difference). By 7th grade, these bilingually schooled former ELLs were still above grade level at the 56th NCE (61st percentile). (A one-way program is one language group being schooled through two languages.) (pp. 48-52, 58, Figures A-1, A-3, Tables A-5, A-6)
- 90-10 One-way developmental bilingual education students who were former ELLs reached the 41st NCE (34th percentile) by the end of 5th grade. (90-10 means that for Grades PK-2, 90 percent of instruction is in the minority language, gradually increasing English instruction to 50 percent by Grade 5, and a DBE program continues both languages in secondary school.) (pp. 119-122, Figure C-8, Table C-7)
- 50-50 Two-way bilingual immersion students who were former ELLs attending a high-poverty, high-mobility school: 58 percent met or exceeded Oregon state standards in English reading by the end of 3rd and 5th grades. (Two-way is two language groups receiving integrated schooling through their two languages; 50-50 is 50 percent instruction in English and 50 percent in the minority language.) (pp. 201-204, Figures D-4, D-6, Table D-18)
- 90-10 Two-way bilingual immersion students who were former ELLs performed above grade level in English in Grades 1-5, completing 5th grade at the 51st NCE

(51st percentile), significantly outperforming their comparison groups in 90-10 transitional bilingual education and 90-10 developmental bilingual education. (pp. 119-121, Figure C-8, Table C-7)

SPANISH ACHIEVEMENT FINDINGS

A goal of one-way and two-way bilingual education is to graduate students who are fully academically proficient in both languages of instruction, to prepare these students for the workplace of the 21st century. We summarize **native-Spanish-speakers' long-term achievement** on nationally standardized tests (Aprenda 2, SABE) in **Spanish Total Reading** (the subtest measuring academic problem-solving across the curriculum—math, science, social studies, literature), following them to the highest grade level reached by the program to date:

- In 50-50 Two-way bilingual immersion, Spanish-speaking immigrants after 1-2 years of U.S. schooling achieved at a median of the 62nd NCE (71st percentile) in Grades 3-6. These immigrants arrived on or above grade level and maintained above grade level performance in Spanish in the succeeding two years. (pp. 199-200, Figure D-2, Tables D-5, D-6)
- In 90-10 Transitional bilingual education classes, native-Spanish speakers reached the 56th to 60th NCE (61st to 68th percentile) for Grades 1-4, and after moving into all-English instruction in Grade 5, they tested at the 51st NCE, still on grade level in Spanish reading achievement. (pp.117-119, Figure C-5, Table C-4)
- In 90-10 Developmental bilingual education classes, native-Spanish speakers reached the 56th to 63rd NCE (61st to 73rd percentile) for Grades 1-4, and in Grade 5 they outperformed the TBE comparison group by 4 NCEs at the 55th NCE (60th percentile). (pp. 117-119, Figure C-5, Table C-4)
- In 90-10 Two-way bilingual immersion classes, native-Spanish speakers reached the 58th to 65th NCE (64th to 76th percentile) for Grades 1-4, and in Grade 5 they outperformed the TBE and DBE comparison groups by a significant 6 NCEs at the 61st NCE (70th percentile). (pp. 117-119, Figure C-5, Table C-4)
- In reading achievement across the curriculum, native-Spanish speakers outperformed native-English speakers when tested in their native language, for Grades 1-8, regardless of the type of bilingual program Spanish-speaking students received. Native-Spanish speakers remained significantly above grade level at every grade except sixth grade (at the 49th NCE), reaching the 64th NCE (74th percentile) in 8th grade. (pp. 117-119, Figure C-3, Table C-3)

ACHIEVEMENT FINDINGS IN OTHER SUBJECTS

- We chose the reading subtest of the standardized tests (results presented above) as the "ultimate" measure of attainment, because LM students' reading scores were consistently the lowest among the subjects, and this is the measure that most

closely correlates with the standardized tests required for admission to post-secondary education. Generally, LM students achieved 5-10 NCEs higher in English language arts, math, science, social studies, and writing. (pp. 46-53, 111-114, 119- 122, 241-256, Figures A-4, A-5, C-9, C-10, E-1 to E-14 and accompanying tables)

- In Spanish math, native-Spanish speakers generally outperformed native-English speakers tested in English math. When comparing native-Spanish speakers' achievement in Spanish math by program, for Grades 2-5, students attending all three bilingual program types achieved at or above the 55th NCE (60th percentile). But the Spanish speakers attending 90-10 Two-way bilingual immersion classes outperformed the Spanish speakers in 90-10 TBE and 90-10 DBE classes by 3-6 NCEs on Spanish math achievement, reaching the 59th NCE (66th percentile) by 5th grade. (pp. 114, 117-118, Figures C-4, C-6, Tables C-3, C-4)

ACHIEVEMENT OF NATIVE-ENGLISH SPEAKERS IN TWO-WAY BILINGUAL EDUCATION

- Native-English speakers in two-way bilingual immersion programs maintained their English, added a second language to their knowledge base, and achieved well above the 50th percentile in all subject areas on norm-referenced tests in English. These bilingually schooled students equaled or outperformed their comparison groups being schooled monolingually, on all measures. (pp. 46-53, 119, 124, 201-204, Figures A-3 to A-5, D-1, D-3, D-5, D-7, D-9, Tables A-1 to A-11, C-4, C-12, C-13, D-1 to D-4, D-7, D-8, D-10, D-12, D-13, D-15, D-17 to D-10)

INFLUENCE OF STUDENT BACKGROUND ON STUDENT ACHIEVEMENT

- Socioeconomic status (SES) typically influenced from 3-6% of LM students' reading achievement as measured by standardized tests, for both enrichment dual language programs and ESL content programs. In selected circumstances (e.g., oral proficiency of Spanish speakers learning English) the effect of SES explains as much as 11-12% of achievement. However, the effect of number of years of program participation on reading achievement varied with the program type. For one-way and two-way dual language programs, up to five years of program participation accounted for 6-9% of ELLs' reading achievement on standardized tests. For Spanish speakers learning English, 20% of oral proficiency was attributable to program exposure while program exposure accounted for 15% of oral proficiency for English speakers learning Spanish. In the case of the ESL Content program, years of schooling accounted for less than 2% of end-of-school reading achievement as measured by standardized tests. Thus, a strong dual language program can "reverse" the negative effects of SES more than a well-implemented ESL Content program by raising reading achievement to a greater degree. (pp. 56-57, 204-206, 256-258, Tables A-18, D-20, E-16 to E-18)

- The One-way developmental bilingual education program in Northern Maine influenced 8.5% of former ELLs' eventual reading achievement, exceeding the effects of low socioeconomic status at less than 4%. The Two-way bilingual immersion program at Grant Community School exerted a powerful and significant effect on Spanish-speaking students' scores on oral English development and influenced about 6 percent of their standardized reading scores as assessed in English, while SES accounted for about 4%. In this high-poverty school, SES alone accounted for 14 percent of the observed achievement variance overall. Thus, the school's dual language program is reducing the negative effects of SES by significant amounts for Spanish speakers learning English and taking the statewide assessment in English. (pp. 56-57, 204-206, 256-258, Tables A-18, D-20, E-16 to E-18)
- Number of years of primary language schooling, either in home country or in host country, had more influence than socioeconomic status when the number of years of schooling was 4 or more years. In addition, the L2 academic achievement of older immigrant arrivals with strong grade-level schooling completed in L1 in the home country was less influenced by low socioeconomic status and more dependent on number of years completed. Likewise, students of low socioeconomic status who were born in the U.S. or arrived at a very young age achieved at high levels in L2 when grade-level schooling was provided in both L1 and L2 in the U.S. (pp. 257-258, Figures C-1, E-6, E-7, Tables C-1, E-6, E-7, E-17, E-18)
- When immigrants were schooled all in English in the U.S., students who received 4-5 years of L1 schooling in home country (arriving at ages 10-12) scored 6 NCEs higher in English reading in 11th grade than those who received 1-3 years of home country schooling (arriving at ages 7-9). (pp. 248- 251, Figures E-6, E-7, Tables E-6, E-7)
- Immigrants with interrupted schooling in home country achieved significantly below grade level, when provided instruction only in English. Those one year below grade level on arrival were at the 29th NCE (16th percentile) on the English reading test by 11th grade, those two years below grade level on arrival at the 26th NCE (13th percentile), those three years behind at the 20th NCE (8th percentile), and those four years behind at the 19th NCE (7th percentile). (pp. 251-253, Figure E-8, Table E-8)
- Gender differences among Hispanic students were found to be significant in only two subject areas—math and science. Hispanic males outperformed Hispanic females by 4 NCEs in math and 6 NCEs in science on the 11th grade tests in English. (p. 256, Figure E-14, Table E-14)

MAJOR POLICY IMPLICATIONS

- Enrichment 90-10 and 50-50 one-way and two-way developmental bilingual education (DBE) programs (or dual language, bilingual immersion) are the only programs we have found to date that assist students to fully reach the 50th percentile in both L1 and L2 in all subjects and to maintain that level of high achievement, or reach even higher levels through the end of schooling. The fewest dropouts come from these programs.
- Parents who refuse bilingual/ESL services for their children should be informed that their children's long-term academic achievement will probably be much lower as a result, and they should be strongly counseled against refusing bilingual/ESL services when their child is eligible. The research findings of this study indicate that ESL or bilingual services, as required by *Lau v. Nichols*, raise students' achievement levels by significant amounts.
- When English language learners (ELLs) initially attend segregated, remedial programs, these students do not close the achievement gap after reclassification and placement in the English mainstream. Instead, they maintain or widen the gap in later years. Therefore, their average achievement NCE at reclassification should be as high as possible, since this is likely to be their highest achievement level that they reach during their school years. Ideally, instructional gains are best accomplished in an enrichment (not a remedial) program.
- Students with no proficiency in English must NOT be placed in short-term programs of only 1-3 years. In this study and all other research studies following ELLs long term, the minimum length of time it takes to reach grade-level performance in second language (L2) is 4 years. Furthermore, only ELLs with at least 4 years of primary language schooling reach grade-level performance in L2 in 4 years. As a group, students with no primary language schooling (either in home country or host country) are not able to reach grade-level performance in L2.
- The strongest predictor of L2 student achievement is amount of formal L1 schooling. The more L1 grade-level schooling, the higher L2 achievement.
- Bilingually schooled students outperform comparable monolingually schooled students in academic achievement in all subjects, after 4-7 years of dual language schooling.
- Students who receive at least 4-5 years of grade-level L1 schooling in home country before they emigrate to the U.S. typically reach the 34th NCE (23rd percentile) by 11th grade when schooled all in English in the U.S. in an ESL Content program, and then the mainstream. These students are on grade level when they arrive, but it takes them several years to acquire enough English to do grade level work, which is equivalent to interrupting their schooling for 1 or 2 years. Then they have to make more gains than the average native-English speaker makes every year for several years in a row to eventually catch up to

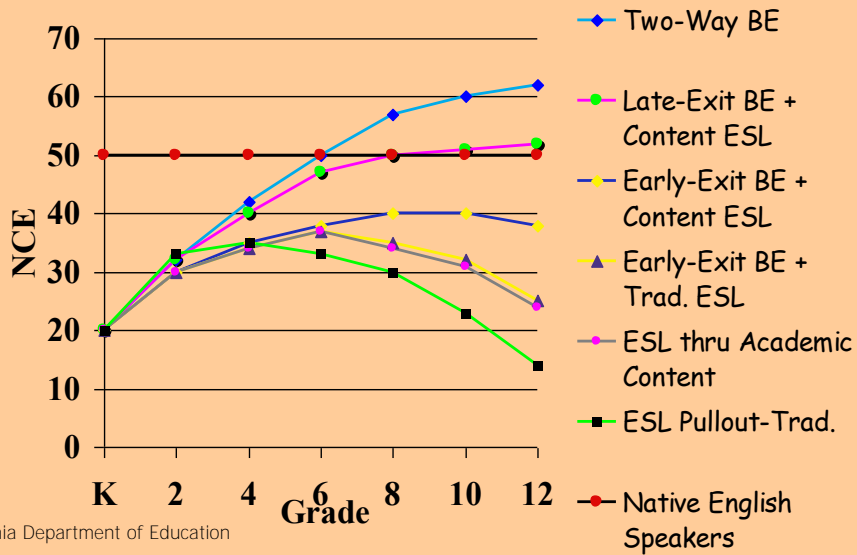
grade level, a very difficult task to accomplish within the remaining years of K-12 schooling.

- The highest quality ESL Content programs close about half of the total achievement gap.
- When ELLs initially exit into the English mainstream, those schooled all in English outperform those schooled bilingually when tested in English. But the bilingually schooled students reach the same levels of achievement as those schooled all in English by the middle school years, and during the high school years the bilingually schooled students outperform the monolingually schooled students (see Figure C-2).
- Students who receive at least 5-6 years of dual language schooling in the U.S. reach the 50th NCE/percentile in L2 by 5th or 6th grade and maintain that level of performance, because they have not lost any years of schooling. Students raised in a dual language environment need at least 4 years of schooling in L1 and 4 years of schooling in L2 to achieve on grade level in either of the two languages. Providing bilingual schooling in the U.S. meets both needs simultaneously, typically in 4-7 years, leading to high academic achievement in the long term.
- Bilingual/ESL Content programs must be effective (at least 3-4 NCE gains per year more than mainstream students are gaining per year), well implemented, not segregated, and sustained long enough (5-6 years) for the typical 25 NCE achievement gap between ELLs and native-English speakers to be closed. Even the most effective programs can only close half of the achievement gap in 2-3 years, the typical length of remedial ELL programs. Therefore, short-term, remedial, and ineffective programs cannot close the large achievement gap and should be avoided.
- An enrichment bilingual/ESL program must meet students' developmental needs: linguistic (L1- L2), academic, cognitive, emotional, social, physical. Schools need to create a natural learning environment in school, with lots of natural, rich oral and written language used by students and teachers (L1 and L2 used in separate instructional contexts, not using translation); meaningful, 'real world' problem-solving; all students working together; media-rich learning (video, computers, print); challenging thematic units that get and hold students' interest; and using students' bilingual bicultural knowledge to bridge to new knowledge across the curriculum.

Source: http://www.crede.org/research/llaa/1.1_conclusions.html



English Learners Long Term K-12 Achievement on Standardized Tests in English Reading Compared Across Seven Program Models



California Department of Education
Language Policy and Leadership Office

Thomas & Collier, 2000

Level: 3,4 (I, EA)

TOPIC: Animals

Function(s): Describe Sensory Details
(intermediate)/ Explain characteristics of People,
Places and Things (Early Advanced)

Grade(s): K-1

Daily Objective		Day 1	Day 2	Day 3	Day 4	Day 5
		Students will be able to use <u>(does and doin order to (answer questions)</u>	SWBAT to name different animals and areas where they would reside in a zoo.	SWBAT to use irregular plurals correctly when talking about a group of animals.	SWBAT describe an animal with one synonym about size.	SWBAT describe an animal using multiple adjectives including size, appearance, and pace.
		vocab	vocab/language patterns	language patterns	language patterns	
Language Patterns "Mortar" See ELD Matrix and Tab 3 Function Tools	Grammatical Forms to help determine the "mortar" patterns	Simple idioms	Simple idioms irregular plurals	Simple idioms multiple adjectives	Simple idioms	Simple idioms
	Patterns for Prompts		How many ___ did you see?			Which animal is ____, __ and ___?
	Patterns for Responses	This animal lives in the ____.	I saw _____. Those ___ live in the ____.	That ____ is _____. Those ___ are ____.	That ____ is ____ and _____. Those ___ are ___ and ____.	The ___ is ____, ___ and _____. Look at the _____!
Topic Specific Vocabulary "Bricks" (1.26-1.28)		vulture, puma, flamingo, sloth, tiger, leopard, jaguar, rattlesnake, anaconda, gecko, fox, wolf, peacock, gazelle, antelope, cobra, chimpanzee, armadillo, gorilla, hyena, python, anteater, rhinoceros, cougar, tortoise, sea turtle, toucan, lemurs, emu, ostrich, bald eagle, crocodile, alligator, baboon, fowl, goose, hawk, swan, sheep	goose → geese sheep → sheep fish → fish mouse → mice deer → deer antelope → antelope moose → moose (foot, feet) (tooth, teeth)	mammoth, immense, giant, great, enormous, jumbo, grand, medium, miniature, small, petite, wee	dangerous, conniving, weak, strong, quick, slow, beautiful, hideous, dashing, adorable, elegant, magnificent, unsightly, swift, feeble, powerful, abundant, lush, numerous,	
Bring Language to Life		"a little bird told me"	"all bark and no bite"	"ants in your pants"	"at a snail's pace"	"beating a dead horse"
READING COMPREHENSION/ Guided Reading		passage: Polar Bears (from Carousel) Where do polar bears live? How much does a polar bear weigh? What do polar bears love? What do polar bears mostly eat?	How/Why questions Pair-Shares / Poster answering the questions	Frontload of ELA standards Pair-Share / Poster answering the questions	Syllables/Spelling CAPS (Who is the author? What is the title? What is a .?)	Multiple-Meanings/Synonyms and Antonyms CAPS (Who is the author? What is the title?)
WRITING		Sight Word routine Ask questions ("who" "What") and have students write it. <i>Going to the Zoo (SPARC)</i> Write a sentence that describes what is happening in each picture.	Sight Word routine Ask questions ("who" "What") and have students write it. Have students write a question relating to the language function prompts.	Sight Word routine Ask questions ("who" "What") and have students write it. In one short paragraph (short composition on personal narrative)	Sight Word routine Ask questions ("who" "What") and have students write it. Give students a story and have them finish it. "write a story that tells what happened next"	Sight Word routine Ask questions ("who" "What") and have students write it. Have students write a question relating to the language function prompts.

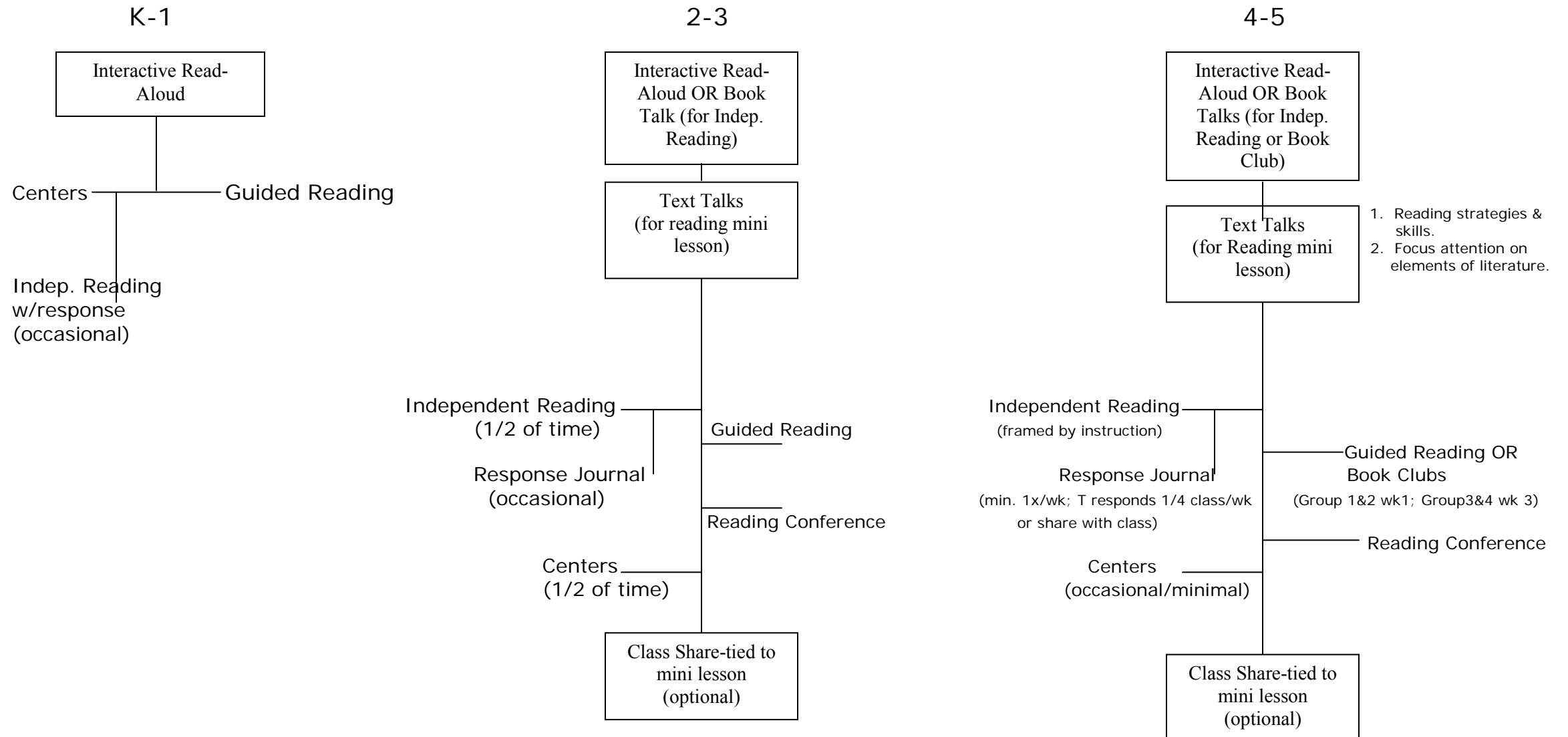
Daily Objective Students will be able to use (<u>does</u> and <u>doin</u> order to (<u>answer questions</u>) Daily Focus 1. Vocabulary 2. Language Patterns 3. Taking it to Application		Day 1	Day 2	Day 3	Day 4	Day 5
				SWBAT to describe animals using THIS and THESE	SWBAT to describe animals using THAT and THoSE	SWBAT compare two animals using BOTH and multiple characteristics
			language pattern	language pattern	Language Patterns	Application
Language Patterns "Mortar" See ELD Matrix and Tab 3 Function Tools	Grammatical Forms to help determine the "mortar" patterns	Multiple adjectives	this these			
	Patterns for Prompts		What does this animal have? What do these animals have?	How are both these animals alike? How are those animals the same?	How are both these animals alike? How are those animals the same?	
	Patterns for Responses		This animal has __ and ____. These animals have __ and ____. This animal has ____ and ____ ***	Both __ and __ have ____ . Both __ and __ have ____.	Both __ and __ have ____ and ____. Both __ and __ have __ and ____.	
Topic Specific Vocabulary "Bricks" (1.26-1.28)		spots, stripes, fur, feather, scales, paws, fangs, ADV: hoofs, horns, tail, whiskers, beak, claw, snout, antler, mane, talon, tusk,	grayish, darkish, brownish childish, clownish, nightmarish, sluggish, yellowish ***			
Bring Language to Life		"big fish in a small pond"	"butterflies in your stomach"	"raining cats and dogs"	"cat got your tongue"	"deer in headlights"
Structured Language Practice • How will students produce language – 50% of lesson? How will you gather evidence of student learning?			Book/Poem: Read Aloud Teacher sorts pictures into categories Model with pictures ECHO Talking sticks	Books: Read Aloud Students sort pictures into categories ECHO Talking sticks in a group Students write a sentence about what the groups they created have in common	Charted sentence frames ECHO Students sort pictures in partners. In partners they ask each other to compare two animals using sentence frames on chart	written assessment – present two pictures. Ask students to write a paragraph comparing animals. include multiple adjectives.
READING COMPREHENSION/ Guided Reading		passage: Frogs (from Carousel) Where do polar bears live? How much does a polar bear weigh? What do polar bears love? What do polar bears mostly eat?	How/Why questions Pair-Shares / Poster answering the questions	Frontload of ELA standards Pair-Share / Poster answering the questions	Syllables/Spelling CAPS (Who is the author? What is the title? What is a .?)	Multiple-Meanings/Synonyms and Antonyms CAPS (Who is the author? What is the title?)

	Day 1	Day 2	Day 3	Day 4	Day 5
WRITING	Sight Word routine Ask questions (“who” “What”) and have students write it. <i>p 62 (SPARC)</i>	Sight Word routine Ask questions (“who” “What”) and have students write it.	Sight Word routine Ask questions (“who” “What”) and have students write it.	Sight Word routine Ask questions (“who” “What”) and have students write it.	Sight Word routine Ask questions (“who” “What”) and have students write it. ASSESSMENT

Think about what you will write before you begin writing. Use descriptions, details, and examples to make your writing interesting. Your paragraph should have a beginning, a middle, and an end. Write at least three complete sentences. Pay attention to grammar, capital letters, punctuation, and spelling. Make your writing clear.

<p>Daily Objective</p> <p>Students will be able to compare animals using comparatives</p> <p>Daily Focus</p> <p>4. Vocabulary</p> <p>5. Language Patterns</p> <p>6. Taking it to Application</p>		SWBAT to contrast two animals using comparative BUT and HOWEVER in two separate sentences.	SWBAT contrast two animals in compound sentences with BUT and HOWEVER.	SWBAT compare and contrast two animals in a compound sentence with WHILE and BOTH.	SWBAT compare and contrast two animals in a compound sentence with WHILE and BOTH.	SWBAT to write a paragraph comparing and contrasting animals using the grammatical forms they have practice orally and in written form all week.
			Language Patterns	Language Patterns	Language Patterns	Application
<p>Language Patterns “Mortar”</p> <p>See ELD Matrix and Tab 3 Function Tools</p>	<p>Grammatical Forms to help determine the “mortar” patterns</p>	this that however, but	these, this, but, however	while, both	while, both	
	<p>Patterns for Prompts</p>	How are ___ and ___ the same? How are these animals different?	How are ___ and ___ the same? How are these animals different?	How are ___ and ___ the same? How are these animals different?		Write a paragraph that compares and contrasts these two animals (how they are alike; how they are different)
	<p>Patterns for Responses</p>	This ___ has ___, ___ and _____. However, that animal has ___, ___ and _____. These ___ have ___, ___ and _____. But those ___ have ___, ___ and _____. (have, live, eat, are)	These ___ have ___, ___ and _____. but those have ___, ___ and _____. This ___ has ___, ___ and _____. but that ___ has ___, ___ and _____. (have, live, eat, are)	While the ___ has ___ and the ___ has ___, both animals have ____	While the ___ and ___ both have ___, the ___ has ___	
<p>Topic Specific Vocabulary</p> <p>“Bricks” (1.26-1.28)</p>		spots, stripes, paws, fur, feather, fangs, scales				
<p>Bring Language to Life</p>		Book/Poem: Read Aloud		Books: Read Aloud		
<p>Structured Language Practice</p> <ul style="list-style-type: none"> How will students produce language – 50% of lesson? How will you gather evidence of student learning? 		Sentence construction chart. Model ECHO Conga Line/Lines of Communication	Sentence construction chart. Model Echo Talking Sticks Write a sentence with sentence frames.	Sentence frames Model Echo Conga Line/Lines of Communication	Sentence frames Tea Party Write a sentence with sentence frames.	Write a paragraph comparing and contrasting animals.
<p>READING COMPREHENSION/ Guided Reading</p>		passage: Where do polar bears live? How much does a polar bear weigh? What do polar bears love? What do polar bears mostly eat?	How/Why questions Pair-Shares / Poster answering the questions	Frontload of ELA standards Pair-Share / Poster answering the questions	Syllables/Spelling CAPS (Who is the author? What is the title? What is a .?)	Multiple-Meanings/Synonyms and Antonyms CAPS (Who is the author? What is the title?)
<p>WRITING</p>		Sight Word routine Ask questions (“who” “What”) and have students write it. <i>p. 56 SPARC</i>	Sight Word routine Ask questions (“who” “What”) and have students write it.	Sight Word routine Ask questions (“who” “What”) and have students write it.	Sight Word routine Ask questions (“who” “What”) and have students write it.	Sight Word routine Ask questions (“who” “What”) and have students write it.

Readers Workshop Configurations



90-90-90 Schools - ACCOUNTABILITY IN ACTION

A Summary of the Work Developed by Douglas Reeves

Retrieved online 10-2-07 from <http://www.middleweb.com/MWLresources/accountaction.html>

Part I: The 90/90/90 Schools

90/90/90 Schools are schools that were identified because they are at least 90% combined minority, at least 90% free or reduced lunch qualified students, and at least 90% successful on standardized assessments. These schools would appear to be doing something unexpected that is leading to a high level of student achievement under challenging circumstances.

The high achieving schools were found to have five commonalities that are worth reviewing in some detail within our own schools. The five areas are:

1. There is a strong emphasis and focus on achievement.
2. There are clear curricular choices
3. There are frequent assessment and multiple chances for students to show improvement.
4. There is a strong emphasis on writing in all academic areas.
5. There is external scoring of student work.

What is meant by each of these five common areas?

1. Focus on achievement is something that is celebrated and publicized throughout the school and throughout the community. Graphs, charts, and pictures of success are posted and displayed in classrooms, hallways, offices, and in local stores. High academic performance is rewarded with high praise. There are no more than five areas of focus within the school. Those students who are not able to meet the high standards at this time are placed in an intervention program that may be as long as three hours per day until they are ready to meet the standards.

2. When the curriculum focuses on only a few areas, mathematics, language arts, and reading, and these areas are covered in all content areas, the results are that test scores go up in all areas, not just in the focus areas.

3. Frequent assessments are given to students. When they do poorly on an assessment they are given multiple opportunities to succeed. They are not failures, they just need more time to reach the level of success. Student learning is the goal, not student grading. Weekly student assessment of progress is made by the teacher, and the child is encouraged to show improvement in the next week.

4. The most common characteristic of these high performing schools is that they have an ongoing writing performance assessment program. Research shows that creative writing is always stronger than informative or narrative writing, so the weaker writing areas must be given greater emphasis. There is a single rubric for all writing assignments in all content areas. This helps teachers to do a better job of evaluating student needs across the curriculum.

5. External scoring allows schools to develop a common assessment practice. By exchanging student work for assessment purposes, it helps the student with their achievement and it helps the teacher to maintain alignment of their curriculum, assessment practices, and expectations. It becomes the norm for teachers to work with a common rubric and to have a common understanding of the rubric.

There needs to be an alignment of the standards, curriculum, objectives, assessments, and available resources for a school to function at the highest possible level.

In order to reach success, Mr. Reeves describes the STAR Model for success. This includes:

1. Ongoing and focused professional development
2. Modeling of effective teaching and assessment practices
3. Ongoing professional collaboration
4. Effective communication between school staff, parents, and students
5. Visible tracking of student progress on a frequent and regular basis

Multiple school assessment practices must be implemented. There is a place for standardized assessments, teacher developed assessments, performance assessments, and other ways of finding students level of achievement.

Part II: School Organization Comparison

Reality of Most Schools	Reality of Successful Schools
State norm testing	Multiple and ongoing assessment with a shared rubric known to all
Professional Development Days	Ongoing collaboration and modeling based on research (structured peer coaching)
Teaching all standards	Teaching focused standards that lead to improvement in all areas
Minimal writing exposure	Extensive writing practice in all areas using a single common rubric
Student works for a grade	Student work leads to improved achievement
Teacher grading and assessment	Teacher grades based on shared assessment
Reality of Teaching Strategies	Reality of Successful Teaching Strategies
Student learning hindered	All students learn with improvement model
Content areas independent of each other	Strong instruction in one area benefits all other areas
Teaching done in isolation	Teaching collaboratively has great payoffs for students and for staff (peer coaching)
Reading is an isolated subject	Reading skills taught and practiced through all content areas
Writing is a skill	Writing is an ongoing assessment practice
Teach the entire curriculum	Determine with collaboration the most important teachings that must occur
Question/Answer are part of the grade	Question/Answer is an assessment and a provocative way of engaging students
Tests necessary for objective grading	Multiple and frequent assessments are necessary to identify student needs
Reading/answer questions	Reciprocal reading model evident
Teach the way they were taught	Research says that multiple models of teaching are necessary
Teaching is a secret	Teachers provide clear expectations for students
Classroom order is most important	Classroom order is necessary and must use multiple strategies to maintain the order
Teacher is the most important quality	Teacher is the most important quality
Parent notification periodically	Parent notification regularly

	Understanding						Performance or Performance Quality
Scale ↓	Weights → 65%						35%
	Explained	Meaningful	Effective	In Perspective	Empathic	Reflective	
5	<i>Sophisticated and Comprehensive</i> : an unusually thorough, elegant, or inventive account (model, theory, explanation): fully supported, verified, justified; deep and broad; goes well beyond the information given	<i>Insightful</i> : a powerful and illuminating interpretation or analysis of the importance, meaning, significance; tells a rich and insightful story: provides a revealing history or context	<i>Masterful</i> : Fluent, flexible, efficient, able to use knowledge and skill and adjust understandings well in diverse and difficult contexts masterful ability to transfer	<i>Insightful and Coherent</i> : a thoughtful and circumspect viewpoint; effectively critiques, encompasses other plausible perspectives; takes a long and dispassionate critical view of the issues involved	<i>Mature</i> : disciplined; disposed and able to see and feel what others see and feel; usually open to and willing to seek out the odd, alien, or different; able to make sense of texts, experiences, events that seem weird to others	<i>Wise</i> : deeply aware of the boundaries of own and others' understanding; able to recognize own prejudices and projections; has integrity-able and willing to act on understanding	The performance or product is highly effective. The ideas are presented in an engaging, polished, clear, and thorough manner, mindful of the audience, context, and purpose. There is unusual craftsmanship in the final product or performance.
4	<i>Systematic</i> : an atypical and revealing account, going beyond what is obvious or what was explicitly taught; makes subtle connections; well supported by argument and evidence; novel thinking displayed	<i>Revealing</i> : a thoughtful interpretation or analysis of the importance, meaning, significance; tells an insightful story: provides a helpful history or context	<i>Skilled</i> : competent in using knowledge and skill and adapting understandings in a variety of appropriate and demanding context	<i>Thorough</i> : a fully developed and coordinated critical view; makes own view more plausible by a fair consideration of the plausibility of other perspectives; makes apt criticisms, discriminations and qualifications	<i>Sensitive</i> : disposed to see and feel what others see and feel; open to the unfamiliar or different; able to see the value and work that others do not see	<i>Circumspect</i> : aware of own ignorance and that of others: aware of own prejudices	The performance or product is effective. The ideas are presented in a clear and thorough manner, showing awareness of the audience, context, and purpose.
3	<i>In-Depth</i> : an account that reflects some in-depth and personalized ideas: student is making the work his own, going beyond the given: there is supported theory, but insufficient or inadequate evidence and argument	<i>Perceptive</i> : a reasonable interpretation or analysis of the importance, meaning, or significance: tells a clear and instructive story; provides a revealing history or context	<i>Able</i> : limited but growing ability to be adaptive and innovative in the use of knowledge and skill	<i>Considered</i> : a reasonably critical and comprehensive look at major points of view in the context of her own; makes clear that there is plausibility to other points of view	<i>Aware</i> : knows and feels that others see and feel differently and is somewhat able to empathize with others	<i>Thoughtful</i> : generally aware of what he does and does not understand; aware of how prejudice and projection occur without awareness	The performance or product is somewhat effective. There are some problems with clarity, thoroughness, delivery, and polish. It is unclear whether audience, contact, and purpose have been considered.
2	<i>Developed</i> : and incomplete account, but with apt and insightful ideas; extends and deepens some of what was learned: some reading between the lines; account has limited support, argument, data or sweeping generalizations; there is a theory with limited testing and evidence	<i>Interpreted</i> : a plausible interpretation or analysis of the importance, meaning, or significance; makes sense with a story: provides a telling history or context	<i>Apprentice</i> : relies on a limited repertoire of routines, able to perform well in a few familiar or simple contexts: limited use of judgment and responsiveness to feedback or situation	<i>Aware</i> : knows of different points of view and somewhat able to place own view in perspective, but weakness in considering worth of each perspective or critiquing each perspective, especially her own; uncritical about tacit assumptions	<i>Decentering</i> : has some capacity or self-discipline to walk in others shoes, but is still primarily limited to own reactions and attitudes, puzzled or put off by different feelings or attitudes	<i>Unreflective</i> : generally unaware of own specific ignorance; generally unaware of how prejudgments color understanding	The performance or product is ineffective. The performance is unpolished, providing little evidence of prior planning, practice, and consideration of purpose and audience, or the presentation is so unclear and confusing as to make it difficult to determine the key points.
1	<i>Naïve</i> : superficial account; more descriptive than analytical or creative; a fragmented or sketchy account of facts, ideas; glib generalizations; a black-and-white account; less theory than an unexamined hunch or borrowed idea	<i>Literary</i> : a simplistic or superficial reading; mechanical translation; a decoding with little or no interpretation; no sense of wider importance or significance; a restatement of what was taught or read	<i>Novice</i> : can perform only with coaching or relies on highly scripted, singular "plug-in" (algorithmic and mechanical) skills, procedures, or approaches	<i>Uncritical</i> : unaware of differing points of view, prone to overlook or ignore other perspectives; has difficulty imagining other ways of seeing things; prone to ad hominem criticisms	<i>Egocentric</i> : has little or no empathy, beyond intellectual awareness of others; see things through own ideas and feelings; ignores or is threatened or puzzled by different feelings, attitudes, views	<i>Innocent</i> : completely unaware of the bounds of own understanding and of the role of projections and prejudice in options and attempts to understand	No performance or product

Using Understanding By Design for Project Management

GRADE: KINDERGARTEN		DURATION: 22 DAYS	
BIG IDEA: SURVIVAL			
STAGE 1 – DESIRED RESULTS			
Establishing Goals (i.e. Standard): Different types of plants and animals inhabit the earth.			
<p>K-LS1 From Molecules to organic structures and process</p> <p>2. Different types of plants and animals inhabit the earth. As a basis for understanding this concept:</p> <p style="padding-left: 40px;">a. students know how to observe and describe similarities and differences in the appearance and behavior of plants and animals.</p> <p><i>Go further: Why do their similarities and differences help them survive (or not) in a certain habitat?</i></p>			
What are the enduring understandings? <i>Students will understand that...</i>		What essential questions will be considered?	
<ul style="list-style-type: none"> • Plants and animals can only survive in certain types of habitats. • Plants and animals have attributes that help them survive in their environments • Plants are living things that need air, water, nutrients, and sunlight to survive • Animals are living things that need air, food, water, and shelter to survive 		<ul style="list-style-type: none"> • Why does this plant or animal live in this habitat? (i.e. Can a frog live in the desert? Why or why not?) • How do plants’ and animals’ characteristics help them survive? • What do living organisms need to survive? What would happen if they didn’t have these things? (i.e. soil, water, food, shelter, safety, air) 	
What key knowledge will be acquired? <i>Students will know...</i>		What key skills will be acquired? <i>Students will be able to...</i>	
<ul style="list-style-type: none"> - that living organisms have basic survival needs. - that plants and animals are both living things. - the difference between living & non-living things - common plants and animals that live in different habitats: backyard, pond, desert - that an organism will not survive if taken out of proper environment 		<ul style="list-style-type: none"> - Summarize and retell key information about organisms’ basic needs (such as food, water, and shelter for animals and air, water, nutrients, sunlight, and space for plants) from Read Alouds - Communicate observations or understandings through written expression (including letter-sound relationship, first sound, etc.) - Sort plants and animals into their proper environments - Draw a detailed and accurately 	
Key Vocabulary			

Using Understanding By Design for Project Management

<ul style="list-style-type: none"> -hogar -patio, desierto, charca -características -necesidades -camuflar -sobrevivir -vivo, no vivo -predador, presa -food chain (?) -interdependency (?) 	<p>informative picture in response to a prompt</p> <ul style="list-style-type: none"> - Respond verbally to a prompt - Complete sentence frames using the appropriate words from a word bank - Use topic appropriate vocabulary in both speech and writing - Give support/reasons why an animal or plant needs to live in a certain environment - Creatively express ideas/learning through different art media - Search for relevant information and pictures in print material - Collaborate in small groups
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Students pre-conceptions / misunderstandings:

- Animals and plants can live anywhere
- Plants are not alive
- There's no water (*at all*) in the desert

STAGE 2 – ACCEPTABLE EVIDENCE

Performance Task:

Goal:

- Your task is to teach a group of zoo keepers about a specific animal and its habitat. Can it survive in the zoo?
- The goal is for students to show and justify where animals can(not) live based on characteristics and habitats.
- The problem or challenge is that animals can only survive in certain habitats, and they need certain things to survive.
- The obstacle to overcome is how to create the proper habitat for an animal.

Role:

- You are an animal expert.
- You have been asked to advise a group of zookeepers about what a certain animal needs to survive.
- Your job is to show the important relationship between an animal and its habitat.

Audience:

- The target audience is zookeepers (i.e. parents).
- You need to convince the zookeepers that animals can only survive in certain conditions.

Situation:

- The challenge involves understanding what an animal needs to survive.

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Product, Performance, Purpose:

- You will create a “Did You Know” expository collage, including sentences and pictures (both student-created and from other sources) about your animal.
- You need to develop visual and (clearly) written information so that your audience learns about appropriate habitats for different animals.

Standards and criteria for success:

- Your performance needs to include animals’ needs and why they’re important in this environment.
- Your work will be judged by its clarity and your understanding of the elements of survival.
- Your product must meet the following standards: (see rubric)

Habitats & Animals

- *Charca*: rana, pez, pato
- *Patio*: gusano, pájaro, ardilla
- *Desierto*: cactus, lagarto, serpiente, camello

“Did You Know collages:

- Expository writing (1 sentence / student)
- Student-drawn illustrations of the animal and its habitat
- Pictures from other sources (magazines, internet, etc.)

Science Night

- Room will show evidence of learning that happened (“Did you know collages”, standards, big ideas, essential questions, sorts, habitat drawings)
- Students will display their expert knowledge on their collage animal by explaining to parents what the animal needs in its habitat and why. When presented with a different animal, students will justify their answer by transferring their knowledge about survival and habitats.
- Parents will role play the zoo keepers by inquiring about students’ poster animal (what does this animal need in its new zoo home?), and also introduce a new animal (in what habitat would this animal live?)

What other evidence needs to be collected?

Formative Assessments:

KWL chart for each habitat / ecosystem

Sort picture cards into categories of living vs. non-living.

Categorize pictures of animals and plants into their suitable habitats.

Create (draw) a suitable habitat for a given animal/plant. (students fill in a graphic organizer with the things an animal needs to survive). Teacher will put up a poster for students to use as self-assessment (picture rubric that they can compare their work to).

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Expository Writing “Did You Know” collage	
STAGE 3 – LEARNING PLAN	
<p>Student Reflection Opportunities:</p> <ul style="list-style-type: none"> - Students will have the opportunity to reflect as part of their homework every week. They will have to respond to a specific writing prompt and draw a picture. 	<p>Technology Incorporation:</p> <p>Brainpop en Español video on Ecosystems</p> <p>Magic School bus episode 05: Hops Home</p> <p>Magic School bus episode 07: All Dried Up</p> <p>Magic School bus episode 12: In the City</p> <p>Draw Habitat on Computer/Laptops/iPads (print out for classroom display)</p> <p>iPad matching animals to habitat game</p>

CALENDAR OF DAILY OBJECTIVES						Jan 7-Feb 7, 2013					
	Monday		Tuesday		Wednesday		Thursday		Friday		
	Day 1		Day 2		Day 3		Day 4		Day 5		
SWBAT understand & explain that different types of plants and animals inhabit different habitats SWBAT understand & explain how different types of animals are interdependent in BACKYARD environment	<p>Introduction to Habitats: BrainPOP Ecosistemas video</p> <p>Yo estoy vivo! Poem (during RA time)</p> <p>SWBAT understand and explain what a habitat is.</p>		<p>SWBAT tell the difference bw Living vs. Nonliving things</p> <p>Yo estoy vivo! Poem (during RA time)</p> <p>Exit Slip: living things vs. nonliving sort</p>		<p>Introduction to Backyard -Magic School Bus Episode: In the City</p>		<p>Patio Song</p> <p>Vocabulary: patio</p> <p>Backyard animals</p> <p>SWBAT identify different animals/plants that live in Backyard habitat</p> <p>Animal to Habitat Sort</p>		<p>Explore Backyard/Patio</p> <p>Activity: Draw a picture of Backyard habitat</p> <p>SWBAT explain the elements of habitat that help organisms survive there.</p>		

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<p>SWBAT understand & explain how different types of animals are interdependent in POND environment</p>	<p>day 6 KWL chart song/poem</p>	<p>day 7 -Magic School Bus Episode: Hops Home</p>	<p>day 8 Vocabulary: charca pond Animals SWBAT identify different animals/plants that live in pond habitat Pond Animals sort</p>	<p>day 9 Explorative Pond Activity (blue jello & food) Draw Picture of Pond Activity SWBAT explain the elements of habitat that help organisms survive there.</p>	<p>day 10 Finish KWL Writing Prompt</p>
<p>SWBAT understand & explain how different types of animals are interdependent in DESERT environment</p>	<p>day 11 *no school</p>	<p>day 12 KWL Chart</p>	<p>day 13 Magic School Bus Episode: All Dried Up</p>	<p>day 14 Song/poem Vocabulary: desierto Desert animals SWBAT identify different animals/plants that live in desert habitat Desert Animals sort</p>	<p>day 15 Desert Exploration Activity in sandbox outside -cut and color desert organisms and place them in sandbox to simulate desert habitat Happy Hollow Visitors</p>
	<p>day 16 Present Sample Expository Writing Poster</p>	<p>day 17 Find and cut pictures of our animals</p>	<p>day 18 Write & edit expository sentences</p>	<p>day 19 Finals drafts of expository sentences</p>	<p>day 20 Draw pictures of animals</p>
	<p>day 21 Put collages together (parent volunteers)</p>	<p>day 22 Present collages to the class Set Up For</p>			

Using Understanding By Design for Project Management

	Practice Presenting to the class	Science Exhibition Night			
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Read Aloud Time: Habitat Poem + Focus Animal Poster (3); butcher paper habitat drawings

Other Materials Needed

- Poster board
- Magazines

Books Used for Read Alouds

- I See a Kookaburra by Steve Jenkins & Robin Page
- Pond Animals
- Desert Animals
- Sand, Leaf, or Coral Reef: A Book About Animal Habitats by Patricia M. Stockland
- Hogares de Animales
- Qué Necesitan los Animales by Margaret McNamara (Big Book in PD Room)

Sample Instructional Time Verification Calculations
Voices College-Bound Language Academy

	TK	Kinder	1 to 3	4 to 5	6 to 8
Regular Days: Total Daily Minutes					
Daily Start	8:00 AM	8:00 AM	8:00 AM	8:00 AM	8:00 AM
Daily End	12:30 PM	4:00 PM	4:00 PM	4:00 PM	4:00 PM
Subtotal Minutes	270	480	480	480	480
Non-Instructional Minutes					
Recess			30	30	20
Lunch	30	30	30	30	30
Subtotal Non-Instructional Minutes	30	30	60	60	50
Subtotal Minutes Per Regular Day	240	450	420	420	430
Regular Days Per Year	156	156	156	156	156
Subtotal Annual Minutes on Regular Days	37,440	70,200	65,520	65,520	67,080

	TK	Kinder	1 to 3	4 to 5	6 to 8
Minimum Days: Total Daily Minutes					
Daily Start Time	8:00 AM	8:00 AM	8:00 AM	8:00 AM	8:00 AM
Daily End Time	12:30 PM	12:30 PM	12:30 PM	12:30 PM	12:30 PM
Subtotal Minutes	270	270	270	270	270
Non-Instructional Minutes					
Recess			15	15	10
Lunch	30	30	30	30	30
Subtotal Non-Instructional Minutes	30	30	45	45	40
Total Minutes Per Minimum Day	240	240	225	225	230
Minimum Days Per Year	24	24	24	24	24
Subtotal Annual Minutes on Minimum Days	5,760	5,760	5,400	5,400	5,520

	TK	Kinder	1 to 3	4 to 5	6 to 8
Total Annual Instructional Minutes	43,200	75,960	70,920	70,920	72,600
Required Minutes	36,000	36,000	50,400	54,000	54,000
Amount Above/(Below) Minimum	7,200	39,960	20,520	16,920	18,600

Sample Voices College-Bound Language Academy Bell Schedule

TK Regular Day

8:00-10:00 (120)
10:00-10:15 Recess (15)
10:15-11:00 (45)
11:00-11:30 Lunch <30>
11:30-12:30 Intervention/Enrichment (60)

Kinder Regular Day

8:00-10:00 (120)
10:00-10:15 Recess (15)
10:15-11:00 (45)
11:00-11:30 Lunch <30>
11:30-12:30 Intervention/Enrichment (60)
12:30-2:15 (105)
2:15-2:30 Snack Recess (15)
2:30-4:00 Dismissed (90)

First Grade Regular Day

8:00-9:45 (105)
9:45-10:00 Recess <15>
10:00-11:00 (60)
11:00-11:30 Lunch <30>
11:30-12:30 Intervention/Enrichment (60)
12:30-1:45 (75)
1:45-2:00 Snack Recess <15>
2:00-4:00 Dismissed (120)

Second Grade Regular Day

8:00-10:15 (135)
10:15-10:30 Recess <15>
10:30-11:00 (30)
11:00-11:30 Lunch <30>
11:30-12:30 Intervention/Enrichment (60)
12:30-1:50 (80)
1:50 -2:05 Snack Recess <15>
2:05-4:00 Dismissed (115)

Kinder Minimum Day

8:00-10:00 (120)
10:00-10:15 Recess (15)
10:15-11:00 (45)
11:00-11:30 Lunch <30>
11:30-12:30 (60)

First Grade Minimum Day

8:00-9:45 (105)
9:45-10:00 Recess <15>
10:00-11:00 (60)
11:00-11:30 Lunch <30>
11:30-12:30 (60)

Second Grade Minimum Day

8:00-10:15 (135)
10:15-10:30 Recess <15>
10:30-11:00 (30)
11:00-11:30 Lunch <30>
11:30-12:30 (60)

Third Grade Regular Day

8:00-9:30 (90)
9:30-9:45 Recess <15>
9:45-11:20 (95)
11:20-11:50 Lunch <30>
11:50-12:30 Intervention/Enrichment (40)
12:30-1:45 (75)
1:45-2:00 Snack Recess <15>
2:00-4:00 Dismissed (120)

Third Grade Minimum Day

8:00-9:30 (90)
9:30-9:45 Recess <15>
9:45-11:20 (95)
11:20-11:50 Lunch <30>
11:50-12:30 (40)

Fourth & Fifth Grade Regular Day

8:00-9:45 (105)
9:45-10:00 Recess <15>
10:00-11:20 (80)
11:20-11:50 Lunch <30>
11:50-12:30 Intervention/Enrichment (40)
12:30-2:20 (110)
2:20-2:35 Snack Recess <15>
2:35-4:00 Dismissed (85)

Fourth & Fifth Grade Minimum Day

8:00-9:45 (105)
9:45-10:00 Recess <15>
10:00-11:20 (80)
11:20-11:50 Lunch <30>
11:50-12:30 (40)

Sixth-Eighth Grade Regular Day

	Start	End
Block 1	8:00	9:05
	9:05	10:05
Break	10:05	10:15
Block 2	10:15	11:20
Lunch	11:20	11:50
Enrichment	11:50	12:45
Block 2	12:45	1:45
Break	1:45	1:55
Block 3	1:55	3:00
	3:00	4:00

Sixth-Eighth Grade Minimum Day

	Start	End
Block 1	8:00	9:05
	9:05	10:05
Break	10:05	10:15
Block 2	10:15	11:20
Lunch	11:20	11:50
Block 3	11:50	12:30

SIOP[®] Lesson Plan Template 3

PEARSON

Topic: Persuasion and Adequate Evidence in a text	Class: ELA	Date:
Content Objectives: Identify persuasion in a text and determine whether or not the author has adequate evidence.	Language Objectives: Improve the author's argument using PROVE IT SIGNAL WORDS.	
Key Vocabulary: Evidence (Review) Fallacious reasoning (Review) Unsupported evidence (Review) Propaganda (Review) Persuasion (Review) Foreign language Cognitive Moderately	Materials (including supplementary and adapted): "Language Lends a Hand" Copies for all. It says, I say, and So Graphic Organizers	
Higher Order Questions: Why is it important to recognize persuasion? Because you can then be aware of the author's bias or opinion.		

Time:	Activities
	<p>Building Background</p> <p>Have you ever tried to convince someone to do something? Tell an example when I tried to convince my sister to move to San Francisco. One student is the parent, one student is the child. Convince your parent why you should be able to go to Voices Summer Camp or Why you should be allowed to stay home. This is called PERSUASION. "Persuasion....YOU SHOULD DO IT....Persuasion."</p> <p>Links to Experience:</p> <p>What did the NASA astronaut talk to us about languages? Talk with a partner about the benefits of us knowing two languages. Well this is an article about a person who is discussing the benefits of knowing two languages. They gives us different reasons why it is important to know these languages. Now it is our job to decide whether they have VALID EVIDENCE and to identify the PERSUASION.</p> <ol style="list-style-type: none"> 1. Discuss with your partner to remind each other what is VALID EVIDENCE 2. Share out to the class. <p>Links to Learning:</p> <p>I Do:</p> <ol style="list-style-type: none"> 1. By scanning the page, or looking over it quickly, I see some key information that already tells me this is the author's OPINION and I already know what the author's opinion will be. 2. Take a second in silence, by yourself to scan the page and see if you notice any parts that already tell us that this will be about the author's opinion, AND what his opinion will be. (1 minute) 3. Turn to a partner and discuss. Glasses are off! Yes , the word editorial and the title. 4. Hand out "It says, I say, So, And Stronger" - Explain quickly how it works. 5. Two question we want to answer: Are there examples of persuasion in the text? AND Is the author's evidence adequate? 6. I read the first paragraph. I notice that It says: "You may wants to go to college, travel,and get a good job". I say: "These are things most people want to do". So: "The author is trying to interest the reader by writing about things that interest us. The author is trying to convince, which means it is persuasion." Stronger: None because the evidence is to come. 7. We don't yet know about the author's evidence because this is only the introduction paragraph. We will see if he provides adequate evidence in the rest of the essay. 8. It says: "Many students plan to go to college. Most colleges require that students study a foreign language for at least two years in high school. I say: "I know college is very important and many people want to go to college." So: "The author is persuading us that learning a foreign language is important because it helps us get into college". Stronger: " For example, according to US News & World Report, 84% of colleges require that students have at least two years of Foreign Language experience in High School. " 9. Now, let's look at this evidence together. Does the author do a good job providing evidence for this argument. Teacher reads the paragraph outloud while students underline or highlight evidence for the author's college argument that they find. They highlight each argument a different color. Before teacher reads it is important to

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remind them that we are looking for evidence of how learning another language HELPS STUDENTS GET INTO COLLEGE. We will notice that the author provides facts like studies and test scores. Facts means strong evidence, opinion means weak evidence! They help me fill in the graphic organizer for this one. We fill up the graphic organizer through It Says, I say, and So, but we only discuss the STRONGER part. As the language objective, they will write the STRONGER part using a PROVE IT SIGNAL WORDS.

If time remains, have students mill to music and share their stronger statements.

NEXT DAY

10. On to the next paragraph, "Someday you may want to travel." What can we predict the author will try to persuade us on in this paragraph?

11. Read silently for 2 minutes. Take 4 minutes with a partner to discuss how you may fill in the graphic organizer. Any persuasion? How is the evidence? Do you feel the author used adequate evidence? Prove your point using sentence starters. Then, we fill it in together as a group.

SENTENCE STARTERS: "Yes, the author was trying to persuade the reader that...." and "The author's evidence was adequate because..."

12. After discussion with partner, complete the exit slip. Write 3-5 sentences defending whether or not the author was trying to persuade the reader and did he use adequate evidence.

NEXT DAY:

1. Students finish reading the rest of the editorial and work in partners and independently to fill in graphic organizer and answer test format questions. Finally, the 4th paragraph and answer the exit slip independently.

Key Vocabulary:

Foreign language, Cognitive, Persuasion, Opinion, Editorial

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Time:	<p>Student Activities (Check all that apply for activities throughout lesson):</p> <p><i>Scaffolding:</i> <input type="checkbox"/> Modeling <input type="checkbox"/> Guided <input type="checkbox"/> Independent</p> <p><i>Grouping:</i> <input type="checkbox"/> Whole Class <input type="checkbox"/> Small Group <input type="checkbox"/> Partners <input type="checkbox"/> Independent</p> <p><i>Processes:</i> <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Listening <input type="checkbox"/> Speaking</p> <p><i>Strategies:</i> <input type="checkbox"/> Hands-on <input type="checkbox"/> Meaningful <input type="checkbox"/> Links to Objectives</p> <p>Review and Assessment (Check all that apply):</p> <p>Individual <input type="checkbox"/> Group <input type="checkbox"/> Written <input type="checkbox"/> Oral <input type="checkbox"/></p> <p><i>Review Key Vocabulary:</i></p> <p><i>Review Key Content Concepts:</i></p>
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VOICES ASSESSMENT ANALYSIS SHEET AND INSTRUCTIONAL PLAN for Teacher: _____
Grade/Class: _____ **Subject** _____ **Date** _____ **% Met** _____ **% NOT Met** _____

CUMULATIVE REVIEW OF PROFICIENT STANDARDS –Write the standards you will address with each of the following			
Spiral in Homework	Spiral in Warm Up	Mini-Lesson	Warm up with Mini- Lesson
<u>SMALL GROUP INSTRUCTION:</u> What standards warrant more time for small-group instruction and review?		INSTRUCTIONAL PLAN HOW OR WHEN WILL YOU STRUCTURE SMALL GROUP INSTRUCTION	
<ul style="list-style-type: none"> • • • • 			

STANDARDS ANALYSIS	ANALYSIS OF WHY STUDENTS DID NOT LEARN IT	INSTRUCTIONAL PLAN- WHAT TECHNIQUES WILL YOU USE TO ADDRESS THESE STANDARDS
<p><u>WHOLE CLASS INSTRUCTION:</u> What standards warrant more time for whole-class instruction, re-teaching and review?</p> <ul style="list-style-type: none"> • • • • • • • 		
STUDENTS OF MAJOR CONCERN	WHAT THEY NEED MOST HELP WITH?	INSTRUCTIONAL PLAN—WHEN OR HOW WILL THEY GET TUTORED, SUPPORTED ADDRESSED
<ul style="list-style-type: none"> • • • • 		

6 Week Instructional Plan for _____

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

New Teacher Boot Camp: Sample

<p>1 HR: Required docs Evaluation Rubric/ Pay Summary</p> <p>Culture: Joy Factor (ex. classroom, show pictures of not- acceptable classrooms) Discipline Cooperative learning Rules Character Counts Staff Spirit of participation (events, tutoring, summer school, Saturday school. folkloric clubs, musical)</p>	<p>2 PLC Blue Binder Data and data walls Big Goals Backwards map Power standards Best Practices Assessment Diagnostics</p>	<p>4 Guided Reading (including 3 Cueing system) (Including observing, planning and teaching a lesson in summer school)</p>	<p>5 Guided Reading -cont.</p>	<p>6 Guided Reading -cont. Running Records</p>
<p>7 GR observations cont.</p> <p>SIOP/ELD Strategies</p>	<p>8 SIOP</p>	<p>9 UbD</p>	<p>10 UbD (review units)</p>	<p>11 UbD</p>
<p>12 Catch up</p>				

Teacher Summer PD: Sample

SST/SPED/504 CHECK IN: throughout month	1 Dual Immersion CCCS (Teaching channel clips) CCCS standards changes Alignment with curriculums (writing, math, etc)	2 Calendars (Field trips, workshops, science night, etc)	3 Backwards Map 3 month plan	4 Backwards Map 3 month plan	
	5 Planning (K-2) Book Clubs (3rd+) Vocabulary Development/Assessment	6 Systematic ELD	7 Systematic ELD	8 Systematic ELD	9 Open House 8:00-12:00 _____ Data Analysis
	10* Team Building Employee Handbook Nuts and Bolts Conflict Resolution Professional Expectations Bullying SafeSchools	11 Classroom prep Safe Schools RTI, SST, SPED, 504, Intervention _____ PM : AT's Discipline			

*AT's return

Retreat

School: Voices College Bound Language Academy
Grade: Fourth Grade

Instructional School Sequence

	September	October	November	December	January	February	March	April	May	June
Theme	Team Work	Heroes	Cultures & Traditions	Social Movements	Human Rights	Leadership	Wonders of Science	Environment	Our State & History	The Future & Beyond
Math CCSS	4.OA.1 4.NBT.1	4.NBT.2 4.NBT.3 4.NBT.4	4.NBT.5 4.NBT.6 4.OA.4	4.OA.5 4.MD.1	4.OA.2 4.MD.2 4.MD.3	4.OA.3 4.MD.4 4.MD.5 4.MD.6 4.MD.7	4.OA.3 4.NF.1 4.NF.2	4.OA.3 4.NF.3 4.NF.4	4.OA.3 4.NF.5 4.NF.6 4.NF.7	4.OA.3 4.G.1 4.G.3 4.G.2
Mathematical Practice 1-8										
Language Arts CCSS	4.L.1 4.L.2 4.L.3	4.L.1 4.L.2 4.L.3	4.L.4	4.L.4 4.L.5 4.L.6	4.L.4 4.L.5 4.L.6	4.L.4 4.L.5 4.L.6	4.L.4 4.L.5 4.L.6	4.L.4 4.L.5 4.L.6	4.L.4 4.L.5 4.L.6	4.L.4 4.L.5 4.L.6
Spanish Standards (non-transferable standards)	SLA 1.3.1: Identifica y emplea correctamente el uso del preterito, copreterito, pospreterito o condicional. WC 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions	SLA 1.3.1: Identifica y emplea correctamente el uso del preterito, copreterito, pospreterito o condicional. WC 1.7	SLA 1.3.1: Identifica y emplea correctamente el uso del preterito, copreterito, pospreterito o condicional. WC 1.7	SLA 1.4.1: Reconoce y aplica el use de: el punto y aparte, el punto y seguido, y el punto final WC 1.7	SLA 1.6: Escribe con mayuscula la primera letra de las palabras que componen el nombre de una revista, periodico, obras de arte, composicion musical... WC 1.7	SLA1.3.2: Identifica y emplea conjunciones WC1.7	1.4.2: Emplea el uso apropiado de la diéresis WC 1.7	WC 1.7	WC 1.7	WC 1.7
Word Work/ Fluency CCSS	4.RF.3 4.RF.4	4.RF.3 4.RF.4	4.RF.3 4.RF.4	4.RF.3 4.RF.4	4.RF.3 4.RF.4	4.RF.3 4.RF.4	4.RF.3 4.RF.4	4.RF.3 4.RF.4	4.RF.3 4.RF.4	4.RF.3 4.RF.4
Reading CCSS	4.RL.1 4.RL.2 4.RL.3	4.RL.1 4.RL.2 4.RL.3	4.RL.5 4.RL.6 4.RL.7 4.RL.9	4.RL.1 4.RL.2 4.RL.3	4.RL.1 4.RL.2 4.RL.3	4.RL.5 4.RL.6 4.RL.7 4.RL.8 4.RL.9	4.RL.5 4.RL.6 4.RL.7 4.RL.8 4.RL.9	4.RL.5 4.RL.6 4.RL.7 4.RL.8 4.RL.9	4.RL.5 4.RL.6 4.RL.7 4.RL.8 4.RL.9	4.RL.5 4.RL.6 4.RL.7 4.RL.8 4.RL.9
Guided Reading CCSS	Standards embeded through out year in Guided reading and readers workshop 4.RI.4, 4.RI.10, 4.RL.4, 4.RL.10 4.SL.1, 2, 3, 4, 5, 6 4.RF.4									
Writing CCSS	4.L.1 4.L.2 4.W.3 4.W.4 4.W.5 Reading 4.4B	4.L.1 4.L.2 4.L.3 4.W.4 4.W.5 4.W.6 4.W.8 4.W.9	4.L.1 4.L.2 4.W.1 4.W.4 4.W.5 4.W.6 4.W.8 4.W.9	4.L.1 4.L.2 4.L.3 4.W.2 4.W.4 4.W.5 4.W.6 4.W.8 4.W.9	4.L.1 4.L.2 4.L.3 4.W.2 4.W.4 4.W.5 4.W.6 4.W.8 4.W.9	4.L.1 4.L.2 4.L.3 4.W.2 4.W.4 4.W.5 4.W.6 4.W.8 4.W.9	4.L.1 4.L.2 4.W.7 4.W.5 4.W.6 4.W.8	4.L.1 4.L.2 4.L.3 4.W.7 4.W.4 4.W.5 4.W.6 4.W.8	4.L.1 4.L.2 4.L.3 4.W.7 4.W.4 4.W.5 4.W.6 4.W.8	4.L.1 4.L.2 4.L.3 4.W.7 4.W.4 4.W.5 4.W.6 4.W.8
Science CCSS NGSS	CCSS 4.SL.5 CCSS 4.SL.6 NGSS 4-LS1	CCSS 4.SL.5 CCSS 4.SL.6 NGSS 4-ESS1	CCSS 4.SL.5 CCSS 4.SL.6 NGSS 4-ESS2	CCSS 4.SL.5 CCSS 4.SL.6 NGSS 4-ESS3	CCSS 4.SL.5 CCSS 4.SL.6 NGSS 4-ESS3	CCSS 4.SL.5 CCSS 4.SL.6 NGSS 4-ESS3	CCSS 4.SL.5 CCSS 4.SL.6 NGSS 4-PS3	CCSS 4.SL.5 CCSS 4.SL.6 NGSS 4-PS3	CCSS 4.SL.5 CCSS 4.SL.6 NGSS 4-PS4	CCSS 4.SL.5 CCSS 4.SL.6 NGSS 4-PS4
Social Studies CS SS	CS SS 4.1	CS SS 4.1	CC SS 4.2	CC SS 4.2	CS SS 4.3	CS SS 4.3	CS SS 4.4	CS SS 4.4	CC SS 4.5	CC SS 4.5

September

Whole Class: 3.NBT.1, 3.NBT.2,
Spiral/Small Group: 3.G.1

Lesson 1	<p>3NBT.1: Investigations Unit 1; Session 1.1 Place Value with Stickers with chart</p> <p>SWBAT recognize and represent the place value of hundreds, tens, and ones</p> <p>SWBAT explain the words digit, standard form, expanded form and visual.</p> <p>Start with 2-digit and include a number that will need three-digit</p> <p>Reflection Journal: Model how to document their thinking process & work. --heading, date, examples, explicit, complete sentences</p>
Lesson 2	<p>3NBT.1: Investigations Unit 1; Session 1.1 Place Value with Stickers with chart</p> <p>SWBAT recognize and represent the place value of hundreds, tens, and ones</p> <p>SWBAT explain the words digit, standard form, expanded form and visual.</p> <p>Start with 2-digit and include a number that will need three-digit</p> <p>Reflection Journal: Model how to document their thinking process & work. --heading, date, examples, explicit, complete sentences -- "I learned that..."</p>
Lesson 3	<p>3NBT.1: Investigations Unit 1; Session 1.8 Different ways to make 137</p> <p>Start off with exploration Then I do , We do</p> <p>SWBAT represent a number in different ways with different combination.</p> <p>SWBAT explain their thinking with a partner.</p> <p>Reflection Journal: "I can show this idea by..."</p>
Lesson 4	<p>3NBT.1: Investigations Unit 3; Session 1.1 Making a 1000 chart</p> <p>How do you get to 1000? Students make their own 1000 chart. Work on finding numbers on the chart</p>

	<p>SWBAT construct 1000 from groups of 100</p> <p>SWBAT explain in writing how they located numbers on the chart.</p> <p>Reflection Journal: “The strategy that helped me understand this idea was...”</p>
Lesson 5	<p>3NBT.1: 4-digit numbers Reading a number and writing it</p> <p>Which of the following is the same as one-thousand four?</p> <p>*include numbers with 0</p> <p>SWBAT: read a written number and write it in standard form.</p> <p>Written reflection prompt: “The first thing I did was...”</p> <p>ATS: Geometry: Quadrilaterals Investigations Unit 4, session 3.3</p>
Lesson 6	<p>3NBT.1: 4-digit numbers Writing numbers out and reading them</p> <p>Which of the following is the same as 8024?</p> <p>SWBAT: read a number in standard form and write it in written form.</p> <p>Written reflection prompt: “The first thing I did was...”</p> <p>ATS: Geometry: Squares and Rectangles Investigations Unit 4, session 3.3</p>
Lesson 7	<p>3NBT.1: Investigations Unit 3; Session 1.2 Introduce a number line Use it to place numbers and sequence them/compare them</p> <p>SWBAT: label numbers in sequence on a number line</p> <p>Reflection prompt: First, then, next, finally...Explain why for each step.</p> <p>ATS: Parallelograms: Investigations Unit 4, session 3.4</p>
Lesson 8	<p>3NBT.1: Students are given different numbers listed on the 1000s chart. A line is drawn between the 4 and 5. Numbers in the 10s 100s and 1000s are highlighted. SWBAT: round to the nearest 10 using a highlighted chart. Reflection prompt:” What strategy did you use? How will you use this in real life?”</p> <p>ATS: Parallelograms: Investigations Unit 4, session 3.4</p>

	<p>3NBT.1: Students are given a number and round to the nearest 10. Locate the number on number line. Jump (count) the number of spaces to each of the nearest 10s. The least number of jumps indicates where you round to. SWBAT: round to the nearest 10 using a number line. Reflection prompt: "What strategy did you use? How will you use this in real life?"</p> <p>ATS: Warm-up geometry: pentagon</p>
Lesson 9	<p>3NBT.1: Students are given different numbers listed on the 1000s chart. A line is drawn between the 4 and 5. Numbers in the 10s 100s and 1000s are highlighted. SWBAT: round to the nearest 100 using a highlighted chart. Reflection prompt: "What strategy did you use? How will you use this in real life?"</p> <p>ATS: Warm-up geometry: hexagon</p>
Lesson 10	<p>3NBT.1: Students are given a number and round to the nearest 10. Locate the number on number line. Jump (count) the number of spaces to each of the nearest 10s. The least number of jumps indicates where you round to.</p> <p>SWBAT: round to the nearest 100 using a number line. Reflection prompt: What strategy did you use? How will you use this in real life?</p> <p>ATS: Warm-up geometry: octagon</p>
Lesson 11	<p>3NBT.1: Give another strategy. "Five or more, raise the score. Four or less, let it rest."</p> <p>Teach procedure for rounding without charts or number line.</p> <p>Reflection prompt: "What strategy did you use? How will you use this in real life?"</p>
Lesson 12	<p>3NBT.2 Use real life examples and realia to show addition scenarios. Have students use quick estimation to solve. ex: 56 nuggets + 111 nuggets = 170 Discuss which answers make sense.</p> <p>ATS: Student Activity: Create a tessellation with geometric shapes.</p>
Lesson 13	<p>3NBT.2: Investigations Unit 3; Session 1.5 How many 100s? ex 317 + 253 = 371 + 235 = How to look at each place value when adding and taking it into consideration when rounding</p> <p>ATS: Student Activity:</p>

	Create a tessellation with geometric shapes.
Lesson 14	<p>3NBT.2 Use chart to model how to add two numbers and move up to a larger sum.</p> <p>“What is ___ more than ___?” “What is ___ + ___?” “What is the sum of ___?” “What is the total?” “How much do I have altogether?” “How much do we have in all?”</p> <p>ex: 24 + 8 258 + 18 265 + 127</p> <p>Model efficient ways to add looking at place value and jumping those rows.</p> <p>ATS: Student Activity: Create a tessellation with geometric shapes</p>
Lesson 15	<p>3NBT.2 Use a number line to model how to add two numbers and move up a number line.</p> <p>“What is ___ more than ___?” “What is ___ + ___?” “What is the sum of ___?” “What is the total?” “How much do I have altogether?” “How much do we have in all?”</p> <p>ATS: Student Activity: Create a tessellation with geometric shapes.</p>

October

Whole Class: 3.NBT.2

Spiral/Small Group: 3.MD.1

Lesson 1	3NBT.2 Start addition word problems (include 4 –digit problems) WITHOUT regrouping. I do Read word problems Use chart paper to show visual, work , explanation
Lesson 2	3NBT.2 We do: 4-digit addition With a partner, pretend you are at a fair buying food. Find your partners and solve the word problem, using a chart to show your work. “What expression, equation, number sentence could be used to solve this problem?”
Lesson 3	3NBT.2 I do/We do: 4-digit addition Word Problems WITH regrouping. Vocab: regrouping, place value, digit Work with manipulative – how to switch your manipulative for the next place value
Lesson 4	3NBT.2 I do/We do: 4-digit addition Word Problems WITH regrouping. Vocab: regrouping, place value, digit, algorithm No manipulatives
Lesson 5	3NBT.2 Use chart to model how to add two numbers and move up to a larger sum. “What’s left?” “What is ___ - ___?” “How many remaining?” “What is the difference?” “How much more...How much less.. How much taller ...How many fewer? “How much do we have in all? ex: 24 - 8 258 - 18 265 - 127 Model efficient ways to add looking at place value and jumping those rows. ATs: 3MD.1: Tell time to the nearest hour
Lesson 6	3NBT.2 Use a number line to model how to add two numbers and move up a number line.

	<p>“What’s left?” “What is ___ - ___?” “How many remaining?” “What is the difference?” “How much more...How much less... How much taller ...How many fewer? “How much do we have in all?”</p> <p>ATs: 3MD.1: Tell time to the half hour</p>
Lesson 7	<p>3NBT.2 Start subtraction word problems w/o borrowing I do Model: lining up and putting large number on top vocab: decimal</p> <p>ATs: 3MD.1: Tell time to the nearest 5 minute interval</p>
Lesson 8	<p>3NBT.2 Model 4-digit subtraction when borrowing once</p> <p>“more on the floor, go next door.” “more on top, don’t stop” “numbers the same, zeroes the game” Use manipulatives to show why there one has to borrow.</p> <p>ATs: 3MD.1: Tell time to the nearest minute</p>
Lesson 9	<p>3NBT.2 We Do Students are at the store and they have a given budget. They need to buy something. in the classroom. Solve and show their work.</p> <p>“What expression, equation, number sentence could be used to solve this problem?”</p> <p>ATs: 3MD.1: Elapsed time</p>
Lesson 10	<p>3NBT.2 Model 4-digit subtraction when borrowing across zeroes (“Cyclops”) I do</p> <p>ATs: 3MD.1: Two ways to read the time</p>
Lesson 11	<p>3NBT.2 4-digit subtraction when borrowing with zeroes or twice. We do – white boards</p> <p>ATs: 3MD.1: Word Problems (Adding Time – given the starting time)</p>
Lesson 12	<p>3NBT.2 We Do Students are at a restaurant and they have a budget to buy food.</p>

	<p>We do. “What expression, equation, number sentence could be used to solve this problem?”</p> <p>ATs: 3MD.1: Word Problems (Elapsed – given the starting time and the end time)</p>
Lesson 13	<p>3NBT.2 Word Problems – Subtraction Use visuals to introduce height, weight, quantity and compare them vocab: difference, compare, -er suffix</p> <p>Subtraction Using numbers under 20 in word problems, teacher models. Students can help act out, use manipulatives or draw pictures.</p> <p>Investigations Unit 3 Session 4.1 – refer to it for language and examples</p> <p>ATs: 3MD.1: Word Problems (Subtraction– given the end time)</p>
Lesson 14	<p>3NBT.2 Word Problems – Subtraction Each pair is given a word problem and they must show their strategy for solving (manipulative, sentences, pictures, acting, algorithm)</p> <p>Investigations Unit 3 Session 4.1 – refer to it for language and examples.</p>
Lesson 15	<p>3NBT.2 Word Problems Subtraction Comparing: We do/You do Class gets problems with multiple digits</p> <p>Investigations Unit 3 Session 4.1 – refer to it for language and examples</p>
Lesson 16	<p>3NBT.2 Measure pumpkins to show difference and comparison</p> <p>“How much more... How much larger... How much taller... How much heavier... How much less”</p>
Lesson 17	<p>3NBT.2 Students sort word problems</p> <p>SWBAT to distinguish + and – word problems</p>
Lesson 18	<p>3NBT.2 -- + - relationship</p> <p>Use a number line or chart to move up or down. After subtracting have them add (and vice versa). Point out how you touch the same numbers.</p>

	<p>Introduce “Inverse Operation” as the opposite and a way to check your work.</p> <p>Model how to write equations.</p> <p>Introduce Test format</p>
Lesson 19	<p>3NBT.2</p> <p>-- + - relationship</p> <p>Give students a list of + and have them find the inverse operation</p> <p>Give students a – and have them find inverse operation</p>

November

Whole Class: 3.OA.8, 3.MD.8

Spiral/Small Group: 3.MD.8, 3.MD.4

Lesson 1	<p>3.OA8: Exploration of two-step problems. Share how they tried to solve the problem.</p> <p>Model two-step word problems -- dissect Read Underline important information Draw/Document your thinking/organization Reread Sequence!/organization Solve (see online resources)</p> <p>3.MD.8 Introduce how to use a ruler with inches</p>
Lesson 2	<p>3.OA8: Model two-step word problems -- dissect Read Underline important information Draw/Document your thinking/organization Reread Sequence!/organization Solve</p> <p>3.MD.8 How to break down to $\frac{1}{2}$ inches & measure</p>
Lesson 3	<p>3.OA8: I Do Use manipulatives and stories to build and take away. Students will keep track of the steps as they create. Document their designs and the numbers that are being used on paper.</p> <p>3.MD.8 How to break down to $\frac{1}{4}$ inches & measure</p>
Lesson 4	<p>3.OA8: I Do Students will solve a multi-step word problem by keeping track of the steps and their drawings on construction papers. Add the equations.</p> <p>3.MD.8 Measuring lines/objects to the inch, $\frac{1}{4}$ inch and $\frac{1}{2}$ inch. Save worksheet (see online resources livebinder)</p>
Lesson 5	<p>3.OA8: I DO</p>

	<p>Students solve problems online and document their work. www.ixl.com/math/grade-3/multi-step-word-problems</p> <p>3.MD.4 AT: Students survey students at recess and introduce line plot</p>
Lesson 6	<p>3.OA8: Students create their own word problem and solve it independently in order to turn it in.</p> <p>3.MD.4 AT: Students create a line plot based on their data</p>
Lesson 7	<p>3.OA8: Scramble. Students switch word problems and solve each other's. Repeat.</p> <p>3.MD.4 AT: Class uses last week's worksheet to create a line plot with measurements</p>
Lesson 8	<p>3MD8: Investigations Unit 4; Session 1.2 Introducing perimeter – find and measure around the room Perimeter song! "Perimeter is around... You add up all the sides..." Journal: What is perimeter?</p> <p>3.MD.4 AT: livebinder worksheet independent work: How to break down to 1/4 inches & measure</p>
Lesson 9	<p>3MD8: Investigations Unit 4; Session 1.4 Perimeter Problems – create different shapes with the same perimeter Model drawing 2 different pools with the same perimeter. Emphasize that the pools look different and have different dimensions, but are the same perimeter.</p>
Lesson 10	<p>3MD8: Test format practice I do, We do, You do Which shape has a perimeter of ...? What is the perimeter of this figure? Which does NOT have a perimeter of ...? ___ says this has a perimeter of ___. Is that correct? Why or why not?</p> <p>AT: Students survey students at recess (your favorite ice cream)</p>
Lesson 11	<p>3MD8: Test format practice I do, We do, You do Which shape has a perimeter of ...? What is the perimeter of this figure? Which does NOT have a perimeter of ...? ___ says this has a perimeter of ___. Is that correct? Why or why not?</p> <p>AT: Students survey students at recess (your favorite ice cream)</p>

Lesson 12	<p>3MD8: Missing Measures Students find the missing length when given a polygon with a set perimeter. What is the missing length? Start with the total. Subtract the sides. Model on chart paper. We do. You do.</p> <p>AT: Students create a line plot based on their data</p>
Lesson 13	<p>3MD8: Missing Measures Use opposite sides to help you. Students find the missing length when given the rest of the lengths of the polygon (see common core pilot test) Vocab: Parallels sides, horizontal length, vertical length Journal: What is one way to find the missing length? Which do you prefer?</p> <p>AT: Class uses last week's worksheet to create a line plot with measurements</p>
Lesson 14	<p>3MD8: Task: Students will design a blueprint for a park or building in Whoville in Dr. Seuss' Horton Hears a Who. They must select at least 3 different polygons (limited perimeter of 100).</p> <p>AT: Understand what a picture graph is and how to read it vocab: key, categories, rows, columns, title, picture</p>

December

Whole Class: 3.MD.5, 3.MD.5a, 3MD.5b

Lesson 1	3MD5: 3MD5a: 3MD5b: Investigation Unit 4; 2.1 Tetrominoes
Lesson 2	3MD5: 3MD5a: 3MD5b: Investigation Unit 4; 2.2
Lesson 3	3MD5: 3MD5a: 3MD5b: Investigation Unit 4; 2.3
Lesson 4	3MD5: 3MD5a: 3MD5b: Investigation Unit 4; 2.4 & 5
Lesson 5	3MD5: 3MD5a: 3MD5b: Test Format How to check your work, label the area, count up $\frac{1}{2}$ square units
Lesson 6	3MD5: 3MD5a: 3MD5b: SWBAT deconstruct an irregular shape and find the perimeter and the area. Model. We do – use construction paper shapes to “cut up” into small rectangles and find perimeter/area See worksheet
Lesson 7	3MD5: 3MD5a: 3MD5b: Performance Task Students are contracted for another Whoville building. They must tile three buildings and calculate the area to be tiled and how many “square tiles” will be used. One floor plan has some tiles in place. Another one has the perimeter. The last is an irregular shape with some measurements missing.
Lesson 8	3MD5: 3MD5a: 3MD5b: Performance Task: Students are contracted for another Whoville building. They must tile three buildings and calculate the area to be tiled and how many “square tiles” will be used. One floor plan has some tiles in place. Another one has the perimeter. The last is an irregular shape with some measurements missing.

January

Whole Class: 3.OA.8

Spiral/Small Group: 3.MD.1

Lesson 1	<p>3.OA8: Exploration of two-step problems. Share how they tried to solve the problem. Use manipulatives and stories to build and take away.</p> <p>You have 34 starbursts. Your friend asks you for 12 starbursts. The next day your sister asks you for 5 starbursts. How many starbursts are left?</p> <p>Model two-step word problems -- dissect Read Underline important information Explore for 10 min. Discuss Model Draw/Document your thinking/organization Reread Sequence!/organization Solve (see online resources)'</p> <p>ATs: 3MD1: Elapsed time</p>
Lesson 2	<p>3.OA8: Model two-step word problems -- dissect Use manipulatives and stories to build and take away.</p> <p>You have 23 candies. Your friend has 24 candies. You decide to put all the candy together and share. However, you and your friend end up eating 17 candies. How many are left?</p> <p>Model two-step word problems -- dissect Read Underline important information Explore for 10 min. Discuss Draw/Document your thinking/organization Reread Sequence!/organization Solve</p> <p>ATs: 3MD1: Two ways to read the time</p>
Lesson 3	<p>3.OA8: Model two-step word problems -- dissect we Do Use manipulatives and stories to build and take away.</p>

	<p>You had 18 candies. Your mom gave you 16 more! Then you ate 7. How many are left?</p> <p>Model two-step word problems -- dissect Read Underline important information Explore for 10 min. Discuss Draw/Document your thinking/organization Reread Sequence!/organization Solve</p> <p>Students will keep track of the steps as they create. Document their designs and the numbers that are being used on paper.</p> <p>ATs: 3MD1: Word Problems (Adding Time – given the starting time)</p>
Lesson 4	<p>3.OA8: Model two-step word problems -- dissect we Do Use manipulatives and stories to build and take away.</p> <p>You buy 3 candies at the store. You buy 27 more at the mall. Your partner bought the same amount of candies you did! How many do you have altogether?</p> <p>Model two-step word problems -- dissect Read Underline important information Explore for 10 min. Discuss Draw/Document your thinking/organization Reread Sequence!/organization Solve</p> <p>ATs: 3MD1: Word Problems (Elapsed – given the starting time and the end time)</p>
Lesson 5	<p>3.OA8: I Do Students will solve a multi-step word problem by keeping track of the steps and their drawings on construction papers. Add the equations.</p> <p>ATs: 3MD1: Elapsed time problems Common Core Coach p 129 – 133</p>
Lesson 6	<p>3.OA8: I Do Students will solve a multi-step word problem by keeping track of the steps and their drawings on construction papers. Add the equations.</p>

	<p>ATs: 3MD1: Elapsed time problem Common Core Coach p 129 – 133</p>
Lesson 7	<p>3.OA8: I DO Students solve problems online and document their work. www.ixl.com/math/grade-3/multi-step-word-problems</p> <p>Blanca had \$13. Then she saved \$7 from her allowance and spent \$3 on a comic book and \$13 on a puzzle. How much money does Blanca have left?</p> <p>ATs: 3MD1: Elapsed time problems – 2 step problems Common Core Coach p 129 – 133</p>
Lesson 8	<p>3.OA8: I DO Students solve problems online and document their work. www.ixl.com/math/grade-3/multi-step-word-problems</p> <p>Brandy needs 20 cartons of berries to make a berry cobbler. She already has 5 cartons of strawberries and 2 cartons of blueberries. How many more cartons of berries should Brandy buy?</p> <p>ATs: 3MD1: Elapsed time problems – 2 step problems Common Core Coach p 129 – 133</p>
Lesson 9	<p>3.OA8: Students create their own word problem and solve it independently in order to turn it in.</p> <p>AT: Introduce how to use a ruler with inches</p>
Lesson 10	<p>3.OA8: Scramble. Students switch word problems and solve each other's. Repeat.</p> <p>AT: How to break down to $\frac{1}{2}$ inches & measure</p>

February

Whole Class: 3.MD.6, 3.MD.7a,b,c,d, 3.MD.8, 3.MD.5, 3MD.5a, 3.MD.5b, 3.OA.1, 3.OA.3, 3.OA.5
Spiral/Small Group: 3.MD.2

Lesson 1	<p>3MD5, 3MD5a, 3MD5b Investigation Unit 4; 2.1 Tetrominoes – Class makes figures with four cubes. Point out that all tetrominoes have same area. Vocab: AREA</p> <p>AT: Answer the questions: How many more....? How many less...? Being able to compare information within a graph</p> <p>AT: Read a key carefully to get accurate data & answer questions</p>
Lesson 2	<p>3MD5, 3MD5a, 3MD5b Investigation Unit 4; 2.2 Students cover up an 8 x 10 grid with different tetrominoes Which tetrominoe worked best? Can you have any gaps? What is area?</p> <p>AT: Answer the questions: How many more....? How many less...? Being able to compare information within a graph</p> <p>AT: Create their own picture graph with data and their own key (favorite color – crayon picture)</p>
Lesson 3	<p>3MD5, 3MD5a, 3MD5b, 3MD6 Investigation Unit 4; 2.3 Vocab: Square units Students find the area of different figures by counting the square units.</p> <p>AT: Answer the questions: How many more....? How many less...? Being able to compare information within a graph AT: Write about the picture graph they have created</p>
Lesson 4	<p>3MD5, 3MD5a, 3MD5b, 3MD6</p> <p>Find the area of your foot. Students trace foot and try to count up the square units of their foot.</p> <p>My foot has an area of about ___- square units.</p>
Lesson 5	<p>3MD5, 3MD5a, 3MD5b, 3MD6</p>

	<p>Test format Introduce counting the whole square units in different formats. I do , We do , You do Model how to label each square to make sure its counted.</p> <p>What is the area of this figure? Which figure has an area of 15 units? Which does NOT have an area of ____ units?</p>
Lesson 6	<p>3MD7a, 7b, 7c Test format Quickly find the area of each rectangular figure with multiplication. I do, We Do, You do Vocabulary: area, formula, length, width Brain Pop Jr >video</p> <p>Journal: What are some different strategies for finding area?</p>
Lesson 7	<p>3MD5, 3MD5a, 3MD5b, 3MD6</p> <p>$\frac{1}{2}$ square units Show students how half square units can be added together to make one whole square unit. Connect the half squares and count as one.</p>
Lesson 8	<p>3MD5, 3MD5a, 3MD5, 3MD6</p> <p>Students create a lego self. They must label the perimeter and area of each section. Point out that the perimeter and area are often different.</p> <p>The area of my hair is ---. The perimeter of my hair is ----.</p>
Lesson 9	<p>3MD5, 3MD5a, 3MD5b, 3MD6, 3MD8</p> <p>Students create a lego self. They must label the perimeter and area of each section. Point out that the perimeter and area are often different.</p> <p>The area of my hair is ---. The perimeter of my hair is ----.</p>
Lesson 10	<p>3MD7a, 7b, 7c, 7d Finding the area of an irregular figure. Model how to cut up an irregular figure into two rectangles. Use area formula. Add up the area. Use paper to cut up and tape to put back together. Use correct length and width.</p> <p>Vocabulary: irregular figure, formula, area</p>
Lesson 11	<p>3MD7a, 7b, 7c, 7d Finding the area of an irregular figure. Students will cut up different irregular figures into two rectangles. Use area formula. Add up the area. Use paper to cut up and tape to put back together. Use correct length and width. Work in partners.</p>
Lesson	3MD7a, 7b, 7c, 7d

12	<p>Use worksheet to find the area of irregular figures. Model with powerpoint examples. Have kids shade in the two rectangles they see and label the area for each. Youtube video.</p> <p>How do you find the area of an irregular figure?</p>
Lesson 13	<p>3MD7a, 7b, 7c, 7d, 3MD8 Performance Task</p> <p>Students will create another building for WHOville. They need to paint a building in three different colors. To do so, they must find the area for each wall, some with given dimensions, some with missing dimensions and finally an irregular wall. What is the area of the wall? How do you know? Defend your position. Draw what it will look like. Label all the lengths.</p>
Lesson 14	<p>3MD7a, 7b, 7c, 7d, 3MD8 Performance Task</p> <p>Students will create another building for WHOville. They need to paint a building in three different colors. TO do so, they must find the area for each wall, some with given dimensions, some with missing dimensions and finally an irregular wall. What is the area of the wall? How do you know? Defend your position. Draw what it will look like. Label all the lengths.</p>
Lesson 15	<p>3MD7a, 7b, 7c, 7d, 3MD8 Performance Task</p> <p>Students will create another building for WHOville. They need to paint a building in three different colors. TO do so, they must find the area for each wall, some with given dimensions, some with missing dimensions and finally an irregular wall. What is the area of the wall? How do you know? Defend your position. Draw what it will look like. Label all the lengths.</p>

March

Whole Class: 3OA1, 3OA3, 3NBT, 3OA5

Spiral/Small Group:

Lesson 1	<p>3OA1, 3OA3, 3NBT, 3OA5</p> <p>Investigations Unit 5</p> <p>Session 1.1</p> <p>Many Things Come in Groups</p> <p>Students generate list of things that come in groups up to 12. They write a small story and use visuals to count the total.</p> <p>AT: Answer the questions: How many more....? How many less...? Being able to compare information within a graph</p> <p>3MD2</p> <p>AT: Common Core Coach</p> <p>Mass Lesson 14</p> <p>Introduce mass, grams, kilograms</p>
Lesson 2	<p>3OA1, 3OA3, 3NBT, 3OA5</p> <p>Session 1.2</p> <p>How Many in Several Groups</p> <p>There are _____ groups. Each group has _____. There are _____ in all. A _____ has _____. There are _____ (groups). There are _____ in total. I do, We do, You Do</p> <p>3MD2</p> <p>AT: Bring in scales, allow students to feel weight of grams; measure objects in class</p>
Lesson 3	<p>3OA1, 3OA3, 3NBT, 3OA5</p> <p>Session 1.3</p> <p>Solving Multiplication Problems</p> <p>“Multiplication is when you are working with equal groups. You want to find the total.”</p> <p>Vocabulary: factors, product</p> <p>Journal entry: Write down the vocabulary</p> <p>3MD2</p> <p>AT: Transparency practice for mass</p>
Lesson 4	<p>3OA1, 3OA3, 3NBT, 3OA5</p> <p>Session 1.4</p> <p>Many Things Come in Groups</p> <p>Show students that there is more than one way to solve a multiplication problem Model strategies: visuals, skip counting, equation</p> <p>Journal entry: There are many different ways to solve a multiplication problem. One strategy is _____. Another strategy is _____.</p>

	<p>3MD2 AT: Common Core Coach Capacity Lesson introduce volume/capacity, milliliters, liters Show youtube video</p>
Lesson 5	<p>3OA1, 3OA3, 3NBT, 3OA5 Session 2.1 Highlighting Multiples on Hundreds Chart Sing skip-counting songs. Model how to color in multiples on dry-erase sheet. Start with 3s, 4s, 5s, 10s. Discuss patterns. Vocab: Multiples</p> <p>3MD2 AT: Transparency practice p 137 AT: Bring in beakers to measure volume in class, liter of sodas, eyedroppers, water bottles and feel weight Look at it at EYE LEVEL</p>
Lesson 6	<p>3OA1, 3OA3, 3NBT, 3OA5 Session 2.2 More Multiples Discuss the relationship between 2s and 4s, 3s and 6s. Point out how you double the factor so you double the product. I do, We do, You do</p> <p>AT: Introduce pounds and ounces with pictures</p>
Lesson 7	<p>3OA1, 3OA3, 3NBT, 3OA5 Common Core Coach Skip Counting Lesson 7 Use a number line to skip count. Students use white board to skip count. I need to skip count by _____, _____ times. Students label the total number of jumps and circle the product.</p> <p>AT: bring in a scale and canned food or fruit to feel weight</p>
Lesson 8	<p>3OA1, 3OA3, 3NBT, 3OA5 Common Core Coach Repeated Addition Lesson 8 I do, We Do, You Do with chart paper, white board and worksheet</p> <p>AT: Transparency practice for pounds and ounces</p>
Lesson 9	<p>3OA1, 3OA3, 3NBT, 3OA5 Session 2.3 Solving related Story Problems Model solving problem sets. Example: important information is in the first problem; use the answer in the first problem to help you solve the second. Have students refer to Steps for Solving MultiStep Word Problems cheat sheet</p>

	AT: Adding masses to find total mass or subtracting capacities (lesson 14)
Lesson 10	3OA1, 3OA3, 3NBT, 3OA5 Session 2.4 Patterns and Relationships AT: Adding masses to find total mass or subtracting capacities (lesson 14)
Lesson 11	3OA1, 3OA3, 3NBT, 3OA5 Session 2.6 Using Multiplication Combinations AT: Comparing masses and capacities (lesson 14)
Lesson 12	3OA1, 3OA3, 3NBT, 3OA5 Session 3.1 Arranging Chairs (arrays) Introduce the activity to set up chairs in equal rows. Investigate. Introduce what an array is. Have kids investigate other arrays with different products. AT: Multiplying masses and capacities (lesson 14)

April

Whole Class: 3.OA.1, 3.OA.3, 3.OA.4, 3.OA.5, 3.OA.6, 3.OA.7

Spiral/Small Group:

Lesson 1	<p>3.OA1 Session 3.2 Investigating Arrays Vocabulary: arrays, columns, rows, equations Show strategies for counting up the total in different arrays. Journal: What is an array? How does it help us solve multiplication problems?</p> <p>AT: Spiral all standards with daily warm up</p>
Lesson 2	<p>3.OA1 Session 3.3 Finding the number of squares in an Array Show how to cut a large array into two or three small arrays. Label each small array with an equation. Add up the products.</p> <p>AT: Spiral all standards with daily warm up</p>
Lesson 3	<p>3.OA5 Common Core Coach Lesson 8 Problem Solving (Distributive property) $5 \times 18 = 5 \times 8 + 5 \times 10$ Relate to how we broke up arrays the day before. I do, We Do, You Do $4 \times 13 = 4 \times (10 + 3) = 4 \times 10 + 4 \times 3 = 40 + 12 = 52$</p> <p>AT: Spiral all standards with daily warm</p>
Lesson 4	<p>3.3.OA1 Session 3.4 Array Games Part 1 Count & Compare AT: Spiral all standards with daily warm up</p>
Lesson 5	<p>3.OA1, 3.OA3, 3.OA7 Session 3.5 Learning Multiplication Combinations Combinations I know/Combinations I don't know Show students how to track the arrays or multiplication equations they are still struggling with in their math journal.</p> <p>AT: Spiral all standards with daily warm up</p>
Lesson 6	<p>3.OA1, 3.OA3, 3.OA7 Session 3.6 Array Games Part 2 Teach new center with multiplication games</p> <p>AT: Spiral all standards with daily warm up</p>
Lesson 7	<p>3.OA7 Show multiplication table; time students to fill it out</p>

	<p>Model .</p> <p>Highlight missed ones; send home for homework and practice</p> <p>Journal: How will you use multiplication in real life?</p> <p>AT: Spiral all standards with daily warm up</p>
Lesson 8	<p>3.OA2, 3.OA3, 3.OA4, 3.OA6</p> <p>Session 4.1 Solving Division Problems</p> <p>Introduce a division problem. Discuss how it is different from multiplication. “Division is when you already know the total. You are sharing or trying to make equal groups.”</p> <p>Use manipulatives (cubes) to solve different problems together as a class.</p> <p>Vocabulary: Quotient, Dividend, Divisor</p> <p>AT: Spiral all standards with daily warm up</p>
Lesson 9	<p>3.OA2, 3.OA3, 3.OA4</p> <p>Common Core Coach</p> <p>Skip Counting Backward lesson 9</p> <p>Students will use the number line to divide. Show them to start at the dividend! Then they jump backwards by the divisor. Count the jumps they made. That is the quotient.</p> <p>Use white boards; I do, We Do, You do (worksheet)</p> <p>AT: Spiral all standards with daily warm up</p>
Lesson 10	<p>3.OA2, 3.OA3, 3.OA4, 3.OA6</p> <p>Common Core Coach</p> <p>Modeling Division</p> <p>Lesson 9 – Show different ways of setting up an equation. Solve using manipulatives, number line, skip counting or visuals.</p> <p>Journal: Students write out vocabulary and label a division equation</p> <p>AT: Spiral all standards with daily warm up</p>
Lesson 11	<p>3.OA2, 3.OA3, 3.OA4, 3.OA6</p> <p>Common Core Coach</p> <p>Understanding Multiplication (inverse) Lesson 10</p> <p>Remind students what inverse means. Model how to find the missing number by writing the inverse equation.</p> <p>Journal: How does knowing your multiplication times tables help you solve division problems?</p> <p>AT: Spiral all standards with daily warm up</p>
Lesson 12	<p>3.OA2, 3.OA3, OA4, OA6</p> <p>Common Core Coach</p> <p>Lesson 10 Practice</p> <p>Small groups for division. Make sure students check work with inverse operation.</p>

	AT: Spiral all standards with daily warm up
Lesson 13	<p>OA3, OA4, OA6 Session 4.2 Multiply or Divide? Use a multiplication/division table to help you sort multiplication or division problems. Think aloud the differences. Highlight important parts. Make a visual. I know this is _____ because _____ and _____.</p> <p>AT: Spiral all standards with daily warm up</p>
Lesson 14	<p>OA3, OA4, OA6 Multiply or Divide (word problem sort) Kids work in pairs. Model one or two problems together. They cut & paste onto construction paper. Add a sentence explaining your thinking. Share as a class.</p> <p>AT: Spiral all standards with daily warm up</p>
Lesson 15	<p>OA3, OA4, OA6 Multiply or Divide (word problem worksheet) Model solving problems with a multiplication vs. division table. Follow steps for word problems. I do We Do You do</p> <p>AT: Spiral all standards with daily warm up</p>
Lesson 16	<p>OA7 Time (drill) for division problems through 100</p> <p>AT: Spiral all standards with daily warm up</p>

May

Whole Class: 3.OA.3, 3.NF.1, 3.NF.2a, 3.NF.2b, 3.NF.3c, 3.NF.3d

Spiral/Small Group:

Lesson 1	<p>OA3 Session 4.3 Writing Story Problems Students will write their own multiplication and division story problems. Pick from list of things that come in groups. Use sentence starters for multiplication and division.</p> <p>AT: Spiral all standards with daily warm up</p>
Lesson 2	<p>OA3 Session 4.3 Writing Story Problems Students will continue write their own multiplication and division story problems. Pick from list of things that come in groups. Use sentence starters for multiplication and division.</p> <p>AT: Spiral all standards with daily warm up</p>
Lesson 3	<p>NF.1 Unit 7 Session 1.1 Making Fair Shares Students will share brownies with 2, 3, 4, 6, 8 friends and learn the fraction names for each. Vocab: denominator, numerator, fraction Journal: Vocabulary entry</p>
Lesson 4	<p>NF.3c Discuss the idea of a whole by looking at the numerator and denominator. Have different examples (6/1, 3/1, 4/4, 3/3) Vocab: whole</p>
Lesson 5	<p>NF.1 Unit 7 Make a model of the fractions starting with one whole Fractions sets. Have students work in pairs to fold and label each fraction pieces. Vocab: half, thirds, fourths, fifths, sixths, eights</p>
Lesson 6	<p>NF.1 Show that you can count more than one piece. 2/3, 3/4, 5/6 Count the number of pieces – numerator; total number of pieces -- denominator</p> <p>Brain Pop Video</p>
Lesson 7	<p>NF.3d Fractions that are the same name are not necessarily the same size. Ex. 3/4 of a large pizza is bigger than 1/2 on a tiny pizza Have kids cut different sized objects into the same fraction. Are they the same size? Why</p>

	<p>or why not? Use manipulatives. Have kids color in same fractions on different wholes worksheet.</p> <p>Journal: What did you learn about fractions today?</p>
Lesson 8	<p>NF.1 Shading Ex: Here's a pie. Shade $\frac{2}{6}$ of the pie. Here is a pie. What fraction is shaded?</p>
Lesson 9	<p>NF.3d Ordering fractions (smallest to largest) Unit 7 Session 1.2 Use fraction sets to order fractions. Compare different fractions. How do you know it's larger? How do you know it's smaller? Show how a greater denominator means you have cut more pieces and therefore small fractions. "The greater the denominator, the smaller the pieces."</p>
Lesson 10	<p>NF.3d Comparing fractions $\frac{1}{3} < \frac{1}{5}$ Draw a visual with the same whole. Look at the denominator.</p> <p>Journal: Kimmy says $\frac{1}{6}$ is larger than $\frac{1}{4}$ of a cake. Do you agree or disagree? Why or why not?</p>
Lesson 11	<p>NF.2a, 2b Common Core Support Coach p.15 Plotting unit fractions on a number line Model how a whole is represented on a number line. Review denominator and numerator and label these on the number line. Model cutting up a number line into fractions.</p>
Lesson 12	<p>NF.2a, 2b Common Core Support Coach p.15 Plotting unit fractions on a number line Have students plot fractions on their own number lines.</p>
Lesson 13	<p>NF.1 Adding fractions & Subtracting fractions Fraction word problems "When adding or subtracting fractions, the denominator stays the same." Model why this happens with visuals. I do, We Do, You do on white boards</p> <p>Journal: What steps could you take when adding or subtracting fractions?</p>
Lesson 14	<p>NF.1 Read Aloud Book on fractions Review fraction names, vocabulary, wholes, comparing fractions</p>
Lesson	NF.1, NF.3 Word Problems

15	<p>P.23 Common Core</p> <p>Model solving word problems. Read, reread, highlight, visualize, solve, check work. I do, We do I know this is _____ because _____ and _____.</p>
Lesson 16	<p>NF.1, NF.3 Word Problems P.23 Common Core Students solve word problems with fractions independently.</p>

Turn in TODAY!!!!

Grade Level Team Collaboration

"Talk is NOT Cheap!"

PLC Members:

Date:

Start Time:

End Time:

Standard: _____

Content Objective: _____

Language Objective: _____

Data Results (must include students by name if below proficient):

Accomplished tasks (created formative assessment, refined lesson, de-constructed standards, changes to calendar). **Please attach relevant documents.**

The team requests assistance with the following: _____

Norm(s) the team need to work on?

MONTH/WEEK	ACTIVITY	TOPIC	OBJECTIVE
SEPTEMBER			
WEEK 1	SOS PROGRAM LESSON 1	INTRO: GET READY TO TACKLE NEW CHALLENGES	DESCRIBE FIVE WAYS THAT MIDDLES SCHOOL PRESENTS MORE ORGANIZATIONAL CHALLENGES THAN ELEMENTARY SCHOOL; IDENTIFY CHARACTERISTICS OF MIDDLE SCHOOL STUDENTS; & IDENTIFY EXAMPLES OF UNPRODUCTIVE WORK MANAGEMENT AND ORGANIZATIONAL PRACTICES.
WEEK 2	SOS PROGRAM LESSON 2	HOW TO ORGINIZE A GOOF-PROOF BINDER	CONNECT HAVING AN IRGANIZED BINDER WITH THE ABILITY TO QUICKLY LOCATE A FILE HOMEWORK, HANDOUTS, AND INFORMATION.
WEEK 3	SOS PROGRAM LESSON 3	HOW IS A PLANNER LIKE A RADAR	DESCRIBE 3 SCHEDULES THAT THEY SHOULD TRACK IN THEIR PLANNERS, & RECORD A VARIETY OF ANNUAL, CLASS, AND PERSONAL SCHEDULE ITEMS IN THEIR PLANNER.
OCTOBER			
WEEK 1	CHRONICLES VIDEO	RESPECT	EXPLORE <u>RESPECT</u> THROUGH THE THOUGHTS AND PERSONAL EXPERIENCES OF YOUNG PEOPLE THROUGHOUT THE U.S.
WEEK 2	WISE SKILL	SELF-RESPECT & RESPECT FOR AUTHORITY	SEE THE IMPORTANCE OF TREATING THEMSELVES WITH RESPECT, & SEE THE BENEFITS OF OBEYING THEIR PARENTS, TEACHERS, AND OTHERS IN AUTHORITIES.
WEEK 3	WISE SKILL	RESPECT FOR OTHERS & TOLERANCE	UNDERSTAND THE IMPORTANCE OF HAVING RESPECT FOR OTHERS, & SEE THE IMPORTANCE OF ACCEPTING PEOPLE WHO ARE DIFFERENT FROM THEM.
WEEK 4	SOS PROGRAM LESSON 4	STUDY BUDS & TAKING THE GRRR OUT OF A GROUP PROJECT	LIST THE BENEFITS OF HAVING A MIDDLE SCHOOL STUDY BUD; ANTICIPATE AND RESOLVE PROBLEMS OFTEN ENCOUNTERED ON A MIDDLE SCHOOL GROUP PROJECT; AND USE A GROUP PROJECT ORGANIZER TO SUCCESSFULLY ORGANIZE A GROUP PROJECT.
WEEK 5	GUIDE TO COLLEGE LESSON 1	COLLEGE - WHAT'S IN IT FOR YOU?	DEFINE 3 COLLEGE PATH VOCABULARY TERMS; LIST 6 BENEFITS OF A COLLEGE EDUCATION; COMPARE ECONOMIC AND SOCIAL BENEFITS OF A COLLEGE EDUCATION; AND CALCULATE THE YEAR THEY WILL GO TO AND GRADUATE FROM COLLEGE.
NOVEMBER			
WEEK 1	CHRONICLES VIDEO	RESPONSIBILITY	EXPLORE <u>RESPONSIBILITY</u> THROUGH THE THOUGHTS AND PERSONAL EXPERIENCES OF YOUNG PEOPLE THROUGHOUT THE U.S.
WEEK 2	WISE SKILL	DEPENDABILITY & PERSEVERANCE	SEE THE IMPORTANCE OF BEING RESPONSIBLE AND DEPENDABLE AT HOME AND IN SCHOOL; AND UNDERSTAND THE IMPORTANCE OF PERSEVERANCE AND WORKING HARD EVEN WHEN THEY FEEL LIKE GIVING UP.
WEEK 3	WISE SKILL	INITIATIVE & EFFORT, & BEING A GOOD EXAMPLE	SEE THE IMPORTANCE OF INITIATIVE AND PUTTING THEIR BEST EFFORT INTO WHAT THEY DO; AND SEE THE IMPORTANCE OF BEING A GOOD EXAMPLE TO OTHERS.
WEEK 4	GUIDE TO COLLEGE LESSON 2	SPY COLLEGE CAMPUS	DEFINE 9 COLLEGE PATH VOCABULARY TERMS; LIST 10 FEATURES COMMON TO MOST COLLEGE CAMPUSES; AND LOCATE FEATURES ON A COLLEGE CAMPUS MAP.
JANUARY			
WEEK 1	CHRONICLES VIDEO	TRUSTWORTHINES	EXPLORE <u>TRUSTWORTHINESS</u> THROUGH THE THOUGHTS AND PERSONAL EXPERIENCES OF YOUNG PEOPLE THROUGHOUT THE U.S.
WEEK 2	WISE SKILL	HONESTY & KEEPING A GOOD CONSCIENCE	SEE THE IMPORTANCE OF BEING HONEST; AND UNDERSTAND THE IMPORTANCE OF MAKING GOOD CHOICES AND HAVING A GOOD CONSCIENCE.
WEEK 3	SOS PROGRAM LESSON 5	HOW TO IMPRESS YOUR MIDDLE SCHOOL TEACHER	DESCRIBE THEIR PERSONAL RESPONSIBILITIES IN MIDDLE SCHOOL, & ARTICULATE HOW TO RESPONSIBLY SOLVE MIDDLE SCHOOL DILEMMAS INVOLVING MATTERS OF PERSONAL RESPONSIBILITY.
WEEK 4	GUIDE TO COLLEGE LESSON 3	LET'S GO TO COLLEGE	DEFINE 7 COLLEGE PATH VOCABULARY TERMS; DESCRIBE BASIC COLLEGE SELECTION CRITERIA: REGION, ACADEMICS, SETTING, SIZE, PERSONALITY, AND AFFILIATION; AND CONCLUDE THAT WITH NUMEROUS AND DIVERSE COLLEGES IN THE U.S., THERE IS A GOOD COLLEGE FIT FOR EVERY STUDENT.
FEBRUARY			
WEEK 1	CHRONICLES VIDEO	FAIRNESS	EXPLORE <u>FAIRNESS</u> THROUGH THE THOUGHTS AND PERSONAL EXPERIENCES OF YOUNG PEOPLE THROUGHOUT THE U.S.
WEEK 2	WISE SKILL	COMMUNICATION AND RESOLVING CONFLICT	SEE THE IMPORTANCE OF EFFECTIVELY COMMUNICATING THEIR NEEDS AND FEELINGS WITH OTHERS; AND SEE THE IMPORTANCE OF SOLVING DISAGREEMENTS PACEFULLY AND GAIN SKILL FOR EFFECTIVE CONFLICT RESOLUTION.
WEEK 3	SOS PROGRAM LESSON 6	TUN'N IN AND TAKING "TO DO" NOTES	LIST 5 EXAMPLES OF "TO DO" INFORMATION; EXPLAIN HOW SMALL "TO DO" ERRORS CAN IMPACT A STUDENT'S FINAL GRADE; AND DESIGN A NOTE FORM THAT SUPPORTS PERSONAL NOTE-TAKING NEEDS.
WEEK 4	GUIDE TO COLLEGE LESSON 4	ROAD TRIP!	DEFINE 5 COLLEGE PATH VOCABULARY TERMS; COMPARE AND CONTRAST COLLEGES BASED ON COLLEGE SELECTION CRITERIA; AND FORMULATE PERSONAL IMPRESSIONS OF COLLEGES AND UNIVERSITIES.
MARCH			
WEEK 1	CHRONICLES VIDEO	CARING	EXPLORE <u>CARING</u> THROUGH THE THOUGHTS AND PERSONAL EXPERIENCES OF YOUNG PEOPLE THROUGHOUT THE U.S.
WEEK 2	GUIDE TO COLLEGE LESSON 5	LET'S APPLY TO COLLEGE	DEFINE ELEVEN COLLEGE PATH VOCABULARY TERMS; DESCRIBE THE BASIC COLLEGE APPLICATION PROCESS; AND WRITE A PERSONAL STATEMENT ESSAY REFLECTING ON AN ASPECT OF THEIR COLLEGE READINESS.
APRIL			
WEEK 1	WISE SKILL	FRIENDSHIP & COOPERATION	SEE THE IMPORTANCE OF POSITIVE FRIENDSHIPS AND LEARN HOW TO BE A GOOD FRIEND; AND SEE THE IMPORTANCE OF COOPERATION AND WORKING WELL TOGETHER WITH OTHERS.
WEEK 2	WISE SKILL	COURAGE AND COMPASSION	SEE THE IMPORTANCE OF SHOWING COURAGE IN THEIR RELATIONSHIPS; AND SEE THE IMPORTANCE OF HAVING COMPASSION AND SHOWING KINDNESS TOWARDS OTHERS.
WEEK 3	SOS PROGRAM LESSON 7	DESIGNER'S CHALLENGE: A WORKSPACE THAT ROCKS!	DESCRIBE THE FEATURES OF A PRODUCTIVE HOME WORKSPACE; AND CREATE A PLAN FOR SETTING UP AND STOCKING A PRODUCTIVE HOME WORKSPACE.
WEEK 4	GUIDE TO COLLEGE LESSON 6	MOVE-IN DAY	DEFINE 7 COLLEGE PATH VOCABULARY TERMS; DESCRIBE A BASIC DORM ROOM AND RESIDENCE HALL FEATURES; AND EXPLAIN HOW ROOMMATES ARE SELECTED AND METHODS FOR RESOLVING ROOMMATE CONFLICT.
MAY			
WEEK 1	CHRONICLES VIDEO	CITIZENSHIP	EXPLORE <u>CITIZENSHIP</u> THROUGH THE THOUGHTS AND PERSONAL EXPERIENCES OF YOUNG PEOPLE THROUGHOUT THE U.S.
WEEK 2	WISE SKILL	GOOD CITIZENSHIP & SERVICE	SEE THE VALUE OF GOOD CITIZENSHIP AND CONTRIBUTING TO THEIR COMMUNITY; AND SEE THE IMPORTANCE OF SERVING AND HELPING OTHERS.
WEEK 3	SOS PROGRAM LESSON 8	FOLLOWING THE RULES OF RUBRIC ROAD	EXPLAIN THE PURPOSE OF A RUBRIC; DESCRIBE HOW TO USE A RUBRIC; AND COMPARE RUBRIC WITH A PROJECT TO IDENTIFY HOW THE STUDENT FAILED TO FOLLOW DIRECTIONS.
WEEK 4	GUIDE TO COLLEGE LESSON 7	MAJOR DISCOVERY	DEFINE 10 COLLEGE PATH VOCABULARY TERMS; EXPLAIN WHAT A COLLEGE MAJOR IS; AND DISCOVER THAT A BROAD RANGE OF INTERESTING MAJORS ARE REPRESENTED WITHIN AN ACADEMI SUBJECT.

- 6 CHARACTER TRAITS
- 7 GUIDE TO COLLEGE LESSONS (OF 14)
- 8 SOS PROGRAM LESSONS (OF 16)
- 18 WISE SKILLS LESSONS (OF 32)
- 6 THE CHARACTER CHRONICLES VIDEOS

Sample Voices Grade Level Goals

Kindergarten	B1 (End of cycle 1)	B2 (End of Cycle 2)	B3 (End of cycle 3)
Phonemic Awareness <i>Measured by: Voices Assessment</i>	All students will master section 1.1, 2.1, 2.2, 3.1, 5.1 in their native language.	All students will master section 1.2, 3.2, 3.3, 5.2 in their native language.	All students will master sections, 4.1, 4.2, 4.3, 5.3, 6.2, 7.4, 7.5 in their native language.
Letter and Sound ID <i>Measured by: Voices Assessment</i>	All students will know half of letter names and sounds (O, A, I, E, U, M, P, S, L, T, D, R, C -13 total)	All students will know all letter sounds and names.	All students will write all letters.
Reading <i>Measured by: F&P</i>	All students will read at F&P level A independently.	All students will read at F&P level C independently.	All students will read at F&P level D independently (L1). All students will read at F&P level B independently (L2).
Sight Words <i>Measured by: Voices English/Spanish Sight word assessment</i>	All students will master (read and write) 20 sight words in their dominant language. All students will master 10 sight words in their second language.	All students will master (read and write) 40 sight words in their dominant language. All students will master 30 sight words in their second language.	All students will master (read and write) 60 sight words in their dominant language. All students will master 45 sight words in their second language.
CAPS <i>Measured by: Clay Assessment-Moon- English Descalzo- Spanish</i>	All students will master 50% of CAPS assessment in their native language.	All students will master 75% of CAPS assessment in their native language.	All students will master 100% of CAPS assessment in their native language (excluding #24 & 25).
Phonics <i>Measured by: Spelling Inventory</i>	All NE students will master the Beginning Consonant stage. All NS students will master the Consonante prominente.	All NE students will master the Final Consonant stage. All NS students will master the Vocal prominente Stage.	All students will master the Short Vowels Stage. All students will master 50% of the Representación de sonidos Stage.
ELD <i>Measured by: ADEPT and Curriculum Associates</i>	All level 1 EL's will master 40 questions (Receptive or Expressive).	All level 1 EL's will meet all level 1 benchmarks (48 questions). AND master all Receptive level 2 and 75% of Reading and Writing C.A level 1	All level 1 & 2 EL's will master level 2 (and fill in any level 1 gaps) and master Level 1 C.A. reading and writing
*Kinder is excluded from C.A. assessment	All level 2 EL's will master up to 2.18 Receptive.	All level 2 EL's will master up to 2.23 Receptive and 2.10 Expressive and 75% of Reading and Writing C.A level 2	All level 2 EL's will master level 2 AND reach level 3 Receptive 3.14 and master Level 2 C.A. reading and writing
	All level 3 EL's will master 75% of Receptive (11/14)	All level 3 EL's will master 100% of Receptive (11/14) and 50% of Expressive (5/9) and and 75% of Reading and Writing C.A level 3	All level 3 EL's will master level 3 (100% Receptive and Expressive) and master Level 3 C.A. reading and writing
	All level 4 EL's will fill all ADEPT level 1-3 gaps and master 50% of C.A. Reading and Writing	All level 4 EL's will master Expressive ADEPT Level and All level 4 EL's will master 75% of C.A. Reading and Writing	All level 4 EL's will reach Adv. level on C.A. reading and writing sections and reach Adv. level on CELDT (possible Re-designation)
Writing <i>Measured by: Voices Assessment</i>	All students will score a 1 on the rubric in their native language.	All students will score a 2 on the rubric in their native language.	All students will score a 3 on the rubric in their native language.
Math <i>Measured by: Acuity</i>	All students will score at 80% correct or above on the interim math test.	All students will score at 80% correct or above on the interim math test.	All students will score at 80% correct or above on the interim math test.

Voices Academy Classroom Best Practices

Student Engagement

- ✓ Students on-task
- ✓ Students actively participating (listening, reading, writing, discussing, thinking, applying, practicing)
- ✓ Students asking and answering a range of questions (factual to higher order thinking)

Standards-Based

- ✓ Evidence of standards-based lessons in room (written and orally stated)
- ✓ Standards-based student work posted
- ✓ Students know what they are learning
- ✓ Alignment between grade levels

Individualized Instruction

- ✓ Workshop model
- ✓ Guided Reading
- ✓ Small group and 1 on 1 work

Direct Instruction

- ✓ Mini lessons
- ✓ Teacher model
- ✓ Guided practice
- ✓ Independent work

Classroom Environment

- ✓ Word Wall
- ✓ Student Data Wall
- ✓ Cooperative seating (desk clusters, carpets)
- ✓ Guided reading area
- ✓ Teacher/student co-created lesson resources posted (rather than commercial materials)
- ✓ Evidence of the “joy factor”
- ✓ College Wall
- ✓ Student and Teacher Relationships: Respectful and Nurturing

Second Language Learner Support

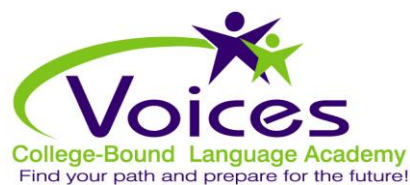
- ✓ Language and vocabulary objectives
- ✓ Cooperative learning groupings
- ✓ Activate and build prior knowledge
- ✓ Hands-on, real materials, manipulatives (learning tools), pictures, illustrations

Balanced Literacy includes:

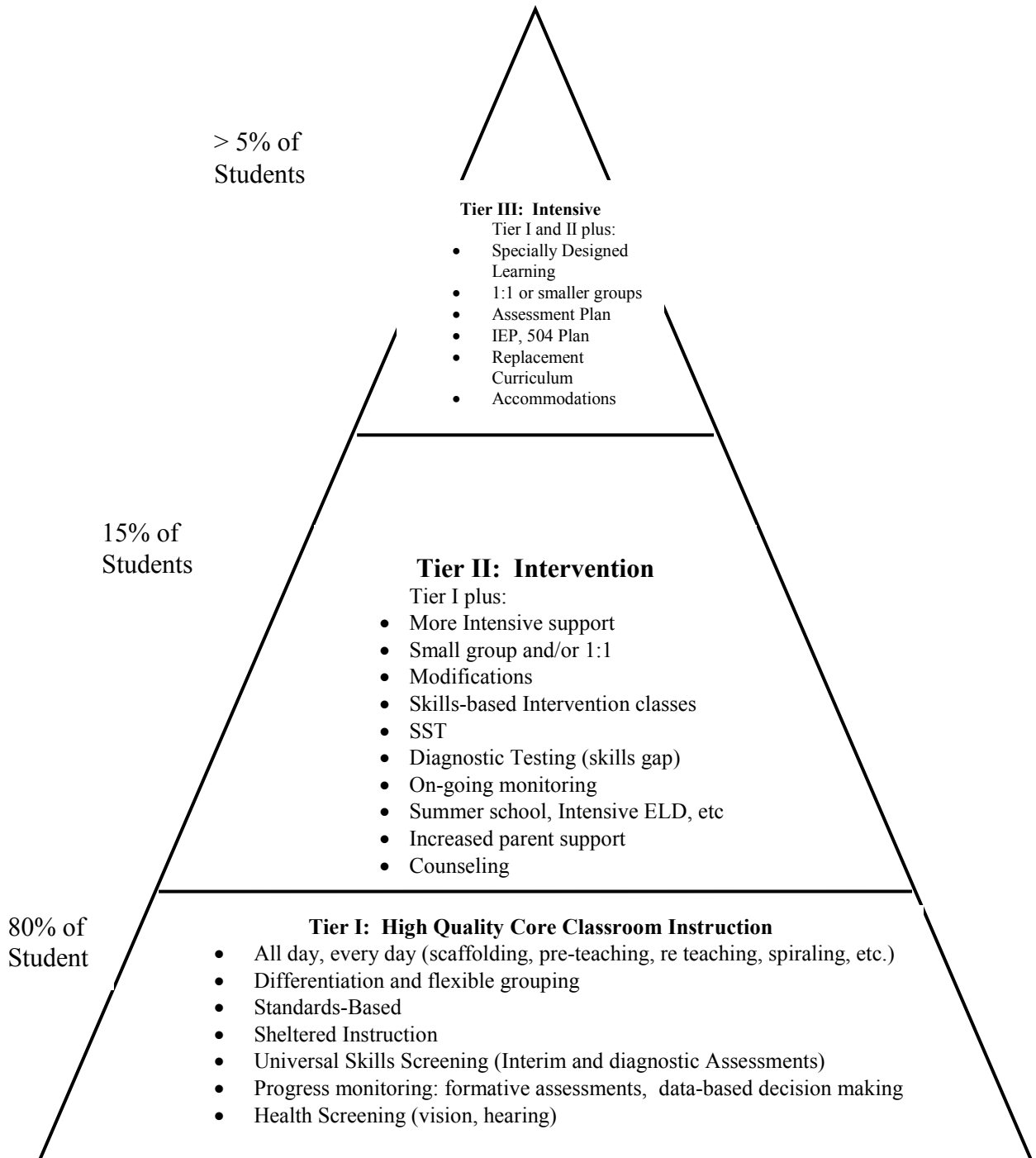
Guided reading and writing
Independent reading and writing
Readers workshop
Fluency practice
Comprehension work
Oral language development

Balanced Math includes:

Automaticity practice (fact memorization)
Concept focus
Guided practice
Independent practice
Application practice



Response to Intervention (RtI)





Information for Parents

WHAT IS RESPONSE TO INTERVENTION?

Parents want to see their child excel, and it can be very frustrating if a child falls behind in reading, math, writing, and other subjects, or if the child has difficulties getting along with others or making appropriate choices.

Response to Intervention (RtI) is a process that provides intervention and educational support to all students at increasing level of intensity based on their individual needs. The goal is to prevent problems and intervene early so that students can be successful.

What can I expect with RtI?

- You will be informed and involved in planning and providing intervention for your child.
- You will see levels of support (academic and behavioral) that increase or decrease in intensity on your child's needs.
- You will receive frequent progress monitoring reports about how your child responds to the intervention provided.

WHAT DOES RTI LOOK LIKE?

The RtI has three tiers that build upon one other. Each tier provides more intensive levels of support:

- **Tier I includes high quality instruction.** The school provides all students with access to high quality curriculum, instruction, and behavior support in the general education classroom.
- **Tier II includes additional targeted, supplemental instruction/interventions.** The school provides intervention to small groups of students who need more support than they are receiving through Tier I.
- **Tier III includes intensive interventions.** The school develops and implements interventions to meet the individual needs of students.

Your child is monitored and results are used to make decisions about additional instruction and intervention.

RtI Includes:

1. High quality, research-based instructional and behavior supports in general education
2. School-wide screening to determine which students need closer monitoring or additional interventions
3. Multiple tiers of increasingly intense, research-based interventions matched to the needs of student(s)
4. Use of collaborative problem solving to develop, implement, and monitor interventions
5. Continuous monitoring of student progress to determine if instruction/interventions are effective in meeting the needs of students
6. Follow-up to ensure that the instruction/interventions were implemented as planned
7. Active parent involvement throughout the process of pursuing solutions that lead to increased success
8. Multiple opportunities for additional time for learning



Information for Parents

HOW CAN I BE INVOLVED IN RTI?

Parents play a critical role in supporting what their children are learning in school. The more parents are involved in student learning, the higher the student achievement. Ask questions to learn more about this process:

- Is my child successful? If not, what additional instruction/interventions will my child receive?
- What types of programs are used in my child's classroom (e.g., instructional programs, intervention supports)?
- How will additional assistance be provided? By whom? How often? For how long?
- How will I know if my child is making progress? How will I know if my child is making sufficient progress?
- What will the school do if my child is not improving?
- What can I do to help my child?

Ask your child's teacher for more information about how you can be involved in the RtI process.

WHAT DO I DO IF I BELIEVE MY CHILD IS STRUGGLING?

- Talk with your child's teacher.
- Review and assist with homework assignments.
- Attend all parent workshops and meetings.
- Celebrate your child's successes.
- Learn more about the curriculum, assessments, and interventions being used at Voices
- Participate in conferences and other meetings about your child.
- Make a list of specific questions to ask during conferences (e.g., What is working? or What additional supports may be needed?).

For further information contact the school office at: (XXX) XXX XXXX

Voices College-Bound Language Academy
Student Success Team (SST) Process Checklist

Student: _____ Date: _____
Teacher: _____ DOB: _____ Grade: _____

Date	Initial	Step
		Classroom teacher gathers data, conducts assessment & observations and shares concerns with parents (Communications Log)
		Classroom teacher attempts & documents classroom modifications on (Academic Intervention Service Plan)
		Classroom teacher makes a referral for school level intervention (School Intervention Referral Form)
		Classroom teacher makes a referral for Student Success Team SST Teacher Referral Form/ Intervention Checklist and dated work samples
		Classroom teacher makes a referral for SST and submits all previously completed documents to Intervention Teacher for review.
		Fully completed purple folder
		Referral Data Collection for SST
		Language Checklist
		Initial Health Information
		Diagnostic & Prescriptive SST Referral Checklist-Teacher Assessment and/or Problematic Target Behaviors Form
		Principal/designee conducts observation (Classroom Observation Form)
		Intervention Teacher documents SST on the student's cumulative folder
		Intervention Teacher schedules Initial SST meeting and invites parents and any other essential members
		Intervention Teacher sends home Student Background Data Form and Developmental History-Short Form to be completed by parents
		Intervention Teacher gathers health, CST, CELDT and attendance data
		Intervention Teacher arranges for parent reminder call 1-2 days before meeting
		SST file is closed if student is placed in SPED. The inactive purple (SST file is placed in student's confidential SPED file) Date: _____ SST file is closed if student makes adequate improvement/attains goals. Date: _____ (SST file is placed in Inactive SST file)

Voices Charter Student Success Team Follow-Up

Teacher: _____	Grade: _____	Date: _____
Student: _____	Age: _____	Date of Birth: _____
		Primary language: _____

Actions	Completed?/ Success level	Next Steps (Who and When)
		Goals (ELA, Math, ELD, Behavior, etc.)
		Follow-Up SST Date

Parent Signature

Teacher Name/ Signature

Administrator's Name/ Signature

Parent Signature

Student Name/ Signature

Support Staff Name/ Signature